

GENERAL AND PROFESSIONAL EDUCATION SYSTEMS OF UZBEKISTAN AND JAPAN: A COMPARATIVE ANALYSIS

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ЎЗБЕКИСТОН ВА ЯПОНИЯ УМУМИЙ ВА КАСБИЙ ТАЪЛИМ ТИЗИМЛАРИ: ҚИЁСИЙ ТАҲЛИЛ

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СИСТЕМЫ ОБЩЕГО И ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ УЗБЕКИСТАНА И ЯПОНИИ: СРАВНИТЕЛЬНЫЙ АНАЛИЗ

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Abstract. In recent years, there has been a rising global need to train and educate certain number of workers to possess high quality, relevant vocational skills which lead to an enormous increase in the demand for professional education. In our country, using the experience of developed countries is crucial for the implementation of education reforms. Reforms based on modern approaches today are an important factor in the development of general and vocational education systems in the Republic of Uzbekistan. Comparison of indicators of the educational reform process in different countries helps to detect and overcome shortcomings, enrich one's own experience and find more fruitful and optimal ways of developing the educational system. In this article, based on the comparison method, the general trends and features of the development, modernization of general and vocational education in Uzbekistan and Japan are determined. Based on an analysis of the current state of the general and vocational education system of the Republic of Uzbekistan, practical proposals were developed for further improving the prospects for vocational schools based on Japanese experience.

Keywords: organizational-legal principles; organizational-pedagogical requirements; integration of education; science and industry; comparative analysis; continuity of education; competence; professional skills; labor market.

Аннотация. Сўнгги йилларда дунёда юқори сифатли ва касбий кўникмаларга эга бўлиш учун маълум миқдордаги ходимларни тайёрлашга бўлган эҳтиёж ўсиб бормоқда. Бу эса профессионал таълимга бўлган талабнинг ошишига олиб келади.

Мамлакатимизда таълим соҳасидаги ислохотларни амалга оширишда ривожланган давлатлар тажрибасидан фойдаланиш муҳим аҳамиятга эга. Замонавий ёндашувлар асосида олиб борилаётган илохотлар бугунги кунда Ўзбекистон Республикасида умумтаълим ва профессионал таълим тизимини ривожлантиришнинг муҳим омилidir. Турли мамлакатлар таълим тизимини ислох қилиш жараёнининг кўрсаткичларини таққослаш камчиликларни аниқлаш ва бартараф этиш, ўз тажрибаларини бойитишга ва таълим тизимини ривожлантиришнинг янада самарали ва мақбул йўллари топишга ёрдам беради. Таққослаш усули асосида, ушбу мақолада Ўзбекистон ва Япония умумтаълим ва профессионал таълим тизимининг ҳозирги ҳолатини таҳлил қилиш асосида Япониянинг илғор тажрибасидан фойдаланган ҳолда ўзбек таълим тизими истиқболларини янада такомиллаштириш бўйича амалий таклиф ва тавсиялар ишлаб чиқилди.

Калит сўзлар: ташкилий ва ҳуқуқий тамойиллар; ташкилий ва педагогик талаблар; таълим; фан ва ишлаб чиқариш интеграцияси; қиёсий таҳлил; узлуксиз таълим; компетенция; касбий маҳорат; меҳнат бозори.

Аннотация. В последние годы во всем мире возрастает потребность в обучении определенного числа работников, чтобы обладать высококачественными, соответствующими профессиональными навыками, что приводит к огромному увеличению спроса на профессиональное образование. В нашей стране использование опыта развитых стран имеет решающее значение для реализации образовательных реформ. Реформы, основанные на современных подходах, сегодня являются важным фактором развития систем общеобразовательного и профессионального образования в Республике Узбекистан. Сравнение показателей процесса образовательной реформы в разных странах помогает выявлять и устранять недостатки, обогащать собственный опыт и находить более плодотворные и оптимальные пути развития системы образования. В данной статье на основе метода сравнения определены общие тенденции и особенности развития, модернизации общеобразовательного и профессионального образования в Узбекистане и Японии. На основе анализа современного состояния системы общего и профессионального образования Республики Узбекистан были разработаны практические предложения и рекомендации по дальнейшему улучшению перспектив образования на основе опыта Японии.

