



DEVELOPMENT OF LABOR RESOURCES IS THE LEADING FACTOR OF SUSTAINABLE ECONOMIC GROWTH

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ABSTRACT

The article reveals the need to develop professional training programs, participate in the activities of educational institutions' boards of trustees, and involve personnel in the formation of a corporate training system.

KEY WORDS: *Education system, priority quality, higher education system, skills, personnel training, labor market.*

One of the important problems in building a competitive economy is the spiritual-ethical, general education and professional level of citizens - the quality of human resources, because progress in the current competitive struggle depends not on the geographical size of the country, but on the amount of natural resources and the development of labor resources. Development of the education system is one of the important directions of the state policy of the Republic of Uzbekistan. This priority is reflected in improving the quality and relevance of educational content and curricula, stimulating the work of pedagogues.

Currently, the process of reforming the field of higher education in Uzbekistan is characterized by modernization and the continuation of the implementation of the national program of personnel training in the future. In doing so, the accumulated experiences are analyzed and summarized, specific socio-economic conditions and the development of the labor market are taken into account. The necessary legal, professional, scientific-methodical, material-technical and financial conditions will be created to ensure the reform of the higher education system. Modernization of the structure of higher education and systematic reform are ongoing.

Today, it can be said with confidence that higher education is primarily a means of social needs. The main focus of today's youth is determining their life status, therefore, the social mission of modern higher education is a priority in their minds. Today, in order to avoid the retraining of specialists with high knowledge, but weak practical experience and skills, there is a need for maximum convergence of educational institutions of all levels with the requirements of the labor market. The lack of a mechanism for taking into account the needs of the labor market in the training of personnel, a strategy based on the placement and development of production forces may not allow the formation of the state system for the training of specialists to slow down and adapt it to market conditions.

Higher professional educational institutions should have a strong relationship with employers, involve them in the development of professional education programs, participation in the activities of educational institutions' boards of trustees, and the formation of the corporate training system of personnel. Improving the quality of education can be ensured by the introduction of new educational technologies that can imitate modern educational programs, the development of interactive forms of education, and the wide use of project methods and tools. The training of qualified engineers for industries depends primarily on the quality of educational processes taking into account the requirements of the labor market. This is primarily determined by the compatibility of the requirements of the vocational education system with the needs of employers.

Currently, the issue of involving public and industrial organizations in the processes of formation and implementation of educational activities that ensure the necessary level of educational quality is at the initial stage. Based on it, it is necessary to develop mechanisms for identifying, supporting and distributing the best examples of



innovative educational activities and independent forms of educational quality assessment. Solving the priority issues of ensuring the quality of education is achieved by implementing measures in the following directions: independent collective management of educational programs of higher educational institutions, taking into account factors including the issues of attestation of educational programs, state accreditation, obtaining a license, information and methodical provision, in order to develop a modern system of education. - performing a professional assessment; development of new forms and mechanisms of evaluation and control of the quality of the activities of higher educational institutions in order to ensure the openness, fairness and objectivity of the evaluation of the activities of educational institutions; improving the academic training of teachers and students, improving the mechanisms of recognition of the equivalence of educational documents for the development of cooperation in the field of educational services, which helps the process of integration of the educational system of Uzbekistan into the world educational system; To increase the competitiveness of professional education, to experience the training of personnel according to the new generation educational standards developed with the participation of public and industrial associations, employers, as well as to the leading vocational training centers that have passed the expertise of educational programs in the direction of collective and professional accreditation, and to direct qualified specialists of industrial enterprises to qualified personnel training institutions. attraction; creation of mechanisms aimed not only at the internal collective and economic needs of the state, but also at ensuring the competitiveness of Uzbekistan in the world labor market; creation of a collective-professional accreditation system for the training of specialists that allows identifying higher educational institutions with a high level of training in a specific field that meets the requirements of the labor market.

The main consumers of graduates of higher educational institutions are various enterprises and institutions, which want graduates to have a set of professional competences that meet the requirements of the development of the innovative model of society and economy.

Currently, employers emphasize the low level of special training of graduates and their narrow professional scope.

In this case, the main claim made to OO'Us is that the graduates are not connected with practice and knowledge, they cannot work with modern, innovative high technologies. In order to eliminate these, it is necessary to deepen the content of production practice, to involve company specialists in conducting trainings, and to adapt the sciences to real life. In the opinion of employers, it is necessary to organize practice in certain conditions in order to improve the quality of personnel training.

The problem of high-quality training of specialists is related to effective cooperation of OO'Us with employers. The participation of employers in the training of qualified personnel is the main condition for the training of qualified graduates who meet the requirements of employers.

In order to solve this task, new forms of social cooperation, legal norms and contracts are required, which help in the training of specialists in OO'Us, and in satisfying the need for personnel in enterprises.

Cooperation between HEIs and employers is a key component of students' educational programs, and the various internships are inextricably linked during the transition process. Practice is one of the forms of organizing professional-practical training of students in the conditions of professional activity, and at the same time it appears as "a leading scientist who effectively forms a high level of professional competence of future specialists."

Educational, production and other internship programs provided for by the relevant state standards should be aimed at continuous improvement of students' professional development through theoretical, professional-practical and scientific-research integration. However, the experience of many educational institutions shows that the level of organization of internships today is not enough for students to acquire certain work experience, professional-practical knowledge, production skills and advanced work methods. The reason for this is not a mutually convenient cooperation in the direction of national and regional innovative education development, but simply formal relations of OO'Us with employers.

Higher education institutions and employers should be interested in creating a system to integrate the efforts of students to develop their professional skills. However, although employers are ready to establish relations with HEIs for



convenience related to the components of educational programs, they expect certain proposals from the higher educational institutions themselves on the forms of cooperation. This situation dramatically increases the role of specialist training departments, which organize certain types of practice in areas (specialties) and carry out educational and methodological management, in the implementation of social cooperation of higher education institutions with employers. It is they who become catalysts of social communication with external consumers of OO'Yu educational services, and ensure the formation and strengthening of cooperative relations.

In order to increase the effectiveness of the interaction between the specialized training departments of the educational institutions and the employing enterprises, it is desirable to develop cooperation programs and conclude relevant contracts.

In our opinion, cooperative relations between OO'Us and employers are a practical tool for improving the quality of higher professional education, creating additional conditions for the formation of abilities and skills included in educational programs, expanding and deepening the practical knowledge of students, but they will benefit the subjects of cooperation only when integrated processes are put into cooperative processes.

It should be recognized that in improving the quality of training of qualified personnel, the efficiency of the cooperation between the EO's and employers will increase when the EO's turn their employer strategic partners from passive consumers of educational services, external observers into interested participants in the educational and innovative processes that help students acquire a set of professional skills suitable for the requirements of the modern labor market. .

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