

Education and Prosperity

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Abstract

The article analyzes the necessity, functional significance and importance of education system reform in the renewal of thinking.

Keywords: *need, intellectual potential, human capital, higher education, innovative education, innovative development, educational strategy, competitive personnel.*

INTRODUCTION

By the end of the twentieth century, humanity has entered a high intellectual, socio-spiritual stage. This stage of social development is developing on the basis of new, unique laws. Since, the fate of any country, nation and people depends on the extent to which they adhere to these social laws and regulations.

Today, social development around the world is taking place as a result of the growth of material and spiritual, socio-political needs of people, profound changes in the activities of various social institutions. In modern post-industrial society, human capital, which is increasingly valued by the level of intellectual potential, is becoming a strategic resource, and in most countries around the world, the formation of an intellectual nation is a strategic task. For man, the ultimate goal and criterion of success of any development, the expansion of choice, the exercise of his freedom, the opportunity to live a long and healthy life, the acquisition of knowledge and the creation of a decent standard of living have played a decisive role in society. "People's ability to take the initiative has become a more important factor in development than material resource management, so competition is not about the problem of acquiring material resources, but about the ability to innovate, create and implement innovations ... The implementation of these qualities and is directly related to readiness and ability to learn" [1.5]. Because, "in this era, which requires extreme human activation and self-adaptation, multifaceted knowledge and a non-linear way of thinking are extremely important. In order to activate and respond to demands, self-focus, a product of self-conscious forms and elements of self-organization, are extremely necessary"[2.90-113].

The President of the Republic of Uzbekistan Sh.M. Mirziyoyev stated: "We all know that today is a time of high technologies and innovations. Developed countries of the world set themselves the task not only to produce many products and bring them to market, but also to transition to an innovative economy based on deep knowledge and scientific achievements. That is, the development of economy is becoming a key factor in development, not through the use of available natural resources, but through the creation, development and introduction of innovative products into production. Strategies and mechanisms for the innovative development of a country are closely linked, first of all, with the effective use of the intellectual and scientific-technical potential created in that country"[3.168]. This increases the need for individuals with initiative, innovative thinking, the ability to find the most appropriate, acceptable solution in non-standard situations, and the ability to take responsibility.

The reforms being carried out in the field of education in Uzbekistan are aimed at forming such a person. "Our primary task is to create the necessary conditions for young people exhibiting their potential"[4./http://uz]. To fulfill this, "...we need to develop the system of pre-school education, radically improve the material and technical base of secondary and higher education, the quality of scientific and educational processes" and this "...and ensures the proper functioning and development of this system"[5. // www.uza.uz].

A person carries out his life activities in accordance with the needs and interests of the society of which he is a member. The needs and interests of deepening knowledge and changing society are consciously manifested. A person develops a social mentality in accordance with the same needs and interests. The

integration of social systems takes place on the basis of an understanding of interests. The perception of the interests of unity in its needs, in progressive development, and in its relations with other social organisms is reflected in certain ideas and theories. These are certain goals, ideas and theories that serve the development of the social organism, manifested through the economic and political state of social units, are the basis of group activity, are expressed in ideal goals.

Today, most countries are trying to innovate as much as possible in education, which is a social system. Because innovation plays an important role in the formation and development of human capital. In order to cultivate a person who strives to create innovation, education itself must be rich in innovations, in which the spirit of creativity and innovative environment prevail. In the second half of the twentieth century, the criteria and principles of the formed educational culture of some East and Southeast Asian countries, including Japan, South Korea, Singapore, Taiwan, Hong Kong, Singapore, Malaysia, gained important theoretical and practical significance. The reform of the education system by the state with the participation of citizens, the integration of human capital, education, science and industry, and the focus of investment in these areas have allowed the progress of these countries.

It has been determined that the essence of all the principles of the “The Miracle of Japan” rests on the educational reforms. The education system is the basis for self-organization and development. The methodology of the circular cycle of progress serves as a coordinator in the implementation of the principles of the education system in the social reality, showing ways to solve problems in the field, gaps, distinguishing between real and necessary opportunities from abstract and coincidental. From the circular cycle of educational activity arose the substantial laws of the growing need for the integrity and interdependence of the system.

