

Cultivating Contemporary Professional Personnel: Evaluating Higher Education Standards and Reform Measures for Enhancement

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Keywords: Higher Professional Education, Education Policy, Modernization, International Mobility, Human Capital.

Abstract: The purpose of this article is aimed at its research, since there is a need for research in the modern system of socio-humanitarian knowledge on educational modernization, integration of regional and national cultures and the need to separately study the mental characteristics of people. Design/methodology / approach: the article uses techniques such as comparison, analysis and synthesis, comparative analysis, sociological inquiry, and the principles of objectivity, historicity, logic. The process of the higher education system of Uzbekistan was taken as the object of the study. Originality / value: as a result of the essence of higher education being able to respond to the worldview of the educational person in response to the internal (introversive), external extroversive (external) needs of a person, to reflect on the mechanism of "Science – Education – production", harmonizing the elements of upbringing, to perform a capacitive function in society, reflect constant changes and innovations as a social phenomenon.

1 INTRODUCTION

The main goal of the state government in the field of higher education is to form a step-by-step model of education that meets the challenges of the 21st century. The scope and quality of higher education in Uzbekistan is subject to constant attention and improvement.

“The formation of human capital, the realization of the capacity of the individual is counted from the responsible tasks of the state. Whatever goals the state sets for itself, it is necessary to create an educational system accordingly”.

Focusing on education at the state level is a key factor in the development of education, as well as a positive impact on the level of knowledge of the younger generation.

We can also know from the opinions and decisions made by President Shavkat Mirziyoev in this regard that modernizing higher education in Uzbekistan is officially recognized as a strategic direction of state policy. This, of course, requires further improvement of the higher professional education system of Uzbekistan. One of the most visible results of innovative changes in education is, in our opinion, the acceleration of the "aging" of knowledge acquired in the process of obtaining

education in higher educational institutions, as well as the incompatibility of theoretical knowledge with the needs of the practical sphere of society's life. Accordingly, the need to constantly update and put this knowledge into practice is increasing. In this regard, the transition of the educational system of our country to a two-stage system has become a necessity for the period of combining specialists in all fields with practice in professional training and further development of science. The radical improvement of the educational policy carried out in this regard and the further strengthening of the legal framework led to the integration of international educational templates. The preparation for the growing accession of Uzbekistan to the Bologna Convention predetermined the need to form a single educational space, accordingly, the same as the European criteria for the quality of education, compliance with uniform technological and humanitarian standards and the requirements for training specialists of all spheres. At the same time, this approach helps to train competitive professionals in the modern labour market at all levels, expands the possibility of influencing the content, forms and methods of organizing the educational process, even helps to choose the type of educational institution. On the one hand, this approach helps to train professionals of all levels who are competitive in the modern labour

market. In fact, these parameters affect the indicators of the quality of education.

2 MATERIALS AND METHOD

Philosophical teachings on education are found in the works of the ancient Greek and Roman philosophers Plato, Aristotle, Cicero, Seneca, and later in the teachings of the German classical philosophers of the Renaissance. Even in the new era, scientific research was carried out on the formation of education, global culture and educational trends, scientific literature was created.

D. Hell, D.Pobepc, P.Pobepcon, C.Huntington, E. Cmit in the work of scientists such as inclusion and renewal of higher education, global education, transnational education, Education is scientifically studied in the same direction as for everyone. Problems such as national education, democratization, education and culture in the higher education system, CIS scientist A.P. Valitskaya, V.V. Kpaevckiy, Studied by V.M. Pozin, B.M. Bid-Bam.

In the study of the formation of modern higher education in Uzbekistan, its philosophical, economic-political, socio-legal, spiritual and ideological foundations, the philosophers of our country J. Ramatov, N. The works of the Shermammedovs occupy a special place. In particular, P.D. Yuldashev in his research revealed the improvement and development of the theoretical and conceptual

foundations of the development of the educational process from a philosophical point of view. Professor B.A. Amanov studied the political and philosophical aspects of conceptual models of modernization of society. Y. Namozova studied the philosophy of education at the beginning of the 19th – end of the 20th century AD.

We witnessed that in Japan, getting acquainted with the literature and research work that reflected the problems of the higher education system, the general content of the higher education system, the prospects and problems of the development of the higher education system were paid much attention.

