



PROFESSIONAL AND HIGHER EDUCATION MEMBERSHIP INDICATORS

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ABSTRACT

The article covers the main tasks in ensuring continuity in the professional and higher education system and indicators of ensuring the continuity of professional knowledge, skills and qualifications in the professional and higher education system.

KEYWORDS

Professional education, higher education, continuity assurance indicators.

INTRODUCTION

The recommendations of international organizations in the field of professional education and the experiences of advanced foreign countries were studied, and the compatibility of training programs in vocational education with the levels of the International Standard Classification of Education (ISCE) adopted by UNESCO was analyzed. Special attention was paid to strengthening relations with international organizations and studying the experiences of advanced foreign countries regarding the establishment of a new professional education system. In particular, memorandums were signed with 6 foreign organizations and institutions (RIPO, TIKA,

KRIVET, CCN, etc.). The experiences of advanced foreign countries, including the USA, Germany, South Korea, Japan, the Russian Federation, the Republic of Kazakhstan, and other countries, and their national qualification frameworks were studied in the organization of the professional education system. The Decree of the President of the Republic of Uzbekistan "On organizational measures to further improve the vocational education system" was adopted. As a result, major changes took place in the professional education system, and on the basis of these important documents, the education system is being gradually reformed. During this process, state education

standards, curriculum and science programs were developed in a new revision. The professional education system was formed as a type of continuous education, that is, professional education includes the following levels in the occupation and specialty:

1. Primary professional education in vocational schools;
2. Secondary professional education in colleges;
3. Secondary special professional education is carried out on the basis of integrated programs in technical schools.

The main results and findings

Vocational schools, colleges and technicalities ensure that the trainees have a career and specialty of their choice.

Higher education ensures the training of highly qualified personnel in the areas of undergraduate education and master's specialties. Higher education has two stages-undergraduate and graduate. Undergraduate higher education is a base higher education that provides in-depth knowledge, qualifications and skills in one of the areas of higher education, with a duration of study of at least three years. The master's degree is higher education with a duration of study of at least one year in a specific specialty on the basis of the relevant Baccalaureate. The list of Master's specialties and their corresponding undergraduate educational areas is determined by the competent public administration body in the field of Education. Today, in order to improve the current state of training of future specialists in higher educational institutions, to improve the professional efficiency of future specialists, to properly organize the educational

process in educational institutions on the basis of modern pedagogical and information technologies, to ensure the continuity of professional knowledge, skills and qualifications of future specialists, to prepare methodological recommendations on the use of Educational reforms carried out in the Republic of Uzbekistan occupy an important place in the renewal of the life of society. In accordance with the law of the Republic of Uzbekistan "on education" in the new taxrir and the ideas of the Constitution of the Republic of Uzbekistan in the new taxrir, the creation of specific initiatives for the training of personnel in society serves in its essence to train a competent person and qualified personnel. One of the most effective factors in implementing a continuing education system is to ensure continuity and continuity between its stages. Several scientists have thought about this problem. That is, in the system of professional and higher education, it is noted how it is possible to ensure the continuity of professional knowledge, skills and qualifications of students and students. In particular, it is known that the connection between the content of interdisciplinary, inter-course and educational types has long been discussed as an important didactic principle in pedagogical science. Most great pedagogical scientists, including ya.A.Komensky, K.D.Ushinsky, J.Locke, I.G.Petalosi, A.Disterverg, I.F.Herbert, O.Wilman and others took seriously the issue of the need to establish inter-disciplinary, Inter-coursework and intra-disciplinary interaction, calculating the factor for the correct solution of this problem, the formation of a thorough and systematic basis of knowledge.

Continuity-when said, it is understood that there is no interruption in the content of education between General secondary education and professional

education or the system of higher education, that is, the content of the next type of Education continues the previous one without interruption.

Continuity is a didactic principle that requires the logical connection of educational materials with each other in curricula, programs and textbooks that represent the content of education, preparing the ground for mastering the next ones, relying on previously mastered knowledge, forming a certain level of professional knowledge, skills and competencies at each stage of education in educators.

Education and upbringing are important factors that indicate the effectiveness of the country in every area: economic, social and spiritual, as well as its competitiveness among all countries. In this regard, the issue of raising a highly educated and intellectually developed generation in our country has risen to the level of Public Policy. The reader-young people are thoroughly mastered, thoroughly mastered modern knowledge, constantly paying attention and caring for their upbringing as worthy successors of our great ancestors.

The greatest wealth is intelligence and science, the greatest inheritance is upbringing, the greatest poverty is ignorance. Therefore, for all of us, mastering advanced knowledge, becoming truly enlightened and the owner of a high culture should become an unbroken need. This is evidenced by the fact that long-sighted programs for reforming the educational sphere in stages, with a clear goal orientation, are being consistently implemented. The goal of these programs is to bring the perfect generation to adulthood, to train mature professionals, to gain a thorough knowledge of young people, to fully show

their talent, to bring their ability to the surface, to find their place in society.

The development of the level of education and professional training of future specialists on the basis of modern requirements is one of the main factors that determine the future of our country and Democratic socio-economic development. Therefore, it is important to ensure the continuity of professional knowledge, skills and qualifications in the professional and higher education system, to introduce pedagogical and information technologies into the educational process, to strengthen economic reforms and cooperation in science, to ensure continuity and continuity of Education.

