



## **PROBLEMS AND SOLUTIONS IN THE SYSTEM OF TRAINING OF QUALIFIED PERSONNEL IN UZBEKISTAN ON THE BASIS OF INTERNATIONAL STANDARDS.**

**Esanov Muzaffar Xoshimovich**

Deputy Director of the Center for Higher Education Development Research and Application of Advanced Technologies,  
Candidate of Historical Sciences

<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> October 12 <sup>th</sup> 2021 <b>Accepted:</b> November 14 <sup>th</sup> 2021 <b>Published:</b> December 13 <sup>th</sup> 2021	The implementation by the Republic of Uzbekistan of treaties and conventions in the field of human rights, education, children's rights, taking into account the world's best practices in the field of training is one of the factors in its development. The state policy in the field of training envisages the formation of a comprehensively developed citizen through a system of continuous education, which is inextricably linked with the intellectual and spiritual-moral upbringing of a person. In this way, one of the most basic constitutional rights of a citizen is the right to education, creative ability, intellectual development, and the right to work in the profession. However, obvious problems in the educational process need to be addressed. This article discusses the problems in the system of training qualified personnel in Uzbekistan in accordance with international standards and their solutions.
<b>Keywords:</b> Qualified personnel, problems in the education system, international standards, education system in Uzbekistan, problems and solutions, system reform, international experience.	

Inadequate training system in accordance with the requirements of democratic changes and market reforms, insufficient material and technical and information base of the educational process, lack of highly qualified teachers, lack of quality teaching and scientific literature and didactic materials, education The lack of close cooperation and mutually beneficial integration between the system, science and industry is one of the serious shortcomings of the existing system of training. The problem of linking the structure and stages of the educational process, that is, the organization of a system of continuous education, has not been solved. The current education system does not meet the requirements of modern, developed democracies. The training of specialists is not connected with the requirements of the process of reform and renewal in the society.

The state of pre-school education and upbringing remains unsatisfactory. Only 25 percent of kindergarten-age children are enrolled in preschool. There is a significant difference between the level of preparation of children coming to school from preschool and family.

The non-democratic and socially harmful environment in education, which is the result of various shortcomings in the educational process and teaching methods in schools and other educational institutions, has led to the fact that students do not develop independent thinking, rational decision-making. there is not enough preparation for. Young people who have

completed grades 9-11 cannot determine their place in independent life. They lack self-confidence, and only 10 percent of high school graduates go on to college. Eleven-year general secondary education, based on compulsory nine-year education, is not scientifically based, and students have sufficient vocational guidance and practical orientation of education, as well as independent thinking, hard work. does not ensure the formation of activity skills. Each year, about 100,000 graduates of basic schools are left unclaimed in the industrial and vocational sectors.

Due to the lack of coherence and succession between existing general education and vocational programs in the education system, career and career skills are not being developed in primary and secondary school graduates. As a result, young men and women find it difficult to find a way of life that suits their abilities, desires, creativity, and work ethic. The educational process is designed for students with an average level of knowledge, mechanisms such as working with gifted youth on individual curricula are not well used, curricula range from ideological to There is not enough space in them for the sciences that teach the basics of spirituality and morality, economic, legal and aesthetic knowledge. The transition from vocational schools to new types of educational institutions is more oral, and in practice, education in them is based on outdated material and technical and educational-methodological base, without proper retraining. 'is carried out with antic cadres.



One-level higher education does not fully take into account the needs of the labor market, structural changes in production and best international practices. Institutions do not have enough independence in the organization of the educational process, they do not adapt well to the changing conditions of the professional labor market.

Scientific, industrial and social institutions are not sufficiently involved in the training process. The tasks of developing and implementing state educational standards, state certification and accreditation of educational institutions are not defined. Student assessment systems do not provide objectivity and speed.

