



Secondary Special Education in the First Years of Independence

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ABSTRACT

In the second half of the 20th century, the education system was cut off from the advanced achievements of world civilization and the historical roots of our people. A radical change in this situation, changes in the system of secondary specialized education in Uzbekistan, democratic transformations taking place in the republic and the requirements of a market economy, organization of the legal foundations of educational institutions, acceleration of educational reforms, consistency in this direction and the new law, which serves to ensure continuity, meet the need for personnel, analyzed the issues of reforming the education system

Keywords:

secondary education, secondary specialized education, professional training, teachers, education reform, education law, Junior Specialist

Actuality: The Republic of Uzbekistan was viewed with the wrong view of colonialism, the level of national education and perfection of Uzbek youth was associated with a hoe policy with the tactics of "manual control", and the level of its development was considered as the last question. At one time, in secondary specialized education, material backwardness was inherited from the Soviet system -technical base, extreme poverty, most of the teachers were Russian and Russian-speaking nationalities, the main part of the students was a collective educational process in the cotton fields. from school to secondary specialized educational institutions. sent, and the secondary specialized vocational school acquired the status of a special "camp." He considered them a second-class category, much lower than them.

Methods In the article, reforms in the field of secondary specialized education in Uzbekistan and their significance are taken by historical and sociological methods - system analysis, comparative historical, structural, functional approach, comparative logical, analytical,

consistency, impartiality, objectivity are highlighted on the basis of principles.

Research results: The process of training personnel in the country's education system does not meet the requirements of democratic transformations and a market economy in the country, educational institutions are not fully provided with high-quality educational, methodological and scientific literature and didactic materials, the education system, lack of close cooperation and mutually beneficial integration of science and production did not make it possible to satisfy the need for highly qualified competitive personnel.

Istiqlolning dastlabki yillarida kasb-hunar ta'limi sovetlarning cheklangan ta'lim tizimidan yangi ijordkorlikka asoslangan, ta'lim mazmuni milliylashgan yo'nalishlarga o'tayotgan bo'lsa, O'zbekiston ta'lim tizimi esa sovetlarning inqirozga yuz tutgan tizimidan keng ko'lamdagi pedagogik tajribalar asosida tubdan o'zgarayotgan hamda bozor iqtisodiyotiga o'tish davrida raqobatbardosh mutaxassislar tayyorlashga kirishayotgan tizimga o'ta boshladi. Biroq o'rta kasb xunar ta'limi tizimidagi mavjud muammolar katta hajmdagi

mablag'ni, ta'limning davlat siyosati darajasiga ko'tarilishini uning jamiyatimizni ustuvor yo'nalishga aylinishini talab qilayotgan edi.

Back in Soviet times, he tried to make changes to the system of personnel training. On the further improvement of the system of vocational education (1971), decisions were made "On the further improvement of the process of teaching students in the system of vocational education" (1973). vocational training was announced. In 1990, there were 477 vocational educational institutions in the republic, but they did not take into account the national interests and socio-economic development of our republic. In 1991, on the basis of the existing base, 9 higher educational institutions operated, including 3 under the jurisdiction of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, 4 general technical faculties, as well as higher educational institutions and technical schools. in the conditions of a market economy, a number of specialties are necessary for. In particular, the structure of personnel training in technical schools has been improved and training has begun in 15 specialties, including 6 technical schools, in 26 educational organizations in the specialty 0108 - "Organization of trade" [1]. In the second half of the 20th century, the education system was separated from the advanced achievements of world civilization and the historical roots of our people. In order to radically change this situation, it was necessary to educate a new generation that would absorb the intellectual wealth of our people, the achievements of world science and culture. The Department of Secondary Specialized Educational Institutions has studied the issue of the demand for and use of specialists for training in an educational institution, providing educational and material resources and teaching staff. For example, in 1991, the Department of Educational Institutions of the Ministry of Agriculture, without agreement with the Ministry of Higher Education, began training personnel in 7 specialties in 17 educational institutions [2]. The Andijan Technical College of the Uzbek Federation is located 15 km from the Lenin

