
HIGHER EDUCATION MANAGEMENT AS A TOOL FOR VOCATIONAL EDUCATION SYSTEM REFORM

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Abstract:

Educational principles always reflect the relationship between the objective laws of the educational process and learning goals. In other words, it is a methodological expression of learned laws and regulations, knowledge about the goals, essence, content, and structure of education, and it is expressed in a form that allows them to be used as regulatory norms of pedagogical practice. In modern didactics, educational principles are considered as recommendations guiding pedagogical activity and the educational process in general, as ways to achieve pedagogical goals, taking into account the laws of the educational process. This article covered such reforms of the education system.

Keywords: Higher education, modernization, pedagogy, professional, profession, informatization, innovations, intellectual, technology.

Education in a higher educational institution is a purposeful, pre-arranged relationship between a teacher and students, during which students are taught, educated and developed, some aspects of human experience, knowledge and experience of professional activity are mastered. Therefore, education can be defined as the joint activity of the student and the teacher aimed at achieving educational goals and acquiring the knowledge, skills and abilities specified in the curricula and programs. Learning is always a two-way process, which, as mentioned above, consists of teaching and learning, which characterizes the activities of each of the participants in the pedagogical process. Currently, vocational education is stable and consistently new going into quality mode. In recent years, many important events in the life of higher education are associated with the development and implementation of new, already third-generation educational standards. New tasks of modernization of higher education arise and are being solved based on them. Humanization and informatization, transition to a higher level of intellectual development of students regardless of the level of higher pedagogical education, be it bachelor's degree or master's degree, is promoted. The ability of people to live in a multicultural and rapidly changing world depends to a large extent on education, which is largely determined by the professional competence of the teacher and the quality of his pedagogical activity. The teacher becomes a figure of the society, indirectly participates in the changes in the society. That is why there is a lot of talk about the role of the teacher lately. The peak of active protest of the teaching profession in society has passed. This is confirmed by the very high competition for admission to higher educational institutions of pedagogy. The teacher realizes that one of the most important professions is the most valuable treasure in his "hands" - children, their minds and hearts.

The most important goal of the reform (modernization) of higher education has become the consistent priority of individual interests, the humanization of the entire education system, and the leading directions are the reforms in the field of education, the principles of state policy, which apparently fulfill this priority task. related to increase. New educational technologies, innovations appeared in the higher

education system, and based on them, new curricula and manuals aimed at forming a set of competencies among students appeared. A modern teacher should be ready to accept all these innovations, creatively review the changes in the content of special (subject) education and apply them in pedagogical activities, and have knowledge and skills in the sciences of pedagogy and psychology. must be ready to constantly improve skills. All this and much more necessitated significant changes in the content and technology of training undergraduate and master of pedagogy. Higher pedagogical education is actively moving to the system of personnel training. A master's degree is required to have excellent knowledge of his subject, methodological, pedagogical and psychological skills and qualifications. A modern master teacher should have the ability to work with information resources: traditional and electronic libraries, as well as the Internet. In addition, he should have a high methodological culture, be able to predict the educational future of his students and, based on this forecast, design the current process of their learning. In addition to professional qualities, a master must be a knowledgeable person, have wide interests, know languages - then he will be interesting for his students, and ultimately he himself will be successful. In order to fully live in an intensively changing competitive environment, a modern person must show more and more research behavior. The problem of activation of scientific research activities is becoming more and more urgent in the practice of school education. The success of this process largely depends on the effectiveness of pedagogical activity, which can be carried out only by a teacher-mentor and, in full, by a professional teacher. And that is why the modern school needs not only a science teacher, but also a research teacher - a new quality of teacher. The intense movement of our time demands more and more from teacher-researchers to have a clear direction in all the main directions of scientific development of the subject they teach. Without it, the teacher can get out of the flow of modern scientific life. It used to be possible to steer a training ship without a compass when the coast marks of science and its practical applications were visible. In the present era, when science is becoming an endless ocean, the school teacher is required to clearly justify the theoretical direction of the organization and conduct of the educational process, and the teacher can imagine this without deeply studying the methodology of science and the theory of his subject. doesn't. Thus, in our household traditions, education has long been understood as a two-sided process - education and upbringing. It is known that knowledge without moral foundation is a sword in the hand of a madman. That's why it is necessary to pay serious attention to the formation of the readiness of future teachers to solve educational problems, as well as the training of personnel at the university. Now we know how important the spiritual and moral environment in society is. Education (school and university) or, in other words, the acquisition of knowledge by people, is the main factor in the development of a morally healthy society. We should not forget that the school is one of the few social institutions where all citizens of our country are taught life lessons. A truly invaluable teacher who is skilled in many areas of science and technology, pedagogy and psychology, who can combine humanity and demandingness, has an inquisitive and inquisitive research mind, high culture and, of course, love and skill for his subject . The combination of these qualities helps to fulfill the main task of the teacher. In our opinion, only higher educational institutions (including pedagogical universities) that implement fundamental educational principles, have strong scientific schools, post-graduate and doctoral studies, and are actively engaged in innovative activities can prepare a teacher as a person for all levels of schooling. takes If we are serious about the new school of the 21st century, we cannot agree with attempts to reduce the role of the fundamental scientific component of teacher education. The science of pedagogy at the university cannot be replaced only by the development and implementation

of pedagogical manuals! All of the above emphasizes the fairness of the processes of integration of professional pedagogic and classical university education in teacher training. This opinion is confirmed by the fact that almost all universities of the world (national, federal) have become the leading links in the training of professors and teachers. In recent decades, in the educational policy of many countries (Western, Eastern, excluding the countries where such a system originally existed), there has been a tendency to join higher pedagogic schools to universities. Since the classical university not only performs research and educational functions, but also is an agent of innovative development and the basis for the formation of new personnel, it should take care of training a modern teacher who is able to train the school. The basis of the training of future teachers in innovative higher educational institutions is, first of all, the fundamental knowledge they get in training with the great scientists of the university, mature representatives of a particular science. It follows that the university itself should support mathematical (philological, etc.) education at school by training new quality professors within its walls. This allows high school graduates trained by university-trained master teachers to easily adapt to sudden changes in the demands of university subjects. It is important for a scientist, a teacher of a higher education institution to help a student, a future teacher, a bachelor and a master, to discover, understand and study him, and not to lose the desire to experience what has come to mysterious life with him. The temple of knowledge is a university. If an ordinary horn remains in the salt mines for 2-3 months, it will be covered with crystals, and no one will recognize the previous horn in this bright miracle. The same thing happens in the formation of the future teacher, who, like crystals, is "decorated" with a thousand perfections (competencies). In this sense, strong and powerful university graduates (bachelor's and master's degrees in pedagogic-psychological education) will have the opportunity to work at all levels of the 21st century school, including schools that study specific subjects in depth, specialized schools.

Thus, in certain socio-economic conditions, there is an objective need for qualified pedagogic personnel who can creatively organize the educational process, move quickly in the information field, improve and develop independently. Professional pedagogical competence, that is, the teacher's compliance with the multifaceted competence requirements of professional activity, comes to the fore, rather than official affiliation to the teaching profession. In this regard, there is an acute problem of training professionally qualified teachers, whose formation continues throughout the entire educational process - at school, university. A theory of learning that reflects the historical, philosophical, scientific-methodological connections and relationships of its components is needed for the complex and unique educational process of modern higher education. Such a theory is necessary as a logical basis and a guide to action, and pedagogical technologies as an indicator of the development of rational methods of consistent action allow directing higher education activities to solving modern problems of implementing a competency-based approach.

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