Ключевые слова: организационно-правовые принципы; организационно-педагогические требования; интеграция образования; науки и производство; сравнительный анализ; непрерывность образования; компетентность; профессиональные навыки; рынок труда.

The conditions for deepening the globalization process in the world have further strengthened the demand for education, its content, forms and methods of teaching as an important factor in the progress of science, technology and culture. The goals of UNO Sustainable Development Program for 2030 to promote inclusive, equitable quality education and lifelong learning are critical to the development and improvement of international education systems.

In world practice, special attention should be paid to the study of a development strategy based on a joint learning strategy, conceptual features and the main directions of modernization of the education system, modern and global trends and reforms in the education system, comparative analysis and dynamics of education systems. In this context, the need to eliminate errors in the organizational and pedagogical process of education through the exchange of best practices, as well as the development of new approaches, technologies and principles, is explained.

As a result of the implementation of educational reforms in our country with developed countries, including deepening and expanding the mutual exchange of experience on the basis of a joint declaration of friendship, strategic partnership and cooperation between the Republic of Uzbekistan and Japan, a specific legal framework has been created for bilateral educational relations (3). The Strategy for the Further Development of the Republic of Uzbekistan sets the objectives of “further improving the education system, increasing the availability of quality educational services, increasing the effectiveness of mutually beneficial cooperation in realizing the tasks of socio-political and socio-economic development of the country” (4). In this regard, Uzbekistan and Japan play an important role in the analysis of the basic principles of modernization of general and vocational education, the development of practical recommendations for the development of the education system.

A human is valued and respected for his or her knowledge, achievements and abilities. In this regard, it should be noted that in Uzbekistan further development of education and science, supporting citizens in becoming sought-after specialists, formation conditions for realizing their potential are precedence field of the state policy.

At the present stage, in conditions of accelerated social and economic development of the world community, further extension of science, technology and cultures, each country increases requirements for the education system, content, forms and teaching methods, which are the area of reproduction and transferring of social experience, economic and political systems. Over the years of independence, our country's achievements have been significant. However, global change, processes, and increasing competition in all areas require more sustainable development. This requirement implies the necessity to improve modern technologies, approaches and principle.

However, there are more serious negative factors, which affect ability general and vocational education system to successfully solve the tasks. The most important of them is insufficient attraction of professions of workers and junior specialists for the country's population.

On the initiative of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev, the Decree “On the Strategy of Further Development of the Republic of Uzbekistan” in five priority areas of the country development for 2017-2021 was adopted. The goal of the strategy is to radically increase the effectiveness of reforms, create conditions for the comprehensive and rapid development of the state and society, implement the priorities of modernization of the country and liberalize all spheres of life.

Education is a single focused learning process, as well as a combination of acquired knowledge, skills, values, accumulated experience and competence. Vocational education is a focused learning process, mastering certain knowledge and skills in a particular profession and specialty. In the broadest sense of the word, education is the product of “the formation of the mind, character and physical abilities of a person. In the technical sense, education is the process by which society through its educational institutions like schools, colleges, universities and other institutions purposefully transfers its cultural heritage — accumulated knowledge, values and skills — from generation to generation (between generations)” (9, 20–21).

In Uzbekistan, people under the age of 30 make up approximately 60% of the total population (10; p.4). The essence of educational reform in our country is to preserve intellectual potential of the education system and change our goals and activities in order to develop individuals who are able to build and to live in a democratic civil society and free market economy. Therefore, one of our main goals is to educate and train a perfect generation both physically and mentally.

Given the principles and experiences of developed leading countries, Uzbekistan has developed its main directions. They include the following (7, 2):

- identification of specific trends in the development of education;
- the creation of new types of educational institutions adapted to modern technologies, the creation of new e-learning plans, electronic journals and textbooks;
- creation of material and spiritual conditions for the free creativity of youth;
- development of professional skills in the face of changing economic needs;
- integration of Uzbekistan into world educational standards.

A perfect system of lifelong education, based on modern economics, science, culture, engineering and technology, is a fundamental prerequisite for the development of the country. This system ensures the formation of a new generation of young people who will be able to realize the prospects of the country's development, have a high level of general culture and have the necessary professional skills (8, 9).

Stable educational strategies and a sequence of educational programs for important levels provide a continuing education system. The system covers (1):

- 1) pre-school education;
- 2) general-secondary education;
- 3) secondary-specialized, vocational education;
- 4) higher education;
- 5) postgraduate education;
- 6) retraining and advanced training of personnel;
- 7) out-of-school education.