3 RESULTS

As you know, the only indicators of the quality of education do not depend on the presence of a formed professional mind. It is not for nothing that in modern world practice, various conceptual and practical approaches are used to assessing the quality of work of higher educational institutions for the training of specialists for various fields. Among them, attention, effective and general approaches can be noted separately.

We can also know this from the results of the sociological study carried out. For example, the respondents' question "What do you want to do after graduation?", analysing the answers to our question, we will see the following indicators (Table 1).

Table 1: What do you want to do after graduating from the High School?

| What do you want to do after graduating from the University: | Selection group (in % account) | |
|--|--------------------------------|------|
| | n-855 | % |
| I work in government agencies (organizations) | 425 | 50 |
| I work in commercial institutions (organizations) | 17 | 2 |
| Continuing education (doctoral, second-higher education) | 162 | 19 |
| I am engaged in teaching activities | 25 | 3 |
| I am engaged in research activities | 8 | 1 |
| I'll start my own business | 100 | 11.7 |
| I dedicate myself to home, to my family | 8 | 1 |
| I will go abroad (to study). | 175 | 20.5 |

The highest percentage, 50%, is held by government organizations. 25% of respondents, on the other hand, chose the post-tertiary stage, the basic doctorate. It can be seen that the number of young people who want to engage in scientific activities is also

increasing in later times. Those wishing to work abroad were 20.5%.

According to the opinions of its researchers, an Expert Mechanism is used to assess the professional level of educational programs and educational institutions. It is based on the measurement of

quantitative indicators of university activity. The general approach is based on the principles of "universal quality Management " (TQM) and the requirements for the quality management systems of the International Organization for Standardization (International Organization for Standardization, ISO). This approach exists within two historically formed quality assessment models. The first is based on the internal self-esteem of the University academic community. In France, it is based on the external assessment of the University in terms of responsibility for society and the state.

In general, there is no single system of institutional evaluation of university activities in Europe. Each country has its own approach to ensuring and evaluating the quality of Higher Education. The main elements of the quality assessment system in Uzbekistan are standardization, licensing, certification

and accreditation of educational institutions. At the same time, the basics of quality assessment are, first of all, state educational standards and state requirements. Educational standards of the educational process in higher educational institutions of Uzbekistan include requirements for all components of the educational process, including personnel, educational-methodological, material and technical and information equipment. This was also known in the results of the sociological survey. Will you be given a variety of guides (guide, study calendar, selection science catalogues, etc.)? when asked, 39.8% of respondents specified that "not all manuals are available to students". Also, 36.3% of respondents answered Yes. Almost percentages are close to each other, but opposite answers are felt. This is a sign that the problem has not found a complete solution (Table 2).

Table 2: Will you be given a variety of guides (guide, study calendar, selection science catalogues, etc.)

| Will you be given a variety of guides (guide, study calendar, selection science catalogs, etc.)? | Selection group (in % account) | |
|--|--------------------------------|------|
| | n-855 | |
| Yes | 310 | 36.3 |
| Not all student guides are available | 340 | 39.8 |
| The package is issued for the Academic Team | 50 | 5.9 |
| Not provided | 162 | 19 |

