

# CURRENT PROBLEMS AND DEVELOPMENT PRINCIPLES OF CONTINUING PROFESSIONAL EDUCATION

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## Abstract

The article deals with dual professional competence as dual content of the theoretical basis of professional education and development of the system.

**Keywords:** Vocational-pedagogical education, Second World War, innovation cycles, technical direction, pedagogical activity, professional training, professional education teacher.

## Introduction

According to the state educational standards (SES) and qualification requirements, professional education is a special field of education, within which training of teachers of general, specialized and special subjects is carried out for higher courses of educational units and professional educational institutions in higher educational institutions, enterprises .

The social need to organize the special training of the future professional education specialist for the vocational training system arose due to the emergence of techniques and technologies that require a lot of knowledge in the field of production during the period of rapid industrial development, their complexity and improvement, and the qualitative change in the field of production. This, in turn, objectively substantiates the demand for the professional description of workers, ultimately the quality of their professional training, which is determined to a large extent by the professional skills of specialists who carry out this training .

Development of professional education in CIS countries

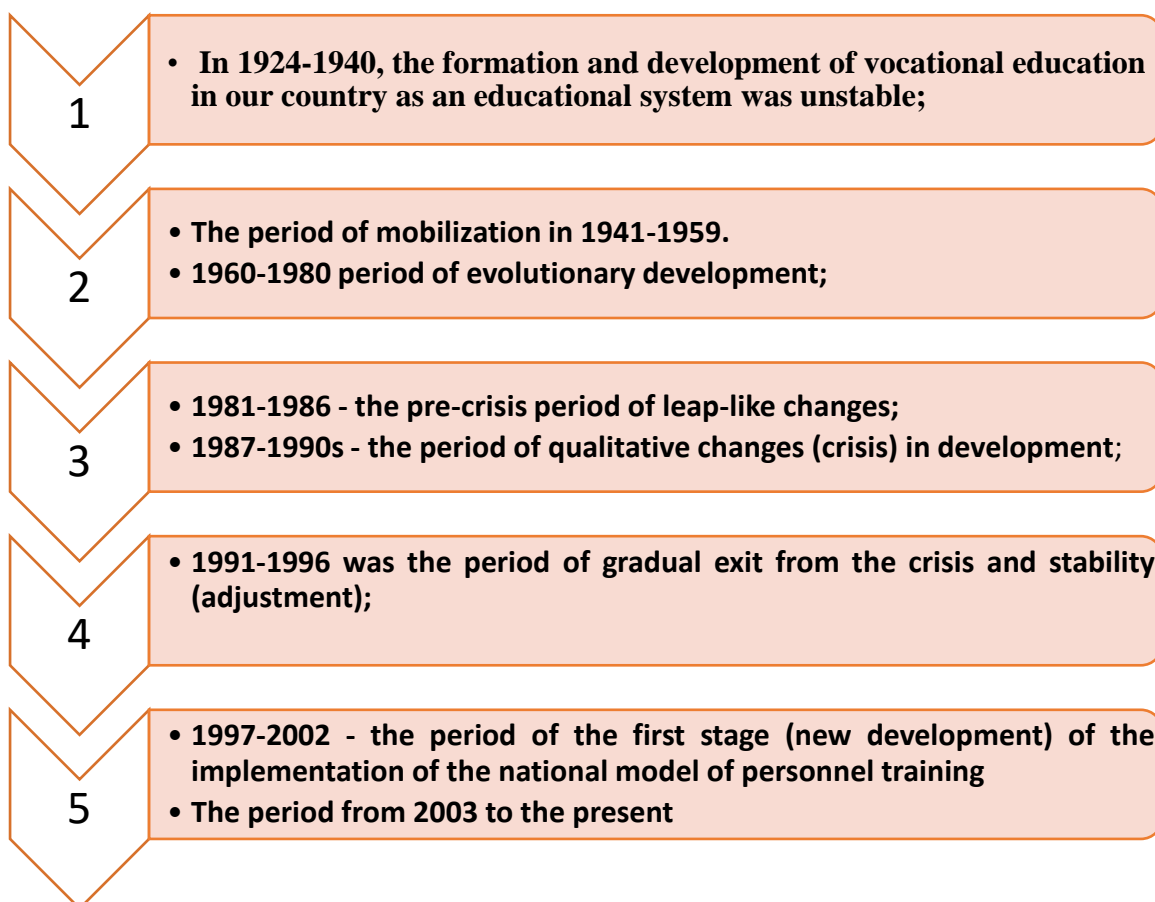
For the first time, the issue related to the need to carry out special training of pedagogues for professional education arose in the middle of the 20th century. For example, since the 1920s, several attempts have been made in the CIS countries to create a system of training pedagogical personnel for vocational and technical educational institutions. In particular, special institutes and technical schools, usually called "Industrial pedagogy", were created, pedagogical departments were established under technical higher education institutions and technical schools, special course training was introduced for teachers of special and general technical subjects and instructors of production education. However, this goal was fully realized only after the Second World War.