In 2009–2010 academic year in the Republic of Uzbekistan was carried out the final transition to universal compulsory 12-year education. The formed system of vocational education institutions was basis for training of qualified personnel, which are called upon to get an important factor in modernizing economy as a part of the state's manufacturing and innovative development strategy.

On the basis of analysis, it can be concluded that general and vocational education system in Uzbekistan is characterized by fast development. Analysis showed that at different stages of the country's

growth, vocational training solved urgent problems. Like any other, vocational education system with all indicators of its development is the copy of dynamic changes occurring in society.

The state pays a particular attention to further developing system of continuing education, providing quality educational services, training highly qualified personnel accordingly with modern demands of the labor market. In recent years, in the development of reforming the education system, a solid legal, organizational, material and technical base has been created in the country, which contributed to renewal of the education system and the training of educated young generation.

Until recently, the system of vocational education could not objectively be based on demand from the real sector. In economic terms, professional education system was focused more on supply driven than on demand driven.

However, the current model of management and regulation of the vocational education sector is largely focused on quantitative indicators; it has weak incentives to provide qualitative indicators related to both levels of knowledge and employment.

Simultaneously, a comprehensive analysis of the results of general as well as professional education and transition to 12-year compulsory education during the reform years suggests that the existing vocational education system does not meet modern requirements and radical changes. Particularly, the lackness of a systematical approach to the placement of vocational education institutions in regions and inadequate progress of road transport infrastructure in areas sometimes forced students not to participate in training sessions. Supplying of educational and laboratory equipments for colleges and training sessions is significantly behind pace of the development of science and production technologies. Material and technical equipment level of vocational colleges has reached 56%. Quotas for vocational colleges adversely affect employment quotas for graduates, irrespective of the existing system of training personnel, the subsistence of opportunities for the labor market and the availability of opportunities for organizing production practices that do not require the real needs of the economy of the country.

The systematic solution of problems in this area, the radical improvement and development of the vocational education system based on the experience of leading foreign countries, the rational and targeted use of the material base for the functioning of professional colleges, the relevant ministries, departments, business associations, and commercial banks creates the conditions for increasing the effectiveness of training qualified personnel according to the needs of the labor market. This is provided for by the Decree of the President of the Republic of Uzbekistan "On measures to radically improve the system of general secondary, secondary specialized vocational education" which was adopted with the aim of increasing the employment of all segments of the population (4).

In order to improve the system of vocational education based on international best practices, to train qualified, competitive personnel for the labor markets, was adopted the Decree of the President of the Republic of Uzbekistan dated September 6, 2019 "On additional measures to further improving of vocational education system". From the 2020–2021 academic year, a new systems primary, secondary, secondary-specialized, vocational education and differentiated educational programs will be created corresponding to the levels of the International Standard Classification of Education.

For several centuries, Japan was a closed country, now it is a powerful open state for the whole world. The educational system, which now operates in Japan, has been developing since 1947 and has undergone several reforms

for many years of its existence, making it one of developed and leading countries in the world. Japan's education system combines the peculiarities of the British, American and French education systems. Administrative system followed the French model, with strong central control by the Ministry of Education and the School district System (13, 165–170).

The responsibility of providing and supervising vocational education system in Japan lies mainly with two Ministries — the Ministry of Education, Sports, Culture, Science and Technology (MEXT) and the Ministry of Health, Labor and Social Welfare (WHLW).

The purpose of education in Japan is not only to give students knowledge, but also to educate good people who are ready to adopt centuries-old traditions, respect elders, continue the work of their ancestors, work hard and work as a team.

The purpose of education in Japan is not only giving students knowledge, but also to educate good people who are ready to adopt centuries-old traditions, respect elders, continue the work of their ancestors, work hard and work as a team.

The education system in Japan is in many ways similar to the education system of other developed Western countries. Despite this, Japan has certain features of the education system that make this country attractive to many people. The school year in Japan, with some exceptions, begins in April, which accounts for one of the favorite periods of the Japanese — sakura blossom. It is, in their opinion, promotes renewal and a good mood for the whole year.

