

PROVISION OF VALLEY AGRICULTURE WITH QUALIFIED SPECIALIST PERSONNEL- AT THE CENTER OF AGRARIAN REFORM

(ON THE EXAMPLE OF NAMANGAN REGION)

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ANNOTATION

The article sets the task of training mature personnel in the development of the agricultural sector. In this regard, the establishment of agricultural vocational colleges in Namangan region and its role in the promotion of qualified specialist personnel are mentioned.

Keywords: cadres, Agriculture, College, Lyceum, technikum, education, reform.

INTRODUCTION

The role of education in the development and rise of society is extremely large. On the basis of the reforms carried out in the Republic of Uzbekistan, measures aimed at bringing up an educated, intellectually developed generation, educating them as people with an independent thinking, strict civil position are considered one of the most important priorities of the large-scale reforms carried out in our country. The achievement of our great goals, noble intentions, the renewal of our society, the progress and prospects of our lives today are the effective result of our reforms, plans, which are carried out in the first place. It all depends, first of all, on the training of highly qualified specialist personnel who can meet the requirements of the time.

Education in Uzbekistan is the most important direction of socio – economic, ideological and cultural life of the Republic. From the first years of independence, the first president of the Republic of Uzbekistan I.A. Karimov began the work by laying the legal foundations of state policy in the field of Education. Education in Uzbekistan is the most important direction of socio – economic, ideological and cultural life of the Republic. From the first years of independence, the first president of the Republic of Uzbekistan I.A. Karimov began the work by laying the legal foundations of state policy in the field of Education. Among the republics that were part of the former Union, Uzbekistan was one of the first to pass Law No. 636-XII of the Republic of Uzbekistan "on education" of July 2, 1992.[1]

The first president of the Republic of Uzbekistan Islam Karimov spoke at the IX session of the Supreme Assembly of the Republic of Uzbekistan (August 29, 1997) about the need to further strengthen reforms in the educational system in his speech on "the perfect generation – the foundation of the development of Uzbekistan". "At the end of the former Union era, we switched to an 11-year training system. The 11 – year system is structured into 3 parts: primary education – 4 years, incomplete secondary education-9 years and finally, 2 years of full secondary education... we need not graduates, but individuals who have seen school education and upbringing... in a Democratic Society, children, in general, are brought up as free-minded people." [2]

Therefore, on August 29, 1997, directly on the initiative of Islam Karimov, the law "on education" and the "National Program of training" were adopted. In accordance with the adopted

program, a 12-year general compulsory free education system was introduced in our country according to the 9+3 scheme. The "staff training – national program" was envisaged to be implemented in three stages, with the first stage, covering the years 1997-2001, with one of the main tasks being to lay the groundwork for a three – year system of academic high schools and vocational colleges. The second phase, scheduled for 2001-2005, was the creation of lyceums and colleges in each district on a specific project chosen based on local conditions. In order to develop education, attention was paid to vocational and technical training in Uzbekistan. This ensured the development of education and the entry of young people into new areas. Professional colleges were established to train qualified professionals.[3]

Vocational colleges provide an opportunity for students to develop their professional inclinations, competencies, knowledge and skills in depth, to master one or more modern professions in their chosen areas.[4] Vocational colleges provide an opportunity for students to develop their professional inclinations, competencies, knowledge and skills in depth, to master one or more modern professions in their chosen areas.[4] The implementation of agricultural reform in the conditions of market relations largely depends on the provision of the agrarian sphere with specialists with modern knowledge and skills. The reforms carried out in the field of education during the transition period were focused on all areas, including the provision of qualified specialist personnel for Agriculture of Uzbekistan. The implementation of agricultural reform in the conditions of market relations largely depends on the provision of the agrarian sphere with specialists with modern knowledge and skills. The reforms carried out in the field of education during the transition period were focused on all areas, including the provision of qualified specialist personnel for Agriculture of Uzbekistan.

In our country, the training of qualified specialists who can meet the requirements of the times for the branches of the agrarian sphere is an urgent issue. To this end, in accordance with the decree of the president of the Republic of Uzbekistan dated March 18, 1998 "on the program for deepening economic reforms of Agriculture in the period 1998-2000", it was established as a special task to train 6.5 thousand higher and 16 thousand secondary special education personnel in the field of Agriculture annually until 2000, to train about 2,500 agricultural leaders, 13-15 thousand farmers and farm leaders and 100-120 thousand rural mass professional specialists.[5]

The issues of ensuring science, production integration in the agrarian sphere, the introduction of modern information and digital technologies into the educational process, the training of sufficiently educated personnel on advanced foreign experience and agrotechnologies, taking into account the prospects for the development of territories, are among the main tasks facing our state. Currently, the training of personnel is one of the priority tasks, taking into account the current and prospective needs of agricultural sectors for qualified specialists.