One similar issue is one of the most effective factors in implementing a continuing education system, ensuring continuity between its stages. Several scientists conducted research on this problem, as a result of which opinions were expressed on how to ensure the continuity of professional knowledge, skills and qualifications of students and students in the professional and higher education system. In Particular, O'.Tolipov and R.In Choriev's opinion, consistency and continuity are one of the important principles of didactics and require tools that make up the content of Education: a program, a methodological recommendation, a logical connection of additional visual materials, the assimilation of new information on the basis of basic knowledge, interdependence in the formation of knowledge, skills and qualifications at certain stages of Education.

R.Q.Nimatov, C.In the opinion of H Abdullaev, continuity provides research and management of the multifaceted educational and educational process and provides an opportunity to realize the purpose of

science. Solving problems of interdependence is interdisciplinary, focusing on determining the state and possibilities of dependence of a particular academic discipline [2].

D.Shodiev argues that continuity is used in education in two senses. First, the continuity between the types of Education. In this, the content of the next type of education should not only continue the previous one, but also continue in its next type of education, partially repeating it and inextricably linked in content. Secondly, the continuity between academic disciplines. This is generally considered to be an interdisciplinary or cross-disciplinary link.

Several scientists of the Republic were engaged in the problem of continuity and connection between the content of interdisciplinary, inter-course and educational types. Including the laws of interdisciplinary connection of pedagogy and interaction with fiction by A. Ch.Choriev; B.S.Abdullaeva methodological-didactic foundations of interdisciplinary involvement (on the example of teaching mathematics in academic lyceums of Social-Humanitarian orientation); I.O.Methodology for teaching the zohydov atomic structure on the basis of interdisciplinarity (on the example of physics and

chemistry); S.T.Didactic fundamentals of ensuring inter-course continuity in the education of history; A.A.Salomov interdisciplinary communication function of mathematics, X.A.Interdisciplinary communication in ensuring the continuity of the process of Economic Education of Umarova, Sh.To ' ychiev and T.Sobirova problems of development of skills and abilities of students on the basis of the connection of native language and Mathematical Sciences, A.R.Khodjabaev, J.Hamidov, S.The aliqulovs carried out their research on the structural-logical basis of ensuring interdisciplinary engagement.

Based on the above, continuity is a didactic principle that requires the logical connection of educational materials with each other in curricula, science programs and textbooks, which represent the content of Education, prepare the ground for mastering the next ones, relying on previously mastered knowledge, at each stage of education in educators, the formation of a certain level of professional knowledge, skills and On this basis, we recommend the following indicators of ensuring the continuity of professional knowledge, skills and qualifications in the system of professional and higher education.

Table 1.

Continuity indicators in Professional and higher education

Nº	Continuity indicators	Continuity issues
1	General education preparation	To ensure the level of adequacy and content of general education training in the system of professional education in order to continue studying in higher education.
2	Professional education training areas of activity	Determination of the degree of ensuring the interdependence of Professional and higher

		education in Bachelor's preparatory directions, professions and specialties.
3	Universal preparedness	To provide specialists with in-depth knowledge, skills and qualifications in the professional educational system on the scientific basis of the organization of their place in the technical, technology and labor market in order to obtain a specialization in higher education in the socio-economic fields and their application in practice.
4	Special preparation	Ensuring specific specialization of specialists in one direction of training in accordance with the state educational standards, state educational requirements and the international standard of Education.
5	Practical training	The use of the most effective technologies in the formation of practical skills and competencies corresponding to the requirements for the training of future specialists.
6	Professional skills	Ensure that the graduates of educational institutions have a qualification level in accordance with the requirements of state educational standards, science programs and educational plans in their direction, and that the skills and abilities of specialists in professional activities comply with the international standard requirements of education in the directions of preparation of state educational standards.
7	Form the qualities and characteristics of a person of social and professional importance-traction and development	The formation of qualities and characteristics that are of leading importance for the successful survival of each individual in an economically, spiritually-moral and socially oriented society.
8	Training pedagogical personnel	Development and implementation of the pedagogical foundations of ensuring continuity and continuity of educational systems in the areas of professional training of pedagogical personnel of the professional and higher education system.
9	Relationship between educational institutions and social partners	State and non-social partners provide qualification requirements in accordance with the requirements of the market relationship.

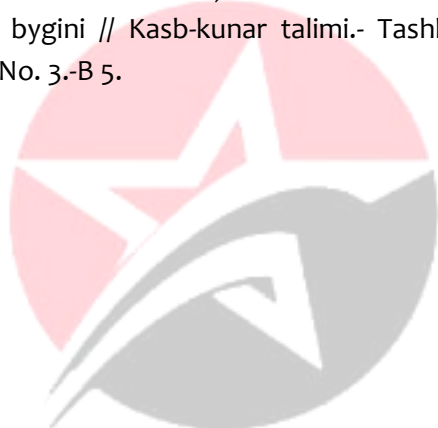
CONCLUSION

In ensuring continuity in the professional and higher education system, the above indicators ensure that the

priority directions for the systematic reform of educational systems are set, the process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities, independent thinking is aimed at raising to a qualitatively new level, modernizing the types of education, the formation of a harmonious.

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