The following trends are characteristic of functioning of Japan's professional education systems in recent decades (11, 165–170):

- building a system of continuing education, operating throughout the active life of each person;
- changing the content and teaching methods in a comprehensive school in such a way as to maximize possibilities of learning, taking into account that individual characteristics of children and adolescents;
- content and teaching methods and upbringing in schools in accordance with such new phenomena as computerization, a high degree of informatization, just like the internationalization of modern life.
- increasing financial, material and intellectual investments in the system of professional education;
- strengthening fundamentalization and expanding the profile of preparing specialists with vocational education system;
- transition to innovative education, to a more balanced education content;
- decentralization of management, the expansion of autonomy of universities;
- creation of non-traditional universities with training based on new information technologies (technical, technological universities, universities based on a short learning cycle).

Provisions on general and vocational educational systems in the Republic of Uzbekistan and Japan are summarized as follows:

Analysis of the existing basic legislative and regulatory acts at the state level on education in the Republic of Uzbekistan and Japan led to the conclusion that legislative framework of Uzbekistan and Japan are quite diverse and rich, but in both countries there is a similar structure of legislative frameworks at the state level.

Firstly, state or central laws that guarantee priority of education in

government activities, human rights to education, right and the freedom of teachers.

Secondly, educational documents that indicate strategies and priorities for future educational development.

Uzbekistan and Japan have made essential progress in adopting state educational standards in the area of education. Curricula at all stages of education were revised and adapted to modern international standards.

In both states, the goal of education system is to train young qualified specialists, who should become an important factor in modernizing the economy as part of the country's industrial and innovative development strategy. Professional education in Japan is one of the highest values and plays an important role both in the training of specialists and in the formation of personality.

On the basis of analysis, it can be concluded that vocational educational system in Uzbekistan was characterized by rapid progress. On the other hand, it is worth noting that the network of professional schools is constantly growing. The analysis showed that at different stages of the country's development, vocational education solved urgent problems. Like any other system, the system of vocational education by all indicators of its development is a copy of the dynamic changes taking place in society.

Japan's achievement of great results in the field of education and related scientific and technological progress, such key functions as spiritual maturity, high status and the desire for leadership (in society and in the world), patriotism and healthy ambitions played a key role in the search for national goals.

Currently, Uzbekistan is implementing reforms based on new approaches, which is an important factor in the development of the vocational education sector. This gives each employee of the education system a high responsibility for constantly improving the quality of education in accordance with the modern pace of development of science, technology and production.

In Japan, schools and higher educational institutions, as world educational — educational systems, have passed the centuries-old path of historical development. At the last stage of development, many different reforms and changes were carried out. The reason for this is the rapid development of the economy and changes in the social and political life of the country (8, 2).

Vocational education plays and will continue to play an important role in the development process. Firstly, it increases a person's internal potential, forms self-esteem and develops self-esteem. Secondly, it gives a person favorable prospects in employment plans. Thirdly, and most importantly, an educated person has more potential in the development of society.

An analysis of the history of modernization of the Japanese education system shows that, thanks to universal respect for education, Japan has taken a leading position in the world in the field of training and education of the young generation.

The strengths of the current Japanese education system are the smoothness of the transition process, its inclusiveness and the high educational standards that it supports. One of the main obstacles for Japan is the preservation of these strengths of the education system, as well as the response to pressure for greater flexibility and differentiation.

In Japan, special attention is paid to the development of human potential and, above all, to the maximum possible development of education (for South Korea, Taiwan, Singapore and Hong Kong) in order to achieve high results in dynamically promoting the global market and expanding exports. The reason for this is that in this country there are no minerals and favorable territories,

and the most important are people. Thanks to the intellectual capabilities and innovative aspirations of people (rather than the legendary oils or gold reserves), these countries were moved from the poorest to the most technologically advanced. Experts say that the country as a result of the Japanese education system in the training of highly qualified personnel and the rapid implementation of the achievements of science and technology has achieved high results.

Today, the cause of high performance in Japan are:

- an increase in the size of the private sector in the Japanese education system will ensure the development of a competitive environment, as in other areas;

- the presence of international specifications is that in all educational institutions exams and tests are conducted in English at the same level as in Japanese, which led to the rapid development and experience of leading European countries;

- research institutes actively participate in practice, applying scientific innovations directly to their educational systems, with their responsibility and direct accountability for the results of the work of educational institutions;

- the content of the curriculum is updated every year, reflecting the relevance of the content from year to year;

- great demand for exams at the stages of the education system and high precautions increase the responsibility of students.

