

UPDATE PERIOD OF EDUCATION SYSTEM

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ANNOTATION

This article examines the continuity of the continuing education system, reforms in the education system, the level of coverage of the education system, the use of opportunities created for modern and world-class education. Proposals and recommendations on ways to increase competition in the education system on the basis of public-private partnership and to eliminate shortcomings in the education system and the education system are given.

Keywords: Education system, continuing education, economics, preschool education and upbringing, general secondary and secondary special education, vocational education, higher education, postgraduate education, retraining and advanced training, out-of-school education.

INTRODUCTION

It is hard to imagine our evolving life today without the development of science and education, and it is no coincidence that the development of the education system in the world's leading countries has been identified as a priority. Because we see that the future development indicators of the state are inextricably linked with this area. We all know that the cornerstone of development, as well as the power that makes a country strong and a nation great, is science, education and upbringing. The bright future of our country is closely connected, first of all, with the education system and the upbringing of our children (Sh. Mirziyoyev).

In today's developing society, we can see that people's aspirations for the education system are growing, not only in our country, but also in many countries around the world, attitudes to all types of systems are changing.

In the context of increasing globalization and fierce competition in the world economy, it is important for a person to receive lifelong learning, not just education, for today's life. After all, the future development of the country is closely linked with the achievements in this area.

In recent years, the country has carried out a number of reforms to create a competitive environment in the education system, use of public-private partnership and private sector resources, as well as, maximizing the coverage of the population with the education system to the level of developed countries. In particular, the revision of the Law on Education, the establishment of non-governmental educational institutions on the basis of public-private partnership will serve to increase competition in the education market.

LITERATURE REVIEW

The concept of "lifelong learning" was first introduced at the UNESCO Forum in 1965 by the famous theorist P. Langrand and caused a significant theoretical and practical resonance, and as a result, by the end of the 60s of the last century, the term became a special subject of scientific analysis. Priorities for the study of continuing education at the international level include continuing vocational education, continuing education, adult education, education of the vulnerable, and economic models that ensure the continuity of the education system.

D.Sholdarov's article "Development of the education system in the digital economy on the basis of public-private partnership" is about the need to further improve the investment climate of the country's institutional reforms in the transition to a digital economy, the growth of domestic and foreign investors, as well as, it is one of the effective means of attracting investment is the need for widespread introduction of public-private partnership mechanisms in the social sphere.

H. Odilkariyev's textbook "Legal aspects of innovative development of the state and society of Uzbekistan" states that the country is paying increasing attention to human capital, and decided to increase investment in education. Involvement of children in the preschool education system is projected to reach 44% in 2019 and 50% or more in the following years.

In the article by N. Sharopova "Foreign experience in the development of preschool education and opportunities for its application in Uzbekistan", the importance of the introduction of the PPP mechanism is to take measures to increase the transparency of planning and spending of preschool education, increase the transparency and independence of their activities, which will serve as a basis for public-private partnerships, as well as their investment attractiveness.

Promotes and confirms the hypothesis of the importance and necessity of social partnership for the financing and development of education in a knowledge-based economy. To confirm these hypotheses, the evolution of the concepts of social interaction and social responsibility is studied, based on the laws of social partnership in a knowledge-based economy, which shows the need for interaction using the triangular model. Moving governments, universities and corporations on the path of innovative development. The article discusses the use of benefits as a form of public-private partnership in preschool education, which was recently used in Russia. Based on the study of international best practices, the authors suggest the use of investment funds, in particular, the mechanism of impact of investments in education as a promising technology. One way to solve these problems is to mutual investment in intellectual property. In a knowledge-based economy, the formation of fundraisers to finance education and innovation is also common.

ANALYSIS AND RESULTS

In accordance with the law, the stages of the education system in the education system in our country are indicated:

1. pre-school education and upbringing;
2. general secondary and secondary special education;
3. professional education;
4. higher education;
5. postgraduate education;
6. retraining and advanced training;
7. extracurricular education.

As a result of the reforms being carried out in the education system, we can see that significant work has been done in the education system in recent years. First of all, we can see that the implementation of the Concept of Development of Preschool Education until 2030 focuses on the development of the education system from this stage. Most of the information a person receives during his or her lifetime covers the period up to 5 years of age. In this regard, the

recently published resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of preschool education in 2017-2021" will undoubtedly serve to raise the system to a new level, modernize the sector at today's level.

If we look at the analysis of the coverage of children aged 3-7 years in our country by years, in 2017 it was 708247 (27.7%), in 2018 it was 932310 (37.7%), in 2019 it was 1413290 (52.3%). In 2020, 1699566 (60.9%) and in 2021 1895148 (67.2%) children aged 3 to 7 years were covered by preschool education institutions. The results of the analysis show that the growth of preschool education in all regions of the country is a positive indicator. In 2017, there were 5,211 MTCs in the country, but now this number is 27,609.