All links in the Japanese education system as a system are characterized by unity, interactions and determinative interdependence, causal linkages, and a high degree of “openness” to innovative change. A systematic approach to the education system provides a view of the system as a dynamically evolving whole. The nature of the system includes its individual components (kindergartens, compulsory education for 6 to 15 years, higher educational institutions, small colleges, technical colleges, specialized colleges, which form the upper secondary school and higher education system, including grades 10,11,12) properties and the degree to which it depends on the properties of its structure, its place in the system, functions, cooperation, common goals and structural order.

Curricula, developed on the basis of national experience and world-class achievements, are designed to build a deep intellect, and the innovative personality and intellectual potential are accepted as a measure of the nation's competitiveness. The essence, internal structure and requirements of educational programs aimed at the gradual formation of the type of innovative personality are based on the following principles:

- preservation (moral thinking);
- thinking (productive thinking);
- evaluation (creative thinking);
- novelty (innovative thinking);
- purpose (social thinking).

Individual and modular education is one of the main features of Japanese higher education. The individualization of education means that each student has an individual plan and curriculum. Subject-based subjects do not exceed 70% and compulsory subjects do not exceed 30%. The student's independent work is 70%, and the work in the classroom is 30%. These indicators serve as a basis for the organization of individual education. Hours devoted to independent work are more than hours of classroom work. Tasks are set for independent study based on the individual's future professional activity, and all the abilities and capabilities of the student are directed to the discovery of initiative. Modular learning also focuses on developing learners' cognitive and creative abilities.

It is well known that “an innovative environment is a situation created in a certain way, in which a person feels free, fully motivated, ready for creative work” [6.77]. The innovative environment of higher education in Japan has its own characteristics, which include:

- innovation as a feature of professional pedagogical culture;
- innovative activity;

- existence of an innovative team;
- innovative competition.

The following play a key role in the higher education environment:

- electronic library with educational and methodical support, modern literature providing fundamental knowledge;
 - online classrooms;
 - laboratories equipped with modern technology;
 - international integration in the field of education;
 - distance learning;
 - credit technology for the organization of the educational process;
 - communication with students of their virtual study group;
 - students and teachers work together individually or in groups (using Web elements), etc.

In Japan, the teacher is primarily responsible for the social mission of the community as well. In contrast, the fulfillment of this task is carried out with great attention and a high level of responsibility, dedication and respect for the profession, discipline and personal example, involvement and nationalism, professional pedagogical work and scientific potential. Educators strive to continuously improve their skills, to acquire modern knowledge and experience in accordance with the high requirements of today, to work creatively, creatively and pragmatically. They deeply master the content of the educational process defined in the pedagogical system, in accordance with the curriculum, and constantly monitor the content and educational impact of the student participating in this process in the most optimal ways (teacher's advisor, facilitator, moderator, conducting technologies such as reproductive and productive tests, block testing, assessment). The main goals of pedagogical staff in their professional activity are: formation of independent thinking skills in students - 59.7%; establishing sincere relationships with students and understanding their problems - 53%; good teaching of their subject - 43%; ability to identify the capabilities of each student - 37%; having good relationships with colleagues, the presence of spiritually close employees - 31%.

Creative intellectual labor as a condition of civilization, Japan, which organized the function of its driving mechanism according to spiritual norms, is today a leader among developed countries. "The strength of Japan, one of the richest countries in the world, lies in its intelligence and entrepreneurship", he said. They quickly became one of the strongest countries in the world because they quickly learned and applied the best practices and innovations of other countries. Therefore, instead of looking at the ancestral heritage or inventing "a new bicycle", let's learn to use the most advanced technology and methods of work in the world, following the example of the Japanese"[7. 124-125].

In the short term, countries such as China, Finland, India are making great progress on the basis of combining elements of education, intellectual potential and innovative activities. The scarcity of natural and reserve resources of these countries or the large number of people in China and India in terms of resources did not hinder development. Because the ability to produce goods and services is high in these countries. This ability was created due to the need for innovation. Creative thinkers have enriched the country's economy with unimaginable methods and technologies, developed healthcare, tourism, and all spheres of society in general on the basis of innovation. Such countries, which focus on the development of human capital in accordance with the requirements of the labor market, have gained leadership in the world economic system with their complex and diverse products. An important role in this regard was played by the fact that higher education, which embodies the interconnected elements of the educational space, has become a subject of innovative activity. This is because "higher education is the first improved unit capable of defining and supporting the innovation process" [8.144].

