

Analysis of the Process of Training of Higher Education Staff in the Year of Independence in Uzbekistan

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Annotation: Higher education plays an important role in the socio-economic and cultural development of any country. The life and level of development of higher educational institutions helps to determine the state of cultural development in a particular country. The article analyzes the process of training specialists with higher education in Uzbekistan during the years of independence.

Keywords: Uzbekistan, market economy, higher education, teachers, Ministry of Higher and Secondary Specialized Education, Ministry of Public Education, Doctor of Science, Candidate of Science, Pedagogical Institute.

In connection with the transition to a market economy in Uzbekistan during the years of independence, the creation of a system of higher education in line with the new socio-economic conditions has become a requirement of the times. In this regard, it is necessary to quote the words of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev: "It should be noted that the development of the higher education system in our country is also a priority. Along with new higher education institutions, branches of prestigious universities abroad are being opened, quotas for admission to higher education institutions are being increased, and part-time departments are operating in many areas "[2].

In the higher education system in the 1992-1993 academic year, 25,000 teachers served. Among them were 1,091 doctors of science and 11,000 candidates of science.

Training of teachers with higher education was carried out mainly at the Pedagogical Institute under the Ministry of Public Education. A number of specialists have also been trained at 16 universities of the Ministry of Higher and Secondary Special Education. Pedagogical institutes have trained teachers with higher education in a total of 19 specialties. More than 20,000 students studied at the State Pedagogical Institute (DPI). Educational work was conducted in Uzbek, Karakalpak, Russian and Kazakh languages.

In pedagogical institutes, along with the knowledge of the specialty chosen by the student, general cultural, psychological and pedagogical knowledge was provided [5].

Distribution of knowledge in the process of teacher training: 2360 teachers work in the Republican pedagogical institutes. Of these, 60 have PhDs and 325 have PhDs.

The main directions in the process of training higher education staff are: updating the content of pedagogical education, improving the forms and methods of education, programs, content, curricula, meeting the requirements of modern schools in the training of higher education staff, its close connection with school life, ensuring a systematic approach to the organization of the scientific-educational process, increasing the level of specialization, the effectiveness of scientific and pedagogical research; strengthening the material and technical source, etc. [5].

One of the integral parts of continuing education is the training of scientific, scientific and pedagogical staff, postgraduate and doctoral training [5].

There are 94 postgraduate schools in the country, where 3101 people studied. Of these, 2,044 were postgraduate students separated from production. In 36 doctoral programs, 196 doctoral students conducted research in the field of science.

In particular: at the Academy of Sciences of Uzbekistan - 36 postgraduate, 23 doctoral; 17 postgraduate and 7 doctoral programs in the Ministry of Secondary Special and Higher Education; 12 postgraduate and 4 doctoral programs in the Ministry of Health; 12 postgraduate and 1 doctoral programs at the Academy of Agriculture; 3 postgraduate studies at the Ministry of Agriculture; 3 postgraduate studies in the Ministry of Culture; 5 postgraduate and 2 doctoral programs at the Ministry of Public Education; 2 postgraduate studies at the Ministry of Water Resources; There was 1 postgraduate course in the State Geological Committee and the Central Asian Railway Association.

In general, the training of scientific and scientific-pedagogical staff was carried out in more than 300 specialties - in 20 disciplines [5].

There were 5 graduate schools in the public education system. In particular, in 2 pedagogical institutes, 2 pedagogical research institutes and the Central Institute of advanced training of public educators. Postgraduate training is defined in six disciplines and 25 specialties of psychological pedagogy. In 1989, a postgraduate course in "Theory and History of Pedagogy" was opened at the Tashkent DPI named after Nizami.

6 laboratories of the Qori Niyazi Pedagogical Research Institute, the Research Institute of Industrial Pedagogy and the Tashkent Pedagogical Institute named after Nizami. - Approved as the main executors of the technical program, for which the appropriate funds were allocated from the state to ensure research.