In most of the developed countries of the world, we see from history that the reforms aimed at changing the life of society, in them, began primarily with the education system, kindergartens, schools, upbringing. Because it is impossible to change a person, a society without changing the school. The basis of education and upbringing is the school. "School is a matter of life and death, a matter of the future. It cannot be solved by the state, the government and the governors themselves. This should become a duty of the whole society."

Today in our country, special attention is paid to the further expansion of the network of educational institutions through the support of public-private partnerships in the field of education. In the public education system, there are institutions for children with different needs - institutions with higher levels of education (specialized institutions) and educational institutions for children with disabilities.

Primary vocational education has been introduced in the system of general secondary education, 1,748 training and production complexes have been established in 51 types of working professions in vocational colleges and secondary schools.

There are 86 specialized schools and 21 boarding schools for children with physical or mental disabilities in the public education system, where 20,610 children study.

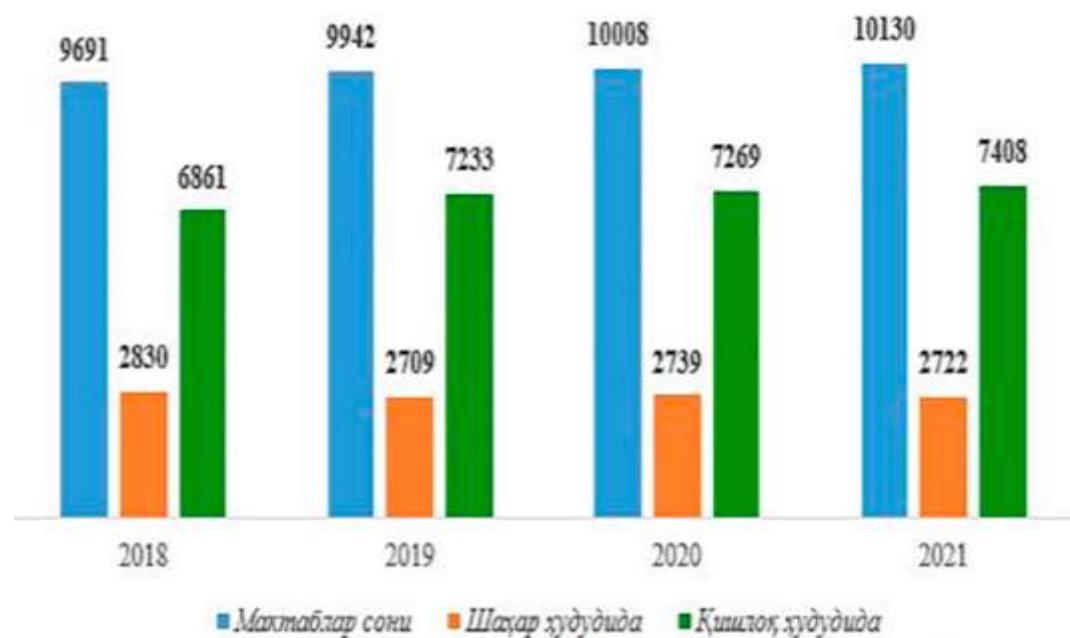


Figure 1. Number of secondary schools operating in the country

In 2018, the number of schools was 9,691. Of these, 2,830 in urban areas and 6,861 in rural areas. These data show that by 2021, the number of schools will reach 10,130. Of these, 2,722 are in urban areas and 7,408 are in rural areas. As a result of the shortage of schools in rural areas and the increase in the number of students, the number of schools in rural areas has increased by 547 compared to 2018. This indicates a broad focus on education in rural areas as well.



Figure 2. The number of students enrolled in general secondary schools

The picture shows that the number of students in our country is growing as a result of population growth from year to year. In 2018, the number of students was 5821861, of which 2981745 were boys and 2840116 were girls. By 2021, the total number of students will reach 6,246,491. Of these, 3169780 are boys and 3076711 are girls. Compared to 2018, it increased by 424,630, boys by 188035, and girls by 236,595.

As of January 1, 2019, there are 9691 secondary schools in the Republic of Uzbekistan (including 335 public specialized schools for in-depth study of certain subjects). Currently, more than 5.2 million students are studying in secondary schools, as well as about 7,500 boys and girls in 37 non-governmental educational institutions. Additional education, which is part of general education, allows children to develop their creative potential and abilities. Extracurricular education is organized in 211 Barkamol Avlod creative centers. A total of 5,054 clubs in these centers are developing the talents of more than 140,000 students. Special attention is also paid to the development of secondary special, vocational education in our country. In particular, 1449 training and production complexes in 51 specialties have been established.

In addition, there are 85 specialized schools and boarding schools for children with disabilities in the public education system. Fifty of these institutions are designed for students with intellectual disabilities, where 18,533 children are educated.