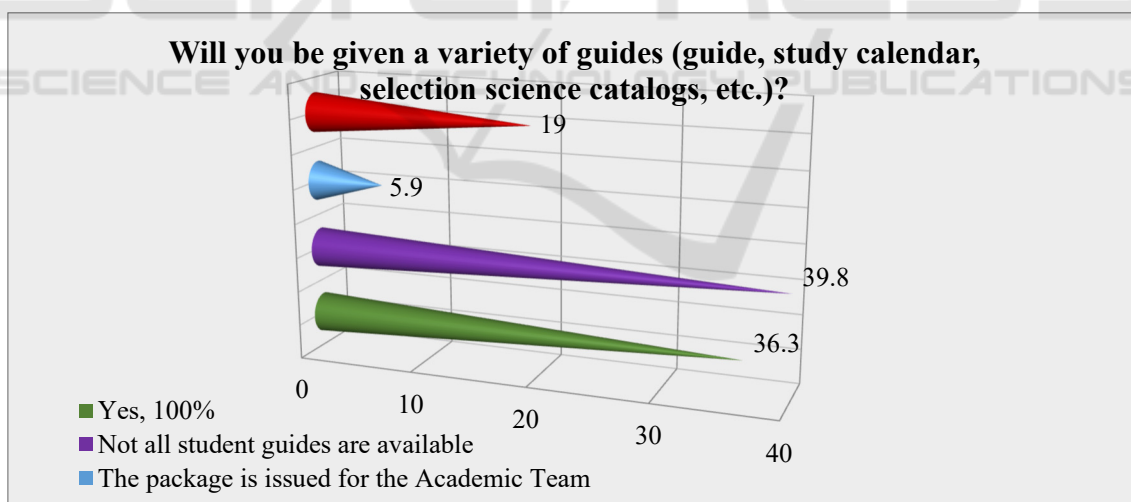


Diagram 1: Will you be given a variety of guides (guide, study calendar, selection science catalogues, etc.)?

With all the differences in approaches to the problem of ensuring the level and effectiveness of Education, Uzbekistan today focuses on the quality of education in terms of its participation in the Bologna Process. A number of regulatory legal acts adopted in recent years are confirmation of this. One of the most important tasks of the higher professional education

system is to develop a system for assessing the quality of education and increase the demand for educational services. After all, it is important. The concept of long-term socio-economic development of Uzbekistan for the period up to 2025 focuses on the priority features of Higher Education.

This shows that there are hundreds of problems related to the quality of education waiting to be solved.

Today, the status of a university is determined not only by the traditional multiplier, but also by the presence of a system of employment of graduates in higher education, the possibility of continuing education and improving the qualifications of graduates, etc.

Modernization of the higher education system makes it possible to see some incorrect calculations in the implementation of the process of modernization and implementation of a new system of assessing the quality of Education. At the same time, effective

work is underway to develop and implement new competency-based basic education programs for all levels of education related to new legislation in the field of Education. The implementation of work aimed at practical results is one of the most important indicators of the quality of education in terms of a competent approach. For example, "how satisfied are you with the different aspects of the educational process?", 37.4 percent of respondents showed partial satisfaction. 9.1% reported being unhappy (Table 3). So, it follows from this that the organization of the educational process does not correspond to the requirements of today's reforms and modernization.

Table 3: How satisfied are you with the different aspects of the educational process?"

| | Selection group (in % account) | |
|---|--------------------------------|------|
| | n-855 | |
| Lesson content | 165 | 19.3 |
| Using visual elements and tutorials | 72.6 | 8.5 |
| Awareness of changes in the educational process | 102.6 | 12 |
| Very pleased | 117.1 | 13.7 |
| Partially satisfied | 319 | 37.4 |
| Not satisfied | 77.8 | 9.1 |

That is why there are now increasing demands for the development of a plan of measures aimed at

supporting, financing institutions of Higher Education.

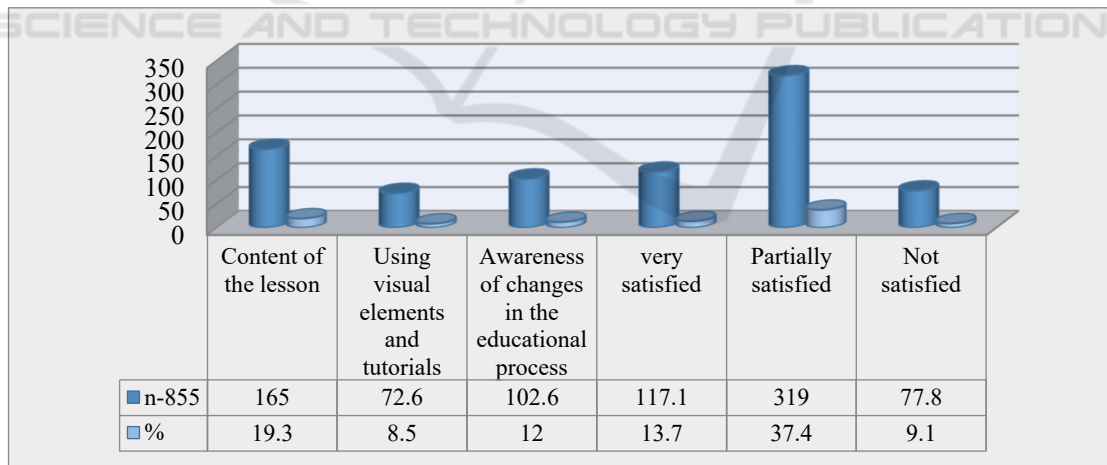


Diagram 2: How satisfied are you with the different aspects of the educational process?"