In recent years, Uzbekistan has been taking measures to develop the higher education system, establish new universities, establish educational institutions in cooperation with foreign countries, and increase the number of intellectuals. Today, the number of higher education institutions in Uzbekistan is close to 100. Coverage of secondary education in higher education has been raised from 9-10% to 15%. And in 2019, that's 20 percent. In the experience of developed countries in the world, this figure was 60-70% [1].

Higher education institutions have a place in the socio-economic development of the Republic. Today's higher education institutions have become scientific and pedagogical centers that can meet the requirements of the highest international standards of academic and professional education services.

In the formation and development of the system of market relations in Uzbekistan, higher education institutions provide ministries, enterprises, educational, scientific and commercial systems with highly qualified personnel.

Over the past period, serious reforms have been carried out in the field of higher education, eliminating the problems and shortcomings of the ideology of the past. Also, during the years of independence, a solid legal framework for the industry has been created and put into practice. With changes in the direction of education, higher education has become two-stage.

In recent years, universities have been cooperating with international organizations and foreign educational institutions to train highly qualified specialists.

Several pamphlets and articles on the history of the higher education system in Uzbekistan have been published. On the history of higher education in the years of Soviet rule A.Sadikov, R.Kh.Agzamov, A.K.Valiev, F.Nuriddinov, F.Sharipov, A.B.Baranov, S.Kh.Kholboev, R.Shamsutdinov, B. Rasulov et al. Conducted research and wrote works [4].

During the years of independence, new forms and methods have been used to organize the work of the higher education system. In particular, the identification of talented students in higher education is one such new way of working.

On July 10, 1998, the Ministry of Higher and Secondary Special Education adopted the "Regulations on the search, identification and targeted training of gifted students."

Sufficient experience in working with gifted students has been gained in the country.

On September 30, 2002, a special order of the Ministry of Higher and Secondary Special Education "On improving the work with gifted students of higher education institutions of the Republic of Uzbekistan" was issued. This document identifies new areas of work with talented students in higher education. In the second qualitative stage of the National Training Program, the development of student research work, the establishment of a student scientific society and monitoring the development of research work in order to create a normative and methodological support for this activity.

In order to train future professionals among talented students in higher education, additional training in computer technology, foreign languages and specialty subjects has been organized.

Good measures have been taken to train the President of the Republic, Beruni, Navoi and other state scholarship holders among talented students and prepare them for participation in competitions and science Olympiads.

During the years of independence, Uzbekistan has opened a wide way for cooperation with various international organizations and countries in the political, economic, social and cultural spheres. Uzbekistan's relations with foreign countries have been expanding year by year, and its role and position in the world political arena has been growing.

Particular attention is paid to strengthening the relations of higher education institutions of Uzbekistan with prestigious higher education institutions abroad, attracting foreign investment in education. International cooperation of higher education institutions is aimed at improving the education system and raising it to world standards, training qualified scientific and pedagogical staff, establishing mutually beneficial relations with foreign educational institutions, improving the language and professional skills of teachers, doctoral students, graduate students and students in various fields of education. was conducted for the purpose of experience exchange.

Indeed, in recent years, the Ministry of Higher and Secondary Special Education has directly cooperated with more than 20 countries in the field of education. Higher education institutions of the Republic of Uzbekistan carry out mutually beneficial cooperation with universities and other higher education institutions of the CIS countries, Great Britain, Germany, Spain, Austria, Belgium, France, Italy, China, South Korea, Japan. Among them are the United States, Germany, Egypt, Britain, France, Turkey, Italy, the Czech Republic and other countries. In 1995-1997, 1960 citizens of Uzbekistan, ie 1683 students, 115 postgraduate students, 162 research teachers were trained abroad [3].

During the years of independence, Uzbekistan has established mutually beneficial relations in the field of education with international organizations such as ACCELES, IREX, the Consortium of

American Colleges, SARE, the Peace Corps (USA), the Konrad Adenauer Foundation (Germany), the British Council and Tacis.

So, during the years of independence, radical reform of the higher education system, as in all spheres of social life, has become a requirement of the times. In the process of reforming the activities of higher education institutions, a new education system was formed that was completely different from the existing system during the years of Soviet rule. As a result, university students began to be educated with the help of programs, manuals and textbooks based on the idea of national independence and a new scientific and methodological theory.

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