- labor and hard work are moral value for the Japanese. The role of the system of “moral education” is invaluable in its exaltation. The fact is that the following ideas are built in for the Japanese: “Only labor and hard work can succeed”, “Work on yourself, and you will be no less than others”. The Japanese, influenced by such ideas, perceives all his movements as follows: “Do your best!” (7, 7).

Based on the foregoing, we can draw the following conclusions:

- today we need international experience in education development as well as cooperation on these issues in order to create a more developed and relevant professional education system in the modern world;

- each country has its own specific but common features in the content and organization of general and vocational education;

- the goals of vocational education system abroad is training a professional for a specific profile (focus of the main educational program on a specific type and (or) object of professional activity), and not a narrow specialist. It is closely connected with the general and strives for continuity;

- vocational education integrates with production and is flexible;

- a well-developed apprenticeship system that serves as initial training;

- there are both state and private vocational schools;

- there are decentralized and centralized professional educational systems.

Comparative analysis of general and vocational education systems in the Republic of Uzbekistan and Japan

The Republic of Uzbekistan	Japan
1. Value-based Framework	
<i>Common features: (according to the structure of the regulatory framework)</i>	
In Uzbekistan and Japan, there is a similar structure of legislative and regulatory acts at the state level that regulate the system of lifelong education (laws, program documents on education, special regulations on vocational education)	
	“The Basic Law on Education” (1947),

The Laws “On Education” (1997), “On State Youth Policy” (2016)	“On the Promotion of Vocational Education” (1951), “On Social Education”, “Development of Continuing Education” (1990), “Partial Changes to the Law on School Education” (2004).
“National training program” (1997), Presidential Decrees “On an Action Strategy for the Further Development of the Republic of Uzbekistan” (2017) and “On Measures to Radically Improve the System of General Secondary, Specialised Secondary Vocational Education” (2018) and “On Additional Measures to Further Improve the Vocational Education System” (2019), “On Approval of the Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030” (2019).	“National Standards” for the Establishment of Universities (1991), “Recommendations for the Development of Secondary Vocational Education (2011), etc.
2. Organizational and Pedagogical Conditions.	
<i>Common features:</i>	
<i>on the goals of training specialists:</i> In both countries, the purpose of education is to train young professionals; who should become an important factor in modernizing the economy as part of the country's industrial and innovative development strategy;	
<i>on the development of vocational training:</i> the Uzbek and Japanese vocational training systems have passed the difficult path of becoming and reforming to the modern state;	
in both countries, integration processes are actively developing in the system of vocational training aimed at creating a unified educational space for a vocational school, eliminating the shortage of manufacturing and science, skilled workers and highly qualified personnel;	
in Uzbekistan and Japan, the strategic objectives set by the requirements of the labor market for high quality training of the necessary qualifications have been set before the modernization of vocational education systems;	
<i>vocational training for students in grades 10-11 of general secondary educational institutions:</i> the main goal of vocational training in these two countries is to teach high school students vocational training, logical thinking, professional and entrepreneurial skills that require special and in-depth training, to help in choosing a profession;	
On Vocational training for Students in Grades 10-11 of General Education Institutions:	
Along with teaching students in grades 10-11 in the Republic of Uzbekistan, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan as of October 24, 2017 was adopted the Decree "On Measures for the Establishment of Vocational Education Complexes" with the creation of conditions for vocational education, training and professional employment for their interests and abilities.	In Japan, the opportunities for vocational training in high school are reflected in the “Recommendations on the Development of Vocational Education” (2011).
Vocational education in Uzbekistan is part of the continuing education system, which includes meeting the needs of senior classes in the field of	In Japan, to train middle-class industrial workers, vocational education at this level is designed to provide students with fundamental knowledge,