Soviet Trade and Technical College and accepted students for 2 years, despite the lack of an educational and methodological base. Such evidence is that in the system of the Ministry of Health of the Republic, i.e. in the Tashkent region there are 4 medical schools, an order was issued to open a new medical school without providing teaching staff. The above data showed that the opening of new specialties or educational institutions without identifying the need for specialists will damage the quality of training specialists in a difficult economic situation in the country. The departments of educational institutions of the Ministry of Agriculture, the Ministry of Health, and the Ministry of Culture have a negative impact on the activities of secondary specialized educational institutions.

The acceleration of educational reforms has led to the need to adopt a new law that will serve to ensure consistency and continuity in this direction. Adopted in 1992, the Law of the Republic of Uzbekistan "On Education" laid the foundation for a fundamental change in the education system in our country in accordance with the conditions of independence. The adoption of the Law on Education of July 2, 1992 determines the procedure for the creation and operation of non-state educational institutions. Organization and activities of all non-state educational institutions on the territory of the Republic. Determine the conditions for the implementation of the educational process. It was aimed at determining the availability and state of content, the level and quality of training. graduates of institutions, as well as to support the development of a network of alternative educational institutions. In accordance with it, it is determined that the following citizens, citizens and organizations of foreign states and international organizations of all forms of ownership can be founders of institutions, republican and local government bodies, institutions, organizations, enterprises, public associations, religious organizations. However, prior to the issuance of a license for educational activities, it was determined that institutions must be examined by local education authorities, the Ministry of Higher

and Secondary Specialized Education or the Ministry of Public Education. All institutions, including small enterprises operating on the territory of the Republic of Uzbekistan, organizations and their branches, whose charters provide for educational activities, including citizens and organizations of foreign states, have been accredited, including with local governments in the field of education. opening of non-state educational institutions of local importance. However, advanced training is provided by the state employment service to commercial organizations for the provision of services related to their retraining. Licenses for the right to conduct educational activities for such religious educational institutions are issued by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan in agreement with the Committee for Religious Affairs under the Cabinet of Ministers. For a permit to operate, a state fee is paid in the following amounts: for institutions corresponding to higher and secondary specialized educational institutions - 8 thousand soums; institutions of local importance - 4 thousand soums. Institutions of local importance that carry out such educational activities free of charge are exempted from paying the state fee.

From the first years of independence, having deeply studied the experience of world development and drawing sufficient conclusions from it, work began on the national basis to reconstruct the system of vocational education in our republic. A bold step was taken towards the constant reform of the sphere of educational efficiency and bringing it to the level of world requirements. The formation of market relations required a change in the relationship between production in the society of vocational education institutions. In 1992, a new concept for the development of vocational education in the republic was developed. In order to attach importance to improving the quality of education in the country and ensuring the rapid development of advanced forms of education for talented youth, the first lyceums were created in the republic.

In 1992, together with the Republic of Turkey, it was established in the Republic of Karakalpakstan, Bukhara, Samarkand, Namangan, Fergana, Khorezm regions and the city of Tashkent. Before the start of the 1993-1994 academic year in the Republic of Karakalpakstan, in each regional center and in the city of Tashkent, on the basis of the interschool educational and production complex of the Republic of Karakalpakstan, Takhiatosh, Arolboyi association, Andijan city, Andijan region, school 8, Gijduvan district, Bukhara region, Gulistan collective farm, school 151, Vobkent city, school 1. Jizzakh city, Jizzakh region, in the 2nd school under construction, Karshi city, Kashkadarya region, Nodira school 34, Navoi city, Navoi region, 3 house, school 14. Torakorgan city of Namangan region, in the 3rd school. The city of Gulabad, Samarkand district, Samarkand region in a school building under construction. Angor district, Surkhandarya region, school 1, Yangiyer city, Syrdarya region, on the basis of Gulistan University, Khamza district, Tashkent city, on the basis of an interschool training and production plant, Angren city, Tashkent region, school 13. On the basis of an orphanage in the city of Kokan In the Ferghana region, a newly built school in the city of Fergana began to operate on the basis of school No. 784 in the city of Khanka, Khorezm region. The lyceum accepts boys and girls who have a basic education in the 9th grade and have passed the test. In some cases, taking into account the creative abilities and training of applicants, it is allowed to admit students who have not completed the basic education of the lyceum. On May 7, 1993, the Law of the Republic of Uzbekistan "On Education" was amended and supplemented. The relationship between non-state educational institutions was determined in agreement with the Cabinet of Ministers of the Republic of Uzbekistan.