On the basis of the desire for volunteering lies the personal and social needs that are unique to each individual. In particular, the desire to benefit others, to express oneself, and to communicate leads to activity. There is also a need for social recognition in man. The desire to apply professional and life experience can also motivate a person to such an activity. The desire to realize one's potential, to apply one's own ideas, can also become a driving force. The need to influence and participate in social processes also leads to activism. From this point of view, an innovative person is not a random existence.

Its formation is inextricably linked with material and spiritual factors. The formation of an innovative personality type is determined by the perceived rational needs and interests of society and the individual, the existence of objective conditions and subjective factors necessary for the development of the individual, their dialectical relationship. “The rise of creative activity to the level of innovative activity, which leads to a change in thinking and lifestyle, depends on subjective (motive, need) and objective (social goal, order, stage of development, etc.) conditions and factors for innovation” [9.17].

The United States and Western European countries have strategies for knowledge development, and these strategies will be improved depending on the factors that give impetus to its dynamic changes. On the eve of the 21st century, the United States announced the American Education Strategy for 2000. The program aims to ensure that all American children are ready for school in 2000, that 90 percent of the population has a higher education, that students are able to demonstrate their talents to the world in English, math, science, history, geography, and science and mathematics showing that every American can compete with all the young people in the world in the field of economics. The study of responsibility, character, subject, object ethics, thinking and reality, the theory and practice of pluralism was defined in schools, and the right to preschool education, primary education, modularization of higher education, stratification of children's knowledge according to their inclinations, and lesson planning was given. This allowed the teacher to choose a method, to act independently, and to realize the individual abilities and potential of the student, as well as the development of pedagogical innovations. In this process, the most noteworthy aspect is the establishment of cooperation, accountability and responsibility of the family and the community. In this case, “the innovative movement itself is understood not as a superficial organization and change, but as working together to achieve a specific goal, as life in this movement, as a collective creation” [10.5].

Based on the experience of developed countries, a list of skills required of professionals for the next 10 years was announced at the World Economic Forum in January 2017 in Davos, Switzerland. These skills force a person to realize their strongest inner aspects and are required to possess these skills [11. <https://www.weforum.org>].

Including:

- ability to overcome obstacles;
- perseverance and discipline;
- personal initiative and creativity;
- basic knowledge, knowledge of three or more foreign languages;
- awareness and pragmatism of the latest developments in science;
- high knowledge of modern information technologies;
- ability to find the most appropriate, optimal solution in non-standard situations and professionalism;
- self-accountability and critical thinking.

Skill requirements answer the question “Who should prepare a higher education in the first place?”. Furthermore, having such skills today will be of great practical importance for the future of every nation.

During the years of independence, a number of reforms have been carried out to reform the education system, raise a harmoniously developed generation, and train young people in modern knowledge and skills. Over the years, the pace of change in education has accelerated in recent years: pre-school education has completely changed, public-private partnerships have been established to effectively reform the system, five-day primary education has been introduced as a change in the general secondary education system, and the network of specialized schools has expanded. , teachers' salaries have been increased, schooling has been set at 11 years, vocational education has been completely renewed, and in higher education the number of entrants has increased by three at the same time. cha higher education institution was able to submit the document, the tests were fully transparent case, differentiated on the basis of payment of the contract, part-time, evening admission to international cooperation in education was introduced, significant changes have occurred.

In this regard, the President of the Republic of Uzbekistan adopted decrees, resolutions and other normative legal acts like “The Action Strategy for further development of the Republic of Uzbekistan for 2017-2021”, “On Measures of Developing Higher Education System”, “On Additional Measures of

Improving the Quality of Education in Institutions and Ensuring Active Participation in the Comprehensive Reforms in the Country”, “The Youth is Our Future”, “On Measures of Raising the Spiritual, Moral and Social Development of Young People, “On Increasing the Effectiveness of Work with Young People, Raising their Morale and Meaningful Organization of Their Leisure Time by 5 Initiatives”, “On measures of Improving the System of Involvement of Youth in Science and Support of Their Initiatives”, “On the System of Vocational Education”, “On Additional Measures of Improving the Quality of Education”, “On Approval of the Conception of Development of Higher Education System of the Republic of Uzbekistan”.