Effective work was carried out in the training of mutahassis personnel in the Namangan region. At first, technicians were the main place in the training of specialist personnel. Such institutions also operated in Namangan province, with 60 students enrolled in Namangan Agricultural Technical School for the 1991-1992 school year, while 60 students were also admitted to Namangan Agricultural Technical School. As of 1 October 1991, a total of 494 students were trained in Agronomy, zootechnics, Veterinary Medicine at Namangan Agricultural Technical School.[6]

The yangikurgan Vocational College of Economics and transport was established in 1992 and the college had 769 students in agronomist-economist, agricultural machinery, establishment and maintenance of farms in Plant Science, Veterinary Medicine and other fields.[7]

Yangier agricultural vocational college was founded in 1992, and in 1992-2016, 2,949 students graduated from the College in educational areas such as agricultural machinery and equipment service mechanic, Hydromelioration machine and equipment use and maintenance mechanic, Agronomy, small agronomist, herbalist, biochemist, farmer-herbalist, Silkworker, viticulturist and fruit grower, agricultural accountant.

The Uychi agricultural vocational college was founded in 1992 and from 1992-2016 2014 students were trained in the College in the field of education such as tractor-machinist, use of agricultural machinery and equipment, zootechnician, farmer-herbalist, Sawmiller-master, veterinarian, Hydromeliorative machinery and equipment.

According to Resolution No. 476 of the Cabinet of Ministers of the Republic of Uzbekistan dated August 12, 1993 and Resolution No. 346 of the Ministry of Agriculture of the Republic of Uzbekistan dated September 24, 1993, 12 Agricultural Technical Schools in the Republic were transformed into colleges. Namangan Agricultural Technical School was also converted into an agricultural college. For the 1994-1995 school year, it accepted students for full-time and part-time education in areas such as agronomy, silkmaking, Veterinary Medicine, zootechnics. [8]

Norin agricultural vocational college was founded in 1999. Between 1999 and 2016, the college had 2,253 students in educational areas such as fruit and vegetable farming, viticulture, horticultural agronomist, herbalist, rancher, farm organization, agricultural machinery and equipment service mechanic, farm specialist, agronomist, small zootechnician, Hydromeliorative machinery and equipment use.

Chust agricultural vocational college was established in 2002. In the 2002-2016 section, 3,337 students were trained in such educational areas as broad-profile tractor driver, agricultural mechanization, farmer-planter, farmer-Breeder, Farm Management, small agronomist, vet, sawmills, hydromelioration, small technician.[9]

Jomashuy meliorasia and agricultural vocational college was established in 2002. Over the past period, 708 students have received specialist diplomas in educational areas such as tractor-machinist, use of agricultural machinery and equipment, small agronomist, irrigated land reclamation systems, farmer-herbalist, veterinarian, Hydromelioration machines and equipment.

The agricultural vocational college "Baymak" of Chust district was established in 2006, over the past period, the college has graduated 289 students in educational areas such as agricultural processing, agricultural mechanization, agricultural management, agricultural management.

The yangikurgan agroservice and transport vocational college was founded in 2009, in which a total of 148 specialists graduated from the college by 2016 in such educational areas as agronomy, livestock, special storage and processing technician of fruits and vegetables, metrology of standardization of agricultural products and certification technician.

Uchkurgan agribusiness and service vocational college was founded in 2000. As of 2016, it had 1,451 students trained in areas such as tractor-machinist, car, tractor and farm machinery

repairer locksmith, tractor machinist, agricultural machinery and equipment operation and maintenance.[10]

Pop District Rural and aquatic vocational college was established in 2001 and by 2016 had acquired the relevant specialties by training 876 students in areas such as agricultural machinery and equipment operation and maintenance, small agronomist.

Pop district agricultural vocational college was founded in 2000. By 2016, 1,488 students had graduated from college in the fields of agricultural machinery and equipment operation and maintenance mechanic.[11]

The above agricultural colleges, which operated on the territory of the Namangan region, have grown specialists in the most necessary areas in the agrarian sector. These specialists first added their worthy merits in collective farms and sovkhozes, later in agricultural companies and finally in improving production efficiency in farms, growing labor productivity and economic profitability. They brought new Agrotechnology to agricultural production, innovation innovations. Most importantly, in the above agricultural educational institutions, personnel were trained in modern New-new specialties.

For example, at the agricultural professional college "Baymak" in Chust district, specialties such as processing agricultural products, special storage and processing of fruits and vegetables at the new agricultural agroservice and transport vocational college, metrology and certification technician standardization of agricultural products, mechanic of agricultural machinery and equipment operation and maintenance at the agricultural vocational college in Pop District are included.

In conclusion, it should be said that the future of the land, its development, is definitely in the hands of young people. Taking these into account, the training of specialist personnel in our country has become one of the main tasks. In this regard, it is said that the training of qualified specialists in the development of the agricultural sector is a requirement of the period. As a result of this, agricultural professional colleges have been operating in the places and serious attention has been paid to the issues of training mature personnel for our society.

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