Since the 1960s, training of teachers of special subjects was organized in dozens of technical colleges and technical higher education institutions in the CIS countries, mainly in engineering and pedagogic faculties. According to the data, the engineer-pedagogue specialty is included in the relevant branch specialty groups, such as "Mechanical engineering", "Construction", "Electric power" and others. The specialty given to specialists in this direction was called



"Engineer-Teacher". The training of such specialists had to meet the requirements of professional mobility, as well as conceptual requirements such as the need for education in a vocational educational institution to be carried out in an integral connection with the process of professional training .

Development of vocational education in the Republic of Uzbekistan



**Figure 1. Development of vocational education in the Republic of Uzbekistan**

At first, all large enterprises began to organize student courses in factories and industrial-technical schools. General education subjects are taught in them along with special subjects. Since the technical equipment of the enterprises was at a low level at that time, the equipment of the educational institutions was also limited to a certain extent. Due to the lack of large industrial enterprises in our republic, until the 30s of the 20th century, technical schools, factory-factory training courses, vocational-technical schools, educational production workshops and various vocational-technical educational institutions were regularly increasing. The new name "Vocational-pedagogical education" has become widespread in the scientific-pedagogical literature in recent years, and has been normatively strengthened in the name of the educational-methodological association of educational institutions in this field of education, and it has been recognized by a number of researchers that it corresponds to the essence of this field of education in many ways. At the same time, this name has an important drawback, even if it is, the quality "Professional-pedagogical" in the explanation of the concepts of pedagogy has another meaning. This concept is used to describe phenomena



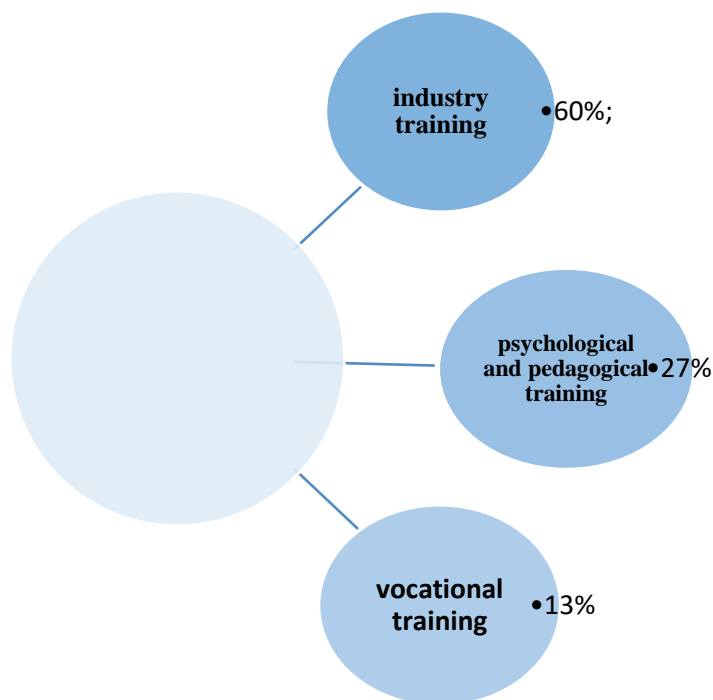
that describe pedagogical activities performed by qualified pedagogues, as opposed to pedagogical activities performed by unqualified teachers (for example, parents). In this sense, this phrase is not narrow, but rather widespread.