In order to improve and radically improve the quality of higher education, strengthen and modernize the material and technical base of higher education institutions, equip them with modern teaching and research laboratories, information and communication technologies, a comprehensive development program of higher education for 2017-2021 was approved. According to the program, in 2017-2021, a total of 180 educational institutions in 48 higher education institutions, construction, reconstruction and overhaul of scientific-laboratory buildings, sports facilities and socio-engineering infrastructure, as well as 400 educational institutions in 53 higher education institutions. It is planned to gradually equip the laboratory with the most modern teaching and laboratory equipment, to establish scientific laboratories in 7 higher education institutions, which will be used jointly by all higher education institutions. This program is being implemented on time [12. // www.uza.uz].

On the basis of the Resolution of the President of the Republic of Uzbekistan “On additional measures to improve the quality of education in higher education institutions and ensure their active participation in comprehensive reforms in the country” and the Decree of the President of the Republic of Uzbekistan “On approval of the Conception of Higher Education 2030” manifold measures are being taken. These documents have allowed a number of changes in the application of the latest international experience in the admission of applicants to higher education, improving the quality of education, new assessment of final control, working with young people, increasing the responsibility and prestige of teachers. The changes made by the Decree of the President of the Republic of Uzbekistan “On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country” support the above opinion.

Thus, with this Resolution:

In the field of preschool education, bachelor’s degree - 3 years, master’s degree - 1 year, the system of electronic admission of applicants was gradually created, methods of preparing test questions for entrance exams were revised on the basis of advanced foreign experience, advanced international examination systems (TOEFL, IELTS, Applicants with CEFR, SAT General, SAT Subject, etc.) were awarded the highest marks in the relevant subjects and exempted from the test in these subjects. Introduced the practice of organizing student education and mutual recognition of diplomas on the basis of mutual agreement and joint educational programs, admission of foreign citizens to the bachelor's degree without quota interviews, a new system of monitoring and evaluation of students' knowledge, teaching a particular subject a system has been created that excludes the participation of the teacher in the final control process, the number of subjects that can be retaken by the student at the end of the semester b The deadlines for their submission have been changed, separate groups have been set up in each university for the most talented students selected during the first year, the involvement of professors and teachers in meetings and other events not related to their duties and activities is prohibited. the post of vice-rector for youth affairs was introduced instead of the post of vice-rector, and so forth.

Systematic work is being carried out to modernize the system of higher education, the introduction of modern forms and technologies of teaching, based on the real needs of the economy and social life. As the President of the Republic of Uzbekistan Sh.M.Mirziyoev noted: “One of the most important issues is to further increase the scientific potential of higher education institutions, expand the scope of training of scientific and scientific-pedagogical personnel. It is desirable to have network research institutions, design bureaus, experimental-production and innovation centers in each industry. We need to attract investments in our country not only in the economy, but also in the field of scientific know-how” [13. // www.uza.uz].

Consequently, “the content of an innovative lifestyle describes higher education institutions designed to

carry out continuous research, “designed” for continuous development, not the results of research but the process of innovating itself” [14.159-160]. Today, there are 113 higher education institutions in Uzbekistan, of which 93 are local and 20 are foreign higher education institutions and their branches. In particular, 6 new higher education institutions, 17 branches and 13 branches of foreign higher education institutions have been established over the past 3 years. 329 educational directions and 582 master's specialties have been included in the classification of higher education directions and specialties on the basis of customer proposals. In the 2019/2020 academic year, part-time education was introduced in 59 higher education institutions, and evening education was introduced in 10 higher education institutions. The number of students studying in higher educational institutions of the country amounted to 410,000 in the bachelor's degree and 13,000 in the master's degree, which has increased 1.7 times over the past 3 years. 54.8% of students are in the humanities and pedagogy, 25.2% in production and technology, 5.2% in the social sphere, economics and law, 5.9% in agriculture and water management, 4.4% in health and social care, 4, 5% are studying in the field of education and specialties in the field of service knowledge. 40.8% of master's students are in the humanities and pedagogy, 23.3% in production and technology, 13.3% in the social sphere, economics and law, 5.9% in agriculture and water management, 13.5% in healthcare and social security, 3.2 percent are studying in the field of service education.