1- schedule. Number of general secondary schools and students operating in the Republic of Uzbekistan

Name of regions	2018-2019 academic year		2019-2020 academic year		2020-2021 academic year		2021-2022 academic year	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Pupils	Schools
Across the country	9691	5821861	9942	6199440	10008	6236751	10130	624691
The Republic of Karakalpakstan	706	325943	725	344042	727	352476	726	351320
Andijan region	741	531167	764	555448	764	568008	767	570282
Bukhara region	529	311431	533	323844	536	329787	537	321919
Jizzakh region	542	246764	548	256634	550	259009	553	258906
Kashkadarya region	1117	600499	1144	627328	1157	638119	1217	638900
Navoi region	356	170515	364	178060	365	181223	368	181532
Namangan region	685	472495	705	499667	711	506897	712	509387
Samarkand region	1216	682019	1245	719684	1255	734398	1267	744206
Surkhandarya region	882	471463	921	493155	927	503033	933	511905
Syrdarya region	301	148123	309	155981	313	157601	318	155146
Tashkent region	869	478334	889	509741	891	516828	884	503617
Fergana region	916	625014	942	660780	948	675697	959	671909
Khorezm region	522	339646	540	349944	546	355216	549	357230
Tashkent city	309	418448	313	445132	318	458449	340	470232

Defining priorities for reforming the higher education system in Uzbekistan, raising the process of training highly qualified personnel with modern knowledge and modern knowledge and high moral and ethical qualities, modernization of higher education, as well as the social sphere based on advanced educational technologies and the development of public-private partnerships in higher education in order to develop sectors of the economy, increase the coverage of higher education by 50% through the organization of public and non-governmental higher education institutions in the regions, create a healthy competitive environment in the field.

Today, there are 114 higher education institutions in the country, of which 93 are local and 21 are foreign higher education institutions and their branches. In particular, over the past 3 years, 6 new higher education institutions, 17 branches and 14 branches of foreign higher education institutions have been established. Based on the proposals of personnel customers, 329 areas of education and 582 master's specialties were included in the classification of areas and specialties of higher education.

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 thousand in the bachelor's degree and 13 thousand 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 service knowledge and specialties. 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 health and social care, 3 , 2% are studying in the field of service knowledge. 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.

In order to increase the effectiveness of reforms in the higher education system, to ensure the financial sustainability of public higher education institutions, to strengthen the material and technical base, to expand the opportunities for funding and to develop a competitive environment among higher education institutions, a number of powers have been given. In particular, from January 1, 2022, the state higher education institutions that have been granted financial independence will be authorized to make independent decisions on the following issues: Involvement of local and foreign professors, teachers and specialists who can apply modern pedagogical technologies and conduct research in the educational process on a contractual basis, as well as make decisions on determining the amount of remuneration of highly qualified foreign specialists involved in the educational process based on market conditions , the development of standards for the inclusion of faculty members, the allocation of scholarships and grants for students at their own expense, the copyright of educational and scientific literature, textbooks and manuals from foreign countries powers such as direct procurement from manufacturers, determination of the order of provision of paid services in vacant buildings and structures, setting the annual limit of traffic and requirements for their maintenance.

CONCLUSIONS AND SUGGESTIONS

Based on the above considerations, we can say that if each stage of the system of continuing education in the country does not give its sufficient effect or if the membership is broken, it will not be as effective as the shadow of the education system. The current changes in our country, the results of the ongoing reforms will certainly have the desired effect in the future. So the development of education is definitely related to its implementation. In the role of the responsible organizations implementing this implementation, special attention should be paid to the promotion of the public-private sector in preschool education. It is necessary to create conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children, the widespread introduction of innovations in this system, advanced pedagogical and information and communication technologies, the provision of preschool education with computers. It is necessary to ensure transparency and openness of the Ministry of Preschool Education and its territorial divisions, to introduce modern forms of information to individuals and legal entities, to eliminate unnecessary administrative hassles in cooperation with society and business.

It is gratifying that the number of secondary schools operating in our country has reached 10,130 in 2021. We need to know from educational institutions how much attention is paid to

the education system today. It is expedient to develop secondary schools on the basis of public-private partnership.

Significant positive changes are taking place in the field of higher education. The appearance of educational institutions is changing, the material and technical base is improving, funding for scientific developments and social support are being strengthened. It is clear that the creation of separate state structures in the field of innovation, all of which will change the approach to higher education and serve to improve its quality and level. Financial and academic independence will create a healthy competitive environment in the country's higher education system. Such an independent higher education institution strives and is interested in taking its rightful place in the market of educational services, creating better educational conditions for applicants, developing more sophisticated educational programs, introducing pedagogical innovations. Naturally, in such a competitive environment, the quality of education, teaching methods, pedagogical technologies comes to the fore. As a result, corruption, nepotism and other evils that hinder development will be eliminated. It is necessary to improve the professional skills of professors and teachers, as well as, their professional development in foreign partner universities, master's and doctoral studies, and also retraining and advanced training at the leading universities of the country. Formation of target criteria for training of higher education personnel, optimization of specialties and specialties in higher education institutions, taking into account the requirements and needs of the implemented programs by regions and industries, prospects of complex development of economic sectors and territories, providing higher education institutions with modern information and communication technologies , it is advisable to expand the access of students, teachers and young researchers to electronic catalogs of the world's advanced educational resources, scientific literature and databases.

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