For this reason, according to tradition, the term "Vocational education" continues to be used in pedagogy along with the term "Vocational-pedagogical education" to express this meaning in general.

In fact, the new name of the specialty called "Professional education" is not fully satisfactory, because in such a short name it represents the field of activity of graduates in higher education. As a matter of fact, taking into account the specific nature of this type of education with a wide range of specializations, the name of the specialization should reflect what type of social production or household sphere the pedagogue is preparing to teach. Therefore, in 2000, during the development of the second-level state education standards, an addition was made to the name of the specialty, "By Sectors".

The special nature of vocational training programs and state educational standards in higher engineering-pedagogical education allows them to include training with three different characteristics in addition to general professional and humanitarian training.

These are: engineer-technical (field), psychological-pedagogical and production-technological (according to the profession) training. The interrelationship of these elements in professional training is as follows:



In this case, the specific nature of the professional activity of the future professional education teacher requires not simply adding them, but integrating them in the educational process .

In secondary professional education, the content of educational programs is less integrated. Here, educational activities are regulated by two educational standards at the same time: 0308 "Professional education (on networks) specialization and related branch specialization.

At present, vocational-pedagogical education is providing various regional educational institutions and structural structures with pedagogical personnel.



The main field of this educational field is still the field of primary vocational education, in which educational institutions are engaged in training personnel for many branches of social production and socio-cultural field. As a result of the goal-oriented activities of the organizers of this field of education, there has been a qualitative change in the structure of professional education personnel in our country over the last 15 years. According to statistical indicators, the weight of workers with higher professional pedagogical education among vocational colleges was more than 10 times, among teachers about 7 times, among masters of industrial education 5 times. However, in general, the share of such specialists is still insignificant: 22.2%, 17.1% and 6.3%, respectively. Thus, despite the significant increase in the number of higher vocational and pedagogical education specialists, the share of workers without higher education in the lower professional education system remains high.

By its essence, professional-pedagogical education includes the process of forming a person capable of working in a specific profession, performing a wide range of professional-pedagogical tasks, and preparing for self-expression in professional activities.

The analysis of the research problem shows that U.N. Nishonaliev, R.Kh. Djuraev, A.R. Khodjaboev among the pedagogic scientists of our republic on the problems of improving the preparation of vocational education specialists for professional activity based on an integrative approach, N.A. Muslimov, Q.T. Olimov, Sh. Qurbanov, J. Khamidov, D.F. Jalalova, Sh. Kulieva, M. Tashov and many other scientists conducted scientific research.

Pedagogical theory is distinguished by its great potential in the field of integration. The trend of integration, the problems of approaching the educational process as a whole phenomenon R. It was expressed in the researches of scientists such as Safarova, E.O. A.P. Belyaeva, M.N. on the objective basis of pedagogical integration, identification of factors and categories of the integration approach, integration of theoretical and practical knowledge, integration of pedagogical and technical knowledge, integration of general education and professional training of students. Berulava; V.S. Bezrukova, V.I. Zagvyazinsky, V.T. Sopegina, V.A. Degtarev and others conducted research.

The socio-pedagogical and theoretical methodological foundations of the development of secondary special vocational education in Uzbekistan were researched by H.F. Rashidov.

U.I. Inoyatov scientifically based the theoretical and organizational methodical foundations of quality control and management of education in vocational education institutions.

In the fundamental studies of B.Mirzakhmedov and Q.T.Olimov, the theoretical and practical aspects of creating educational literature for vocational education were studied. In these fundamental studies, the concept of creating a new generation of educational and methodical literature for the process of training a vocational teacher is scientifically based, and scientific and methodical recommendations for improving the quality of the educational process are given.