Admission parameters for the 2019/2020 academic year amounted to 121 thousand and increased by 18% compared to the previous year and by 92% compared to 2016. Starting from the 2018/2019 academic year, 16 higher education institutions of the country have been training personnel on the basis of joint educational programs in cooperation with foreign higher education institutions. Today, the number of academic councils awarding degrees in higher education institutions is 84. As a result of the defense of doctoral dissertations by 1,693 professors and teachers in the last 3 years, the number of teachers with academic degrees in higher education institutions has reached 9,636 (including 2,130 doctors of sciences (DSc), 7,506 candidates of sciences (PhD) and higher education. Over the past 3 years, 1,611 professors and teachers of higher education institutions have been provided with internships and advanced training in foreign higher education institutions. Within the framework of international cooperation, foreign higher education and science have been provided. 112 young people were admitted to master's and 51 doctoral programs. Through the El-Yurt Umidi Foundation, 46 professors and teachers were provided with internships in Canada, the United Kingdom and Italy. In 2017-2019, 1,154 foreigners were trained. highly qualified pedagogical staff and scientists were involved (94 people from the USA, 445 people from European countries, 299 people from Asian countries, 316 people from CIS countries). Compared to 2016, the basic salaries of professors with the degree of Doctor of Science in higher education institutions increased by 3.2 times.

The essence of these processes is reflected in the conception of development of the higher education system of the Republic of Uzbekistan until 2030, approved by the decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoev. This conception is an objective requirement and necessity. Because, “as a result of a strong imbalance in the system, the system loses its stability. The parameters that characterize such a situation are called critical, and the transition from this critical state to one of the possible new stable states is made” [15.67]. This is one side of the issue. On the other hand, it is the instability, the chaos that erodes the old system, creating the conditions for the new system to self-organize. This is a fundamental feature of development. In addition, only systems that have the functions of adapting to the external environment and internal integration will be able to develop. It also requires consideration of the spontaneous, gradual, deterministic processes of development, which are not limited to the fact that the developing object is realized only through cause and effect. The strategic objectives set out in the concept are, for example, the inclusion of higher education institutions of the Republic of Uzbekistan in the list of the first 1,000 places in the ranking of internationally recognized organizations, their official websites in the list of 1,000 in the international ranking Webometrics, training of highly qualified personnel. Ensuring global competitiveness, science based on the analysis of research results in the world applying the international information-analytical system SciVal, such as achieving development in line with progressive achievements, create the conditions for a new stage of development of higher education and the formation of productive activity, and lead to changes of a tendency in all spheres of social life.

However, “if we start building our great future today, we must start it on the basis of innovative ideas, innovative approach”[16.88].

Such changes are aimed at meeting the real needs of the country, the need to provide the country's growing economy with highly qualified personnel, expanding the participation of the higher education system in addressing issues of strategic integrated development of all regions and sectors. Postgraduate education is also aimed at the application of scientific research in production, the introduction of new content in social development. Along with researchers, professors and teachers of higher educational institutions, conditions were created for students to do research works; they were actively involved in innovative programs, start-ups and research projects.

Another goal of the development of higher education is important in that general secondary schools are aimed at increasing the level of coverage of graduates with higher education institutions. In this regard, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev stated: “We need to intensify efforts to create equal opportunities for higher education. In the past, the coverage of graduates of higher and secondary special education in Uzbekistan was 9-10%. Thanks to the measures taken in the last two years, we have managed to increase this figure by more than 15 percent. But that is still not enough. Because if we look at the experience of developed countries in the world, this figure is 60-70%. It is necessary to increase the prestige of higher education, increase the number of non-governmental educational institutions, attract highly qualified personnel and increase competition. Giving our young people the opportunity to apply to several universities at the same time, I think, it will serve to expand their right to education. It is necessary to introduce a system of independent setting of admission quotas for higher education institutions based on real opportunities. Opportunities for undergraduate students to continue their studies abroad will be further expanded. Because, the more highly educated and highly qualified specialists in our society, the faster and more effective the development will be”[17.//www.uza.uz].

The head of our state has set priorities in the field of education in 2020. “Starting from the current academic year, a completely new system of vocational education will be established, 340 vocational schools, 147 colleges and 143 technical schools will be established. In order to adapt the qualifications of personnel to the requirements of the international labor market, a national qualification system will be developed. Higher education standards will be improved on the basis of foreign experience, the educational process will be transferred to the credit-module system. An electronic platform of scientific achievements, a database of local and foreign scientific achievements will be accumulated”[18.//www.uza.uz].

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