



PEDAGOGICAL AND PSYCHOLOGICAL FACTORS OF AN INTEGRATED APPROACH TO ADVANCED FOREIGN EXPERIENCE IN EDUCATION

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Article DOI: <https://doi.org/10.36713/epra10438>

DOI No: 10.36713/epra10438

ABSTRACT

The article defines principles of the interaction of the general, describes priority directions of modernization of the system of higher education. Also, the paper describes the modernization of the education system in Uzbekistan, and there is given analysis on research topic. In the article, descriptive, comparative, methodological analysis has been used. The importance of the pedagogical technologies, and technologization of the learning process in the educational process have been analyzed.

KEY WORDS: *education system, pedagogical technology, innovative learning technologies, stages of the innovative learning process.*

INTRODUCTION

Fundamental education reforms were launched in 1997. A new edition of the Law of the Republic of Uzbekistan "On Education" was adopted, and the National Program for Personnel Training was approved. (Fundamental education reforms were launched on July 2, 1997, a new version of the Law of the Republic of Uzbekistan "On Personnel Training" was adopted, and the National Program on Education was approved). Considering the positive results of admission of applicants by the method testing, conducted in 1992 in accordance with the Decree of the President of the Republic of Uzbekistan "On improving the system of admission to full-time departments of higher educational institutions of the Republic of Uzbekistan", taking into account the recommendations of the meeting of rectors of universities and the wishes of the general public, the Cabinet of Ministers decides:

1. Establish in 1993 a method of test selection of applicants for all state, as well as licensed higher educational institutions of the republic in all forms of education.
2. To assign testing to the Republican Center for the selection of applicants to higher educational institutions.

For the first time test trials were introduced into the practice of selection applicants to the universities of Uzbekistan on May 14, 1994 by the Cabinet of Ministers No. 258 "On the establishment of a state testing center under the Cabinet of Ministers of the Republic of Uzbekistan". By the same resolution, the republican center for the selection of applicants for full-time departments of higher educational institutions was reorganized into the State Testing Center. The development of the system of education and upbringing of the young generation is the most important priority in the reform of education. At present, the conceptual foundations for

reforming the system of personnel training and education have been developed. The core of this concept is the National Model of Personnel Training, which is called the Islam Karimov Model. The national training program has absorbed the achievements of world educational systems, the centuries-old experience of our ancestors in educating the younger generations, is based on taking into account the specifics of the development of the republic, the mentality of the Uzbek people. The Laws of the Republic of Uzbekistan "On Education" and "On the National Program for Personnel Training" are the regulatory framework, method and mechanism for the implementation of the National Model of Personnel Training. The core and distinctive feature of the National Model training is the inclusion of the following components in it as the main components: personality, state and society, continuing education, science, production. Personality is a backbone component of the National Model of Personnel Training. State policy in the field of personnel training provides for the formation of a diversified personality - a citizen through a system of continuous education, inextricably linked with the intellectual and spiritual and moral education of a person. The state and society act as guarantors of the functioning and development of the personnel training system, coordinators of the activities of educational institutions for the training of highly qualified competitive specialists.

The national model includes, as an essential element, science, as a sphere in which new fundamental and applied knowledge about the patterns of development of nature and society is formed, and the scientific results necessary in the system of personnel training are concentrated. Production in the personnel training system performs the functions of a customer and consumer of personnel, actively participates in



the training, retraining and advanced training of personnel of the appropriate level and profile. After independence, fundamental reforms are being carried out in Uzbekistan in all areas of socio-economic life. Social life and socio-economic relations between members of society are changing rapidly, values are being transformed in accordance with modern challenges. This could lead to the modernization of all spheres of society: the economy, politics, spiritual life, culture, the education system, and others. Currently, modernization, innovation, creativity are becoming the basis for the democratization of the education sector and an inseparable part of the life of its subjects. The basis for the modernization of the education system in Uzbekistan is a change in the essence of the education system, its development based on the study and application of the best practices of developed countries, the use of new methods, advanced pedagogical technologies. At the same time, the priority policy of the state in the education system remains the preservation and development of national and historical values, national experience and also their connection with progressive experience of developed countries in this area. That is, everything that is positive in the education system is preserved, which will contribute to development, and at the same time everything new, progressive, which corresponds to the national spiritual and moral values of society, is accepted. This means that modernization is carried out on its own basis, since continuity in the development of this area is maintained and at the same time innovations are applied.

