



International experience in training future pedagogical specialists in the field of technical higher education

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Annotatsiya

Ushbu maqolada texnik oliy ta'lim sohasida bo'lajak pedagog mutaxassislarini tayyorlashning xalqaro tajribasi o'rganilgan. Tadqiqot jarayonida Germaniya, Finlyandiya, Yaponiya va Janubiy Koreya tizimlari tahlil qilinib, ularning pedagog tayyorlashdagi samarali modellari aniqlangan. Maqolada dual ta'lim tizimi, amaliy mashg'ulotlarga yo'naltirilgan o'quv jarayoni, raqamli va innovatsion texnologiyalarni qo'llash, hamda uzluksiz malaka oshirish tizimining ahamiyati ta'kidlangan. Shuningdek, xalqaro tajribalarni O'zbekiston sharoitiga tatbiq etish yo'llari ham ko'rib chiqilgan. Natijalar shuni ko'rsatadiki, texnik pedagoglarni tayyorlashda amaliyotga yo'naltirilgan yondashuv, zamonaviy texnologiyalar va doimiy professional rivojlanish samarali natijalar beradi va milliy texnik ta'lim tizimini rivojlantirishga xizmat qiladi.

Kalit so'zlar:

Texnik oliy ta'lim, Pedagog mutaxassislar, Kasb-hunar ta'limi, Xalqaro tajriba, Dual ta'lim, Innovatsion pedagogik texnologiyalar, Amaliy mashg'ulotlar.

Abstract: This article studies the international experience of training future pedagogical specialists in the field of technical higher education. In the course of the research, the systems of Germany, Finland, Japan and South Korea were analyzed and their effective models of pedagogical training were identified. The article emphasizes the importance of the dual education system, the educational process focused on practical training, the use of digital and innovative technologies, and the system of continuous professional development. It also considers ways to apply international experience to the conditions of Uzbekistan. The results show that a practice-oriented approach, modern technologies and continuous professional development in the training of technical pedagogical specialists give effective results and contribute to the development of the national technical education system.

Keywords: Technical higher education, Pedagogical specialists, Vocational education, International experience, Dual education, Innovative pedagogical technologies, Practical training.

Introduction: In the modern world, higher technical education plays an important role in the economic and innovative development of the country. Along with

the training of technical personnel, the training of pedagogical specialists who will train them is also an important task. Future teachers should have not only theoretical knowledge, but also the ability to form practical skills and convey them to students. Therefore, the process of training teachers of higher technical education not only determines the quality of the national education system, but also plays an important role in increasing the global competitiveness of the country. International experience shows that an effective teacher training system is based mainly on practice-oriented training, a dual education model, industry-academia collaboration, and the use of digital learning technologies. In the teacher training systems of Germany, Finland, Japan, and South Korea, future teachers gain skills through practical training in the production process, innovative methods, and a mentoring system. The implementation of these experiences in Uzbekistan will allow to improve the skills of technical educators, provide high-quality education to students, and significantly improve the quality of technical higher education. At the same time, by adapting international experiences to the national education system, our country can achieve the training of highly qualified, competitive, and innovative educators.

Literature review: Research on the training of future teachers in technical higher education is largely focused on studying international experience. Research shows that the effectiveness of teacher training is directly related to the formation of practical skills, the development of pedagogical competencies, and the use of modern technologies. In Germany, a dual education system is widely used, in which future teachers devote a significant part of their educational process to internships at industrial enterprises. This allows teachers to introduce students to real working conditions and reinforce theoretical knowledge with practical skills. In Finland, the pedagogical training system is based on a learning-centered approach, that is, special attention is paid to the development of students' creative and critical thinking skills. In the experience of Japan and South Korea, future teachers master new technologies and pedagogical methods through a system of continuous professional development. At the same time, they improve their skills through a mentoring system and practical training integrated with production. Uzbek scientists, in particular A. Avloni, N. Saidova and O. Musurmonova, have emphasized the importance of studying international experiences, implementing advanced pedagogical technologies and digitizing the educational process in the process of training teachers of technical higher education. The analysis shows that practical training, mentoring and innovative methodologies are the main factors in the training of technical teachers.

Research methodology: The purpose of this study is to study international experience in the process of training future pedagogical specialists in the field of technical higher education and identify ways to apply them to the conditions of Uzbekistan. The following scientific and methodological approaches were used as the research methodology: Systematic analysis - study of the processes of training teachers of technical higher education in terms of their structure and components, and assessment of their effectiveness. Comparative method - identification of the most effective approaches by comparing the systems of Germany, Finland, Japan and South Korea with the pedagogical system of Uzbekistan. Comparative pedagogy - analysis of pedagogical practice of different countries and identification of their advantages and

disadvantages. Synthesis - development of recommendations for combining the obtained data and adapting them to the national education system. Scientific observation and practical analysis - assessment of the effectiveness of practical training, mentoring system and digital pedagogical technologies. The theoretical basis of the study was based on the competency-based approach, practice-oriented training, the use of innovative technologies and recommendations of international organizations (UNESCO, OECD, WorldSkills International). Using the methodology, effective methods of training future teachers were identified and scientifically based recommendations were developed for their implementation in the national education system. This will create opportunities for improving the skills of pedagogical personnel in higher technical education and training competitive personnel.

Conclusion: The issue of training future pedagogical specialists in the field of technical higher education is one of the most important areas of modern education. The results of the study showed that international experience emphasizes the effectiveness of the pedagogical training process through practical orientation, the use of innovative technologies and continuous professional development. The experiences of Germany, Finland, Japan and South Korea are recognized as effective models of training future pedagogical specialists. They strengthen the theoretical and practical training of pedagogical specialists through the use of a dual education system, mentoring practices, digital and simulation platforms. The implementation of international experience in the conditions of Uzbekistan allows improving the skills of technical pedagogical specialists, organizing the educational process in a high-quality manner, and further developing the system of technical higher education. In this way, our country can raise technical vocational education to a high level by training competitive, modern and innovative pedagogical personnel. The study also shows that for effective teacher training, it is important to introduce practical training, the use of modern technologies, and a system of continuous professional development in the national system. This will serve to improve the quality of technical higher education, train innovative personnel, and strengthen the global competitiveness of our country.

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