When preparing this report, industrial employers noted a low level of satisfaction with the knowledge and skills of university graduates. Almost half (49%) of industrial firms show difficulties in finding qualified professionals with higher education, and only a third (33%) believe that today the skills of university graduates are higher than ten years ago

(36% of respondents believe). Nor are there any suggestions that knowledge and skills have declined.

It is worth noting that graduates of the higher education system often do not work in their specialties, for example, "... only 57% of graduates of pedagogical universities are employed in the field of education, and in the field of construction,

construction occupies three-quarters of all positions intended for graduates of higher educational institutions"[7]. Low coverage rates and poor relationship between employers, industries, and universities also limit the economy's potential for innovation, technology customization, and value added. Obviously, a lot of work needs to be done to eliminate the gap between demand and supply, preparing universities to meet the requirements of a changing economy.

Harukhiko Kuroda, president of the Asian Development Bank, said: "Uzbekistan's achievements in social and humanitarian development are admirable... Uzbekistan is consistently advancing towards the achievement of the Millennium Development Goals in the primary, secondary and higher education sectors... The educational model of Uzbekistan is not limited to the establishment of educational institutions that meet the most modern requirements. This model is primarily based on quality, i.e., teachers, students, curricula and, ultimately, improving the quality of knowledge. In addition, this educational model, developed taking into account the needs related to globalization, serves as a means of ensuring that Uzbekistan occupies a worthy place in Asia, in the world community as a whole," he noted.

Of course, this was a matter of several years ago. In the following years, the higher education system is constantly working to improve the standards and

requirements of Education. To this end, modern forms of education, effective methods, new information and educational technologies have been developed and brought to life by higher education. How much his social image has changed and how reforms are working, we have analyzed similar issues through our studies of the effects of serious changes over the next five years and have witnessed a great difference in certain aspects.

For example, "are professors creative and enterprising in class?", 58.2 percent of respondents gave the answer "yes, not all professors", and from 37.1 percent of the answers, we know that there are not many teachers with skills and abilities that direct creative, enterprising and students to work in cooperation, to correctly assess the situation. Of course, this is a sad situation. It is a sign that those who get lost in a higher education institution or with the support of someone will also meet. This does not adversely affect the most important issues, such as the implementation of the reforms that our country is implementing and confidence in the future. 4.7% of respondents claimed that teaching and tutoring professors had no creativity at all, did not work on themselves, and did not Research in the field. It can be said that in the lecture or practical classes of such people, students are bored and cannot concentrate, and their coldness towards science also gradually increases. The descendants of the new age and New Age society will never forgive such a situation.

Table 4: Will professors be creative and enterprising in the lesson?

| Will professors be creative and enterprising in the lesson? | Selection group (in % account) | |
|---|--------------------------------|------|
| | n-855 | |
| Yes, most of the teachers | 497.6 | 58.2 |
| Few teachers | 317.2 | 37.1 |
| No | 40.1 | 4.7 |

The period and age of information covering all areas, as well as higher education, can be judged as the greatest achievement. On this basis, in order to find

out the opinions of students, we addressed the following question (Table 5).

Table 5: How satisfied is it to provide information support to the educational process?

| « How satisfied is it to provide information support to the educational process »? | Selection group (in % account) | |
|--|--------------------------------|------|
| | n-855 | % |
| Availability of necessary scientific and educational literature in the library | 322.5 | 37.7 |
| Talim zharaenida foidalaniladigan computlar sony | 70 | 8.2 |
| Number of places in the study hall | 47 | 5.5 |
| Жуда мамнунман | 110 | 12.9 |
| Partially satisfied | 272 | 31.9 |
| Not satisfied | 75 | 8.8 |

As you know, information and resource centres are organized in all SMS messages. From the answers to questions about whether the situation in them is suitable for today's demand, it turned out that 37.7% of young people "have the necessary scientific and educational literature in the library. "While 5.5% reported few locations, 12.9% were very satisfied, while 31.9% reported partial mannequin, 8.8% said

the state of the library was not satisfied at all. Such aspects also reduce confidence in going to an Information Resource Centre, learning something there. And later, the attitude towards books can lead to drastic changes if one cannot fully master a particular subject and achieve the goal, irritability, mental tension, and this can also cool down from education.