LITERATURE REVIEW

In the process of modernizing the country's education system, the adoption in 1997 of the Law of the Republic of Uzbekistan "On Education" was of great importance, on the basis of which the National Program for Training Personnel was developed and approved. This program corresponds to the "Uzbek model" of development. The Uzbek development model is based on the evolutionary and phased implementation of the socio-economic and political reforms carried out in the country, which does not allow for "shock therapy". Modernization in the education system does not violate the above principles. Furthermore, the perspectives of the introduction of the concept of University 3.0 has been approved on the basis of the decree of the President of the Republic of Uzbekistan SH. Mirziyoyev, from October 8, 2019 № PF-5847 "On approval of the concept of development of higher education systems of the Republic of Uzbekistan until 2030". Foreign experience in the development of vocational education as a resource for optimizing the modernization of education has been studied, identifying the adaptive educational potential of international experience were the main directions of the laboratory for studying foreign experience in vocational education. We assume that the value of foreign experience is not limited to the contribution to the system of knowledge about the functioning of foreign professional education. Humanitarian importance of studying international experience as an integral part of the world educational experience lies in the fact that it equips the researcher with a scientific comparative method of

transforming reality, which turns a person into a multicultural, global and creative personality. The integration of vocational education into the common European educational space would allow domestic reformers to minimize possible negative consequences and mistakes, as well as to compare their own political decisions with the experience of others and thus better assess the feasibility and risks of their adoption. The rapid nature of the changes naturally led many countries to deep reforms and modernization of vocational education systems - this is happening in such different developed countries as the USA, China, Eastern Europe, and others.

METHODOLOGY

The study revealed the adaptive educational potential of foreign experience in the professional training of competent pedagogical, technical and social specialists which consists in the possibility of using the resources of international educational strategies and trends that necessitate significant changes in the system of vocational education. Main directions of using the potential of foreign experience to enrich the theories of professional training of competent specialists in the conditions of the formation of a single educational space can be:

- the introduction of the main conceptual ideas of synchronous changes in the development of the system of professional education, reflecting the mission and goals of professional training of competent specialists, using a conceptual and terminological dictionary — an internationally accepted glossary of vocational education;
- taking into account the peculiarities of the variable training of competent specialists (acceleration of the processes of global integration, which is expressed in the concept of *globalization*; identification of the existing lack of professional knowledge and skills; multi-level structure of the development of professional competence; departure from excessively narrow specialization and narrow research activities through the formation of a system of research universities, the functioning of which is based on the unity of research activities and the educational process, of course, is focused on postgraduate education and training of the intellectual elite);
- transformation of the content of professional training, taking into account racial, ethnic, tribal diversity; consolidation of professional areas of knowledge, development of a mobile variable system of academic disciplines of the professional cycle; an increase in the content of teaching extracurricular activities of students;
- the use of an integrative approach to the formation of the content of education; the use of innovative technologies for the training of competitive specialists in technical and pedagogical colleges, the social sphere, with a focus on the development of the student's personality when choosing and using them; widespread use of the modular organization of training and its various modifications, enabling flexible and prompt response to the needs of the individual and society.



RESULTS AND DISCUSSION

In the course of working on the problem, the meaning of the concept of “credit hour” was clarified as a parameter and tool for streamlining lifelong education and ensuring academic mobility due to the complexity and multidimensionality of this phenomenon, which led to the emergence of various approaches to its cognition and transformation of organizational and active conditions: the creation infrastructure in an educational institution for the development of international cooperation; collection of a database of an educational institution in the field of international programs and projects; staffing of the educational institution; availability of agreements on international cooperation between educational institutions of near and far abroad; development of the activities of regional centers for international cooperation and academic mobility of subjects of the educational process; use of a favorable geographical position, development of transport links; internationalization of curricula; creation of a system of multi-level education, solving problems of the equivalence of foreign diplomas of education; intensive mass migrations and the formation of multicultural communities [3].