vocational training, developing their professional training and skills, and training for the economic sector;	knowledge and skills that are directly related to their respective professions, in addition providing direct vocational training, and creativity;
In accordance with the curriculum approved in Uzbekistan, students receive a total of 408 hours of vocational training, 6 hours per day during the school year, and 36 hours of practice for 10th grade students.	In Japan, senior high school students attending a specialized professional course must receive 30 or more credits in vocational or special subjects. One credit is 35 hours of classes and one hour lasts 50 minutes. The Japanese are distinguished by responsibility and seriousness, and by this age they already know in which direction they would like to realize themselves and what profession to choose for this.
Distinctive features:	
Responsible National Authorities and General Management	
The Ministry of Public Education is directly responsible for the development of general and extracurricular education, the Ministry of Higher and Secondary Specialised Education for the development of higher and secondary specialised education in Uzbekistan.	Education Management in Japan is managed by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for all educational institutions.
Vocational education in the Republic of Uzbekistan is provided on the basis of general secondary education.	In Japan, on the basis of full and incomplete education.
In the Republic of Uzbekistan vocational schools are divided into academic lyceums and professional colleges.	In Japan there are small colleges (accelerated cycle universities), technology colleges, specialized colleges and vocational colleges.
There are six areas of specialisation in vocational training and vocational education in Uzbekistan: the humanities; social sphere, economy and law; production and technical areas; agriculture and water management; health and social care; service sector.	In Japan, vocational schools are divided into eight areas of study: technology; agriculture; medicine; personal hygiene and nutrition; education and social security; business; fashion and home science; culture and general education.
In the Republic of Uzbekistan, professional colleges are working on curricula which allocate 2010 class hours of all academic hours for general educational subjects, 520 class hours for general professional subjects, 600 hours for special subjects and only 540 for practice. The remaining hours are allocated for state certification, subjects chosen by the college.	In Japan, more than 62 credits are required to obtain a diploma in elementary colleges. Their graduates have the right to continue their education at the university from the second or third year of study. Students who have attended more than 1700 hours of classes can graduate from a vocational college with an original academic degree called the Diploma. After 2 years of college and this qualification, the graduate has the opportunity to enter a full-cycle university. They can also enter the university as third-year students (in some cases, second-year students).

Provisions of general and professional education in the Republic of Uzbekistan and Japan are summarized as follows:

The Republic of Uzbekistan and Japan have made significant progress

in adopting the state educational standards in the area of education. In all stages of training, curricula were revised and adapted to modern international standards.

In both countries, the goal of education is to train young qualified specialists, who should become an important factor in modernizing the economy as part of the country's industrial and innovative development strategy. Professional training in Japan is one of the highest values, both in the training of specialists and in the formation of personality.

On the basis of analysis, it can be concluded that general and vocational education systems in the Republic of Uzbekistan is characterized by rapid development. Analyzes show that in various stages of development of the country, vocational training solves acute problems. Like any other, the system of vocational education, with all its indicators of development, is a copy of the dynamic changes taking place in society.

Japan's achievement of great results in the area of education and related scientific and technological progress, such key functions as spiritual maturity, high status and desire for leadership (in society and in the world), patriotism and healthy ambitions played a key role in the search for national goals.

At present, Uzbekistan is implementing reforms based on new approaches, which is an important factor in the development of the vocational education sector. This gives each employee of the education system a high responsibility for constantly improving the quality of education in accordance with the modern pace of development of science, technology and production.

In Japan, schools and higher educational institutions, as world educational — educational systems, have passed the centuries-old path of historical development. At the last stage of development, many different reforms and changes were carried out. The reason for this is the rapid development of the economy and changes in the social and political life of the country.

Vocational training plays and will continue to play an important role in the development process. Firstly, it increases a person's internal potential, forms self-esteem and develops self-esteem. Secondly, it gives a person favorable prospects in employment plans. Thirdly, and most importantly, an educated person has more potential in the development of society.

An analysis of the history of modernization of the Japanese education system shows that, thanks to universal respect for education, Japan has taken the leading position in the world in the field of training and education of the younger generation.

The followings are of particular importance for improving professional education system in the country:

1. Pedagogical technologies is the basics of modernization of education and vocational training. Modern pedagogical technologies include: technology of theoretical education, network educational technologies, laboratory and practical training, course design of final qualifying works, network form for implementation of educational programs, modular educational technologies, Training and Demonstration Complex, Practical Training, Production Training, training and production practices, application of project method and solution of production problems, world skills (world skills, universal skills), simulation of production processes and more.