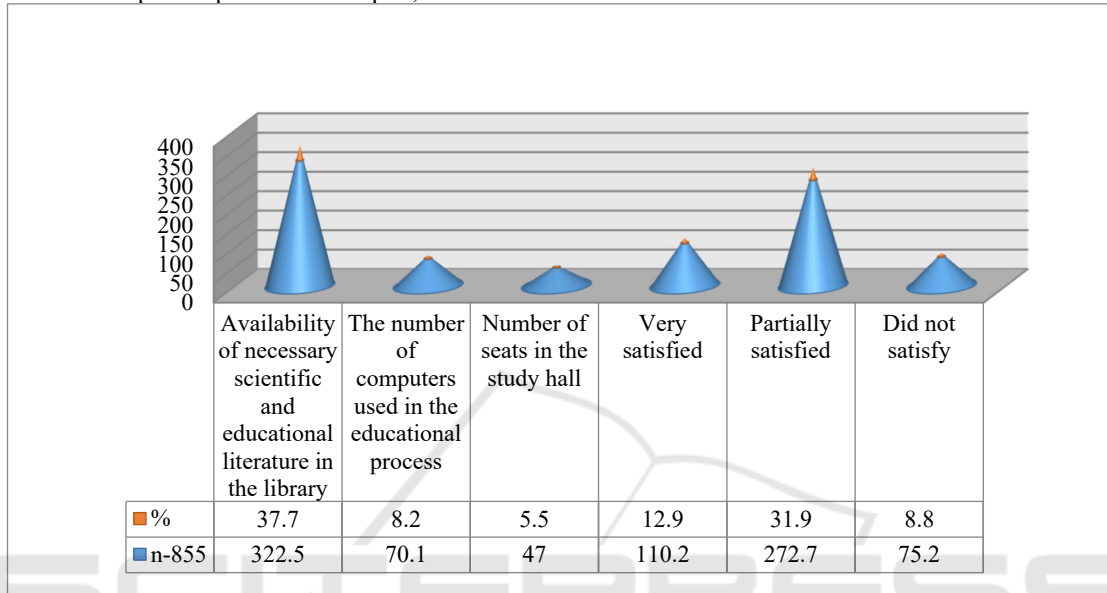


Diagram 3: How satisfied is it to provide information support to the educational process?

Typically, there would be individuals or disciplines in particular responsible for issues related to spirituality and enlightenment. The situation is currently changing. In order to clarify the educational work carried out in addition to the auditorium in the institution of Higher Education, the question "Are you satisfied with the areas of extracurricular activities and training carried out at the University (Institute, Academy)?" with the question. Analysing the results obtained, 37.4% determined that young people were fully satisfied, while 43% gave a partial, 14.3% no response. 5.3% of the participants gave the answer "No, at all". The conclusion follows that sports training, clubs, reading hours, scientific circles, competitions are not properly and rationally established. The issue of youth leisure does not correspond to the demand of the Times (Table 6). Active youth around the world enrich their social lives with the likes of going to orphanages with disabilities to read books, organizing fun quiz games, or going to a nursing home to volunteer to help them explore their needs, in addition to organizing poetry days at university leisure.

When we analysed the demographics of the students of the higher education institution involved in our studies, 67.8% were male and 32.2% were female. This, of course, does not mean that women are inferior in the Uzbek higher education system, nor does it prove that there is a problem of gender equality. Because in the higher education institutions that we have researched, depending on the professional orientation, we see that mainly men are educated and that they are actively involved. For example, "... men make up 60% of the students entering universities (in the following years, the proportion of women in universities decreased in contrast to other countries in the Region)".

4 CONCLUSION

As a conclusion, it should be said that for the future success of industrialized countries in the field of knowledge and services, it is necessary not only to improve higher education, but also to more clearly understand that higher education is required, combined with international actions of governments

and the private sector. The problem is that this integration must be achieved while maintaining the traditional universal goals of Higher Education. When it comes to the international aspects of university activities, they use different terms "International Education", "internalization of education", its "globalization", "transnational education", etc. The term "international education" is sometimes used to refer to international student exchange programs, to attract foreign students, and to send students to study abroad. Instilling in the youth of our country the mood and idea of not getting an education for a diploma, but of being a real, competitive modern specialist, leads to the achievement of significant achievements.

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