The prestige of vocational education and the social status of teachers, educators and coaches, scientific and teaching staff is declining. There is no marketing in the field of education services and training, and there is no multi-option financing scheme for the education system. Highly qualified personnel are not used effectively. The system of control and evaluation of the quality of personnel knowledge and training is unsatisfactory.

The main problem is that the majority of teachers, educators and educators are not well prepared, their level of knowledge and profession is low, and there is a shortage of qualified teachers. Only 20% of all preschool educators have higher education. While the average number of teachers in schools is 93 percent, the figure does not exceed 77-80 percent in some provinces and 50 percent in certain subjects. The average age of scientific and pedagogical staff is "growing". Doctors of science under the age of 40 make up 0.9 percent of the total number of doctors of science in the country's higher education institutions, and 79 percent of those aged 50 and over. The average age of certified PhDs is 50, and PhDs are 36.

Practical solutions to the problems of training qualified personnel in Uzbekistan on the basis of international standards:

- the republic's steady progress towards building a democratic state governed by the rule of law and a just civil society;
- the implementation of radical changes in the country's economy, the gradual transition of the republic's economy from raw materials to the production of competitive end products, the expansion of the country's export potential;
- that the interests of the individual and education take precedence in the state social policy;
- the growth of national identity, patriotism, the formation of a sense of pride for their homeland,

respect for the rich national cultural and historical traditions and the intellectual heritage of our people;

- The integration of Uzbekistan into the world community, the strengthening of the republic's position and prestige in the world.

The state and society act as guarantors of the functioning and development of the training system, coordinating the activities of educational institutions to train highly qualified and competitive specialists. In particular, it promotes the right of citizens to education, career choice and professional development. Compulsory general secondary education and compulsory secondary special, vocational education on the basis of the right to choose the direction of education in an academic lyceum or vocational college. Everyone has the right to higher education and postgraduate education on the basis of state grants or paid contracts. It is also the responsibility of the state to fund public education. It is developing public governance in addressing the challenges of creating conditions for students to study, live and relax. The state and society provide assistance to citizens in the following ways:

- To provide social support to the participants of the educational process;
- People with disabilities are guaranteed access to education.
- The principles of continuing education are as follows:
- the priority of education, the importance of its development, the prestige of knowledge, education and high intelligence;
- democratization of education, expansion of the independence of educational institutions in the choice of methods of education and upbringing, the transition to a state-society system of education management;
- the humanization of education, the discovery of human potential and the satisfaction of its diverse needs in education, the priority of national and universal values, the harmonization of human, social and environmental relations;

The socialization of education involves the formation of an aesthetically rich worldview in students, the formation of high spirituality, culture and creative thinking in them.

**In conclusion**, the national orientation of education is an integral part of education with the national history, folk traditions and customs, the preservation and



enrichment of the culture of the peoples of Uzbekistan, education is very important for national development. it is important to recognize it as a factor, to respect the history and culture of other peoples. The interdependence of education and upbringing, the fact that this process is aimed at the formation of a fully developed person and the identification of talented young people, the creation of conditions for them to receive the highest level of education, consistent fundamental and specialized education problems can be solved. In this regard, of course, good results can be achieved by relying on international standards and sharing experiences.

**LIST OF REFERENCES:**

1. PD-3775-son 05.06.2018. On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country. <https://lex.uz/docs/-3765586>
2. National training program. Its purpose, components, the essence of continuing education. The system of vocational education in developed countries. <https://hozir.org/kadrlar-tayarish-milliy-dasturi-uning-maqadi-tarkibiy-qismla.html>
3. About the National Training Program - Who he is, what he is - qomus.Info <https://qomus.info/oz/encyclopedia/k/kadrlar-tayralash-milliy-dasturi/>
4. General rules of the national program of training. <https://fayllar.org/kadrlar-tayrash-milliy-dasturi-umumiy-qoidalar.html>
5. National training program. National model of training. <https://arxiv.uz/uz/documents/slides/pedagogical-psychology/staff-training-national-program-staff-training-national-model>