2. Elements of e-learning technology can be attributed to forms of network education technologies (using resources of virtual colleges and universities). Using the new direction of e-learning m-Learning (mobile learning) using modern mobile communications (smart phones, tablets, etc.) allows the student to receive materials, lectures, pass testing, work out the materials necessary for classes at any convenient time, etc.

3. Strengthening the mechanism of social partnership. Technologies of cooperation between vocational education institutions and social partners are widely used in the vocational education system. The main areas of cooperation between educational institutions and enterprises for the preparation of graduates are presented in the diagram.

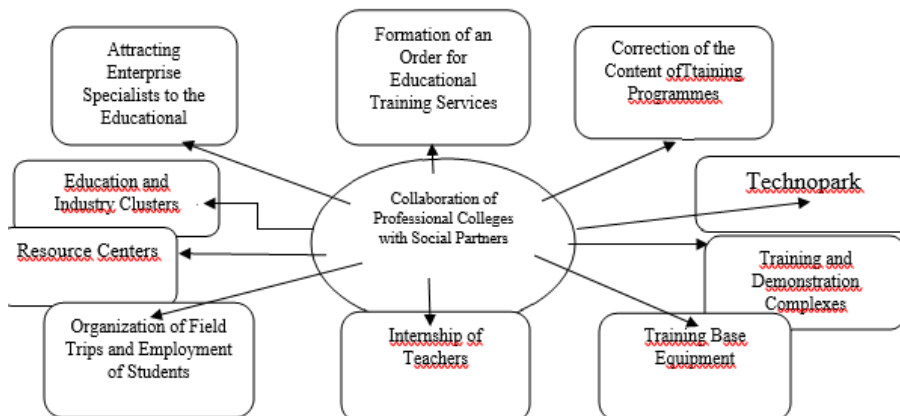


Fig 1. Technologies of cooperation of open source software with social partners.

These technologies can be concretized taking into account the existing experience of interaction. So, for example, the professional experience of teachers' social partnership should be based on several basic principles:

- liaison with employers in the development and implementation of educational programs;
- study of progressive pedagogical experience;
- advanced training;
- production internships;
- continuous improvement of professional competence in the area of innovative technologies in the industry.

In future, research works on the use of new innovative technologies and practice-oriented training will increase the reputation of working professions, create a competitive personality of the student through increasing of individual vocational educational qualities; to develop and implement a model of professional self-determination of learners with professional competencies that meet the demands of modern new production and meet the international level of professional qualifications.

4. Departmental distribution of professional educational institutions - ensuring the relationship of enterprises and professional colleges. Sectoral bodies of economic management, associations, national companies, such as UzAvtoSanoat, Uzbekneftegaz, Uzbekenergo, etc., to which it is advisable to transfer colleges corresponding to their profile. These bodies of country and economic management should participate in the planning of number of graduates and employment, as well as be responsible for ensuring the production practice of students in relevant specialties. Cooperative education means that vocational colleges and partner enterprises work together on a cooperative basis. This training process should be, as far as possible, strongly focused on the requirements of practice and to a large extent carried out within the walls of production enterprises. Moreover, each partner takes on specific tasks for the training and is responsible for their high-quality implementation. This approach will allow for closer coordination of the needs for specialists and will lead to an increase in the quality of the educational process in vocational education institutions. In order to provide students with

professional skills in the absence of the possibility of free internships at enterprises, educational institutions, as it seems to us, production workshops should be created in professional colleges. This will allow the masters not to lose their qualifications and create an additional source of extrabudgetary funding for vocational schools.

5. Employers or their representatives should be equal partners in the field of professional education. Equal partners are those who are vested with rights and commit themselves to help in obtaining education and in its process.

— they should be thoroughly included at all levels in the active process of developing initial concepts, standards, in the process of determining the content side of training, in its course and completion of the curriculum. They must have the right to participate collectively in the discussion of problems and the important right to make decisions;

— especially in practical training, they should take responsibility, which must be fixed legally and on a contractual basis.

6. Ensuring the quality of the educational process. Vocational colleges should give students more practical skills that will allow graduates to take a more serious approach to the development of applied disciplines, and a deeper development of fundamental disciplines, the study of theoretical aspects, should be transferred to the stage of higher education.