Pedagogical scientist N.A. Muslimov researched the scientific-methodical foundations of the formation of pedagogical qualities in the future vocational education teacher and focused on the issues of forming a new generation of specialists, bringing up a morally and morally mature, independent worldview, a creative thinker, a well-rounded person who is loyal to universal and national values. special attention is paid.



Professor N.N.Azizkhodzhaeva conducted research on the problems of applying pedagogical technologies to the educational process and improving pedagogical skills, and emphasized in her research that teaching technologies in the professional education system ensure the acquisition of fundamental and practical knowledge .

V.V. Latyushin's article entitled "Anthropological-centered approach to professional-pedagogical training of a future teacher" shows the four main stages of professional development of a person in higher education institutions: content, dynamic (the individual's conscious and independent expression of professional creativity after entering a higher education institution); institutional (environment of professional development of the person) and technological (means, methods and forms, situations of managing anthropological focus in professional training) .

In the research work of V.I. Danilova on the topic "The didactic structure of the process of teaching students in higher educational institutions of pedagogy", he spoke about the theoretical and methodological foundations of the design of the educational process in higher education, the systematic approach to the structure of the educational process .

The theoretical and organizational-methodological foundations of management and control of the quality of education in vocational colleges are reflected in the researches of U.I. Inoyatov . The existence of these shortcomings indicates that the engineering-pedagogical education system in our country is still not smooth and needs to be updated in terms of rapid development and quality. First of all, the above-mentioned opinion applies to higher engineer-pedagogical education, which is undoubtedly an important link in the entire field of education.

At this point, it should be noted that during the development of professional education, the question of the appropriateness of its functioning as an independent type of education in terms of normative and organizational aspects has been raised several times. However, social practice and scientific research show that vocational education satisfies an objective need, that is, it satisfies the public need for highly qualified pedagogues for the vocational education system. Such a functional feature of professional education is based on the content of professional education for a whole group of related working professions, not the important goals and tasks directed to a separate academic discipline, educational technologies (like traditional pedagogical education) .

The third educational model (form) is dual, occupying an intermediate position between the production and educational institution forms of education, and reflects the form of education controlled by the state. This educational model can be found mainly in German-speaking countries such as Germany, Austria, and Switzerland. The dual system of professional education includes two organizationally and legally independent carriers of education, two educational and production environments - an enterprise and a professional educational institution, which work together to achieve the common goal of professional training of students. The role of the state is expressed as follows, that is, private enterprises and non-production entities of education (funds, associations, unions, etc.) carry out professional education according to the conditions established by the state.



One of the new trends in the development of professional education is related to the restoration of individual economic activity in the field of home economics, that is, production, and it also implies strengthening of professional and economic training of students and pedagogues.

A number of researchers (A.T. Glazunov, A.M. Novikov, E.V. Tkachenko, etc.) emphasize that different types of professional education - primary, secondary and higher education do not correspond to their essence. For example, A.M. Novikov said, "Secondary special educational institutions and technical schools are a type of secondary vocational education, when they differ in their nature by the level of professional education. At the moment, they are separated only by departmental boundaries, and they are being reorganized as vocational education lyceums and colleges. Therefore, it is appropriate to combine primary and secondary education and call it basic professional education, which naturally has many levels and stages". Currently, this principle has been implemented in various organizational and practical forms for the development of professional education.

In particular, the positive experience of organizing educational-scientific-research-production complexes uniting educational institutions, scientific-research structures, as well as base institutions and enterprises intended for pedagogical and production practice is of great importance.

Vocational college students, students of higher educational institutions, and trainees of the institute for improving the skills of engineers and workers of the enterprise undergo professional training at the production enterprise. On the basis of this experience, it is possible to organize an educational-scientific-production complex called "Technical-higher education-production". Within this complex, the main direction of continuous multidisciplinary professional technical education will be created.

Currently, the technical school and the higher education institution agree on the curriculum in advance, and the graduates of the technical school are admitted to the second year of the higher education institution after two years of education.

In our opinion, the solution of these problems is a priority today, and the success of practical changes in this field of education is determined by the appropriateness of the selected conceptual frameworks and their compatibility with modern socio-pedagogical requirements and conditions.

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