When to consider of the experience of building innovative systems by the countries of the East Asian region leads us to the conclusion that the application of their experience for Uzbekistan is not very promising due to the presence in our country of a fairly developed and still preserved segment of fundamental science (which is not in these countries), as well as due to fundamental differences in the mentality of the majority population. Despite the fact the format of borrowing technologies in some respects (in certain sectors and segments of science and the real economy) is of particular interest to our country.

Until the beginning of the 20th century the phrase *pedagogical technology* was considered an unacceptable liberty in the interpretation of such purely creative and intimate psychological processes as training and education. Gradually, the concept of *pedagogical technology* established itself in the minds of the pedagogical community. At present, the concept of *technology* has become a fairly frequently used concept in the pedagogical literature. Most often, the word *technology* is used in combination with various concepts of didactics - learning technology, educational technology, pedagogical technology, technology of formation, technology of development, technology of pedagogical communication, and technology of pedagogical work. The intensification of educational and cognitive activity cannot be solved outside of pedagogical technology, since it is technology that represents a systemic way of thinking that arose in pedagogy under the influence of the socio-economic development of society and its scientific and technical development progress. Selevko drew attention to this: pedagogy must have all the features of a system: the logic of the process, the interconnection of all its parts, integrity.

The main aspects of *pedagogical technology* are:

- Scientific: pedagogical technologies - a part of pedagogical science that studies developing goals, content and teaching methods and designing pedagogical processes;

- Procedural and descriptive, description (algorithm) of the process, a set of goals, content, methods and means to achieve the planned learning outcomes;

- Procedural and effective, the implementation of technological (pedagogical) process, the functioning of all personal, instrumental and methodological means.

Any pedagogical technology must meet the basic methodological requirements:

- Conceptuality - each pedagogical technology should be based on a certain scientific concept, including the philosophical, psychological, didactic and socio-pedagogical justification for achieving educational goals;

- Consistency - pedagogical technology should have all the features of a system: the logic of the process, the interconnection of all its parts, integrity;

- controllability - implies the possibility of diagnostic planning, designing the learning process, step-by-step diagnostics, varying means and methods for correcting results;

- Efficiency - modern pedagogical technologies exist in competitive conditions and must be effective in terms of results and optimal in terms of costs, guarantee the achievement of a certain standard of learning.

Other forms (models) of integration of science and education are being created and developed in the Republic of Uzbekistan.

In particular, some researchers refer scientific and educational institutions with a special status to such new models.

The integration of education, science and production is becoming a decisive factor in the development and growth of the competitiveness of the national economy. The level of development of science-intensive technologies is currently a characteristic of the economic development and scientific and production potential of the country. The best world experience shows that integrated scientific and educational structures provide the training of qualitatively new specialists who are in demand on the labor market, and technological changes in production, based on the use of the latest knowledge, contribute to the economic growth of the country. The study of world experience is an important aspect in improvement and implementation of the national concept of the integration of science, education and production. This process is long and multidimensional and is determined by the variety of forms of integration on the example of the universities of the American model, the Japanese (Asian) model and the European model of mixed types. A special place in world practice is occupied by research universities, where within the walls of campuses there are both auditoriums for lectures, where students receive theoretical material, and laboratories, in which, in fact, research activities take place directly. The main feature of the concept of universities of this form of integration is the presence of strong ties with industry. Of particular interest in the development of the university idea is the experience of US universities (*University of Texas, Stanford University, Manchester Metropolitan University*). For example, the Massachusetts Institute of Technology has connections with approximately 300 corporations (more than half of them are the largest US corporations) [1].



CONCLUSION

Thus, the study of foreign models of integration of science, education and production showed that this process in foreign universities has evolved over many years and is the most important factor in the innovative development of many countries. The experience of the country's universities in improving the training of teachers indicates that it is necessary to carry out special work to form the intellectual skills necessary for teacher in the process of studying at the university. Research universities are characterized by a plurality of funding sources: state and local budgets, grants, charitable and trust funds, business, income from educational, research, production and consulting activities.

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