In vocational colleges specializing in the graduation of junior professional working professions, it is necessary to introduce a mechanism for passing qualification exams and obtaining qualification points in a certain specialty when leaving a school. It is necessary to revise the normative documents of professional colleges that determine the relationship between general education and professional and special subjects, practice. From the first year of training in professional and special subjects, it is necessary to create conditions for educational practice, which will help future specialists acquire initial skills and qualifications. This will provide an opportunity to more widely represent the field of vocational education from the first year of study and will help students make the best decision in choosing a specialization.

—In the period of growing demand for teaching staff for practical training at professional colleges, it is good to attract experienced engineers and practitioners as teachers, creating for this purpose a special retraining program with a pedagogical bias.

7. Transition to 12-year education in accordance with international education standards. Of the nearly two hundred countries, 163 have transferred to 12-year education. One of the most important principles of modern world development is to increase educational time. Most countries got over to school education lasting up to 12 years (elementary school 4 years, secondary-up to 5 years and 3 years of college or lyceum). This is due to the fact that the amount of information that people need to master is growing from year to year. Recruiting it, acquiring new skills requires more and more new and more content.

In world practice, a certain duration of the educational process based on 12 years of study is accepted. In the USA, Canada, Japan, Sweden, France, 12-year education has been introduced, in Germany, the Czech Republic, Italy, Switzerland, training lasts 13 years, in the Netherlands, training lasts 14 years. In all developed countries, admission to a higher education institution requires at least 12 years of secondary education. If we return to 11 years of education, graduates of the Uzbek school will not be able to directly enter foreign universities and will be forced to study at their school for another two years.

The main goal of the education system is the formation of independent

thinking necessary for life in a rapidly changing global world, to be competitive among peers living in other countries and thereby ensure the prosperity of their country.

8. Providing flexibility and variability of forms and methods of training in the system of professional education and training. For this, it is necessary to switch to a multi-level medium-term specialized system of vocational education, when secondary schools can graduate students with 9 and 12 years of age, and vocational education institutions provide two-year, three-year, and five-year education. At the same time, graduates of grades 9 should receive professional education in vocational colleges and academic lyceums for three or five years, and graduates of 12 grades in two years. Admission to vocational colleges in specialties that require training for more than two years (legal, medical specialties) on the basis of 12 years of study, five years of study (technical specialties), will be only for graduates of 9 classes. As a result of the implementation of the policy of the transition to a multilevel education system, it is possible to ensure the continuity of general education and at the same time to free the process of vocational training from general education subjects, focusing on the students mastering only knowledge and skills in the chosen specialty.

9. For approximately 10% of graduates of vocational schools who, on the basis of their excellent academic performance, plan to continue their studies, specific opportunities should be created for better preparation for entering higher education institutions. It is necessary that the profile of this higher educational institution should have areas close to the profession that the young specialist acquired in college. For the best graduates who would like to choose a direction for further education that differs from the profile of the college, it is necessary, within the framework of optional classes, to create special training opportunities.

10. The advantage of a professional college lies in its main function - in training the young generation as highly qualified, competitive and mobile specialists for the economy and for other spheres of public life. With this advantage, they can find a job for themselves both domestically and abroad, they can also create a job for themselves. Therefore, at the head of the educational process in vocational educational institutions should remain as the goal — the achievement of professional competence based on solid knowledge and skills.

11. Strengthening the relationship of universities and research institutes with foreign partners, participating in international internship programs for students and scientists, expanding the program of funds and scholarships for teaching students in foreign universities and more.

12. Increasing enrollment in higher education by increasing the number of universities, including branches of foreign and local universities and non-state universities, including by providing universities with the opportunity to independently determine student quotas.

13. Grant the right to higher and professional educational institutions to independently regulate labor relations with the teaching staff so that they can pay more attention to quality rather than quantity, free their teachers from exorbitant classroom and paper load and provide them with the opportunity to engage in scientific and pedagogical research.

Benchmarking can help educators reflect on the overall goals, structures, and directions of their “systems” and help understand some of their limitations and potential improvements. Variables that affect the effectiveness of vocational education systems can be defined: their ability to form skills, financing methods, fairness of access and results, and responsiveness of demand.

Foreign experience in the field of education and vocational training deserves special attention, since a comparative analysis and identification of specific approaches to the content of education make it possible to highlight the prerequisites and trends in the formation of a single educational space.

The use of Japanese experience in the domestic system of training highly qualified personnel will give a positive effect only if the specifics of Uzbek education and vocational education are preserved.

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