Under the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, on the basis of the State Inspectorate of Higher and Secondary Specialized Educational Institutions in 1994, the State Attestation and Accreditation of Higher and Secondary Specialized Educational Institutions established the Main Directorate

and its main tasks were as follows. That is, the implementation of a unified state policy in the field of education in higher and secondary specialized educational institutions, regardless of the department to which they belong, and the form of ownership, certification of higher and secondary specialized educational institutions in accordance with state requirements and accreditation, control over compliance with state standards of education in higher and secondary specialized educational institutions. At the same time, in the first years of independence, the Institute of Problems of Higher and Secondary Specialized Schools was established on the basis of the Center for Sociological Research of Tashkent State University to solve the problems of developing secondary specialized education. The main activities of the institute are the development of scientific foundations for improving the system of higher and secondary specialized education, taking into account world experience, multi-level education that can adapt to the requirements of a market economy and changes in the social sphere of the republic, the creation of modern models of educational institutions, the improvement of the system of vocational education and advanced training of specialists and teachers of higher and secondary specialized educational institutions, education of higher and secondary specialized educational institutions at the expense of funds. create a mechanism for ensuring and self-sufficiency, as well as ways to stimulate the work of teachers, find the most optimal ways to develop and strengthen the material and technical base of educational institutions in a market economy. In 1994, in order to further improve vocational education and ensure its continuity, the "Program for the Development of Vocational Education for 1994-1999" was developed. This situation motivated young people to master various professions and train competitive junior specialists in a market economy. As a result, since 1995, in other ministries and departments that have vocational and secondary specialized educational institutions in the republic, the direction of activity of vocational educational institutions in rural areas, their

entrepreneurship training centers - vocational and professional lyceums and transformation of special educational institutions into business schools, special educational institutions into colleges for training specialists for small and medium-sized businesses, farms, public services, and taking into account the requirements of market reforms - agricultural technical educational institutions, etc. As a result of reprofiling, secondary specialized educational institutions were transformed into colleges for the training of specialists for small and medium-sized businesses, farms, and service enterprises. Starting from the 1995/96 academic year, business schools, retraining courses for rural youth in various types of entrepreneurship, educational and consulting centers will be opened on the basis of rural vocational educational institutions in higher educational institutions of regional centers. was. Regulations on vocational schools, vocational schools, business schools and colleges have been developed to regulate their activities.

The vocational lyceum is an educational institution of an integrated type in the system of continuous education, providing a high level of training of skilled workers and specialists.

Conclusions 1. Considering the process of developing and implementing a new regulatory framework for secondary specialized education in the years of independence, it should be noted that since the 90s of the last century, much attention has been paid to the fate of the country's youth.

2. Satisfying the need for personnel and, most importantly, choosing the most appropriate path for reforming the education system for our conditions was one of the urgent tasks on the agenda. At the same time, one of the main tasks was considered not only to preserve the current situation in the field of education, the level achieved, but also its modernization. As a result, the reform process has deepened in almost all spheres of public life, including education and training.

3. For the above reasons, the reform of education, science and vocational education throughout the country is urgently needed. the

fate and effectiveness of the reforms depended primarily on the level of personnel and how well they met the requirements of time and development.

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