

SPECIFICITY OF THE ORGANIZATION OF ATTESTATION OF MASTERS OF PRODUCTION EDUCATION ON THE BASIS OF FOREIGN EXPERIENCE

Uralov Sirojiddin,
Angren Universities of Uzbekistan, p.f.f.d. (PhD)

Abstract

This article highlights the importance of integrating, constantly changing and cooperating with employers theoretical and practical knowledge in the process of attesting masters of production education, based on foreign experience, and the fact that these approaches are an effective tool for effectively organizing the educational process and increasing the level of qualifications of masters of production education.

Keywords. The work includes advanced training courses, vocational training, certification, qualification, dual training, and a training seminar.

Introduction

The socio-economic development of our country, like the changes in the life of society, necessitated the implementation of necessary reforms not only in the field of education, but also in the field of professional education. In this regard, the head of our country No. 158 of October 16, 2024 "On measures to further improve the system of training of qualified personnel in professional education and the introduction of international educational programs" focused on improving the field of professional education on the basis of foreign experiences. According to the decree, the professional education system was established to give masters of production education up to 200 percent at the expense of extra-budgetary funds, like ham teachers [1].

Masters of production education, important for the economy and social development. They play an important role in the formation of professional knowledge and skills of future professional owners. The transfer of masters from attestation, assessment of their level of competence and knowledge, is the main mechanism for improving the quality of Education. At this point, different

approaches to the process of attestation of masters of production education of some foreign countries can be seen.

For example, in Germany, the vocational education system is based on the Dual education model. The main purpose of this model is to prepare students for work and to form practical skills in jobs. In this model, special attention is paid to the integralization of practical and theoretical knowledge in the process of attestation of Masters. Attestation, based on problems and results, allows you to assess the professional skills of Masters in Real time. The main aspects of the attestation process in Germany are in the organization of theoretical and practical imitations. Theoretical exams-theoretical knowledge, that is, knowledge related to science, technology and the production process, are evaluated. Internship exams are required to demonstrate their skills in a realistic work environment. At this stage, skills such as solving problems in production processes, performing technical skills and maintaining a work schedule are evaluated. The content of the certification is based on new technologies, standards and methodologies in the field of production. The skill level of the Masters, their activity in the production process and the ability to offer innovative solutions are evaluated. In Germany, the certification process has adapted to international standards. These standards were adopted by the European Union and other international organizations, respectively. Master's certificates are recognized around the world, which helps to expand their professional capabilities. Employers, i.e. manufacturing enterprises, play an important role in the attestation process. They participate in the formation of curricula, the organization of practical experience for students and the conduct of attestation exams [2].

The German system of certification of masters of production education includes the dual education model and the integration of practical skills. This system is an effective mechanism for preparing students for work and ensuring their professional development. German experience can serve as an example for other countries in the certification of masters of production education.

In Sweden, the process of attestation of Masters is carried out in cooperation of the public and private sectors. The skill level of the Masters is regularly evaluated through seminars and trainings. The advantage of this process is that conditions are created for the continuation of the professional development of masters [3].

In South Korea, Master Certification is based on state-approved standards. Masters are judged on the following criteria:

- Ability to practice;
- * Use of innovative technologies;
- * Level of cooperation between educational institution and production enterprises;
- * The effectiveness of the training carried out.

Employers and independent experts are involved in the assessment process, which ensures objectivity.

In Finland, masters of production education must have undergone professional pedagogical training. In their attestation, the main focus is on:

- Student-oriented approach;
- Independent teaching and evaluation methods;
- The ability to use digital technologies in the educational process.

There is a system of special grants and material support to promote the development of masters of production education.

In the United States, the attestation process is often done through standardized tests and practical exams. This system makes it possible to systematically assess the knowledge of the Masters. Certification programs are also common in manufacturing.

In the process of certification of masters of production education, it is important to integrate practical and theoretical knowledge. This integration ensures that Masters operate effectively in a Real-world work environment [4].

In the process of certification of masters of production education, constant modification and renewal are required. Today, technologies and production methods change rapidly, accordingly, the knowledge of the Masters should also be constantly updated.

Close cooperation with employers is important to improve the effectiveness of Master Certification. They must participate in determining the requirements of the Masters and improving educational programs.

From foreign experience, in the process of certification of masters of production education, it is important to integrate theoretical and practical knowledge, to constantly change and cooperate with employers. These approaches play an important role in the effective organization of the educational process and the improvement of the skill level of the Masters.

In conclusion, it can be said that when conducting certification of masters of production education, in order to adapt to modern requirements in the field of production, it is important to constantly improve attestation processes, increase knowledge by organizing seminars and trainings for Masters, and ensure close cooperation with employers. From foreign experience, certification of masters of production education involves the assessment of competencies and knowledge, as well as confirmation of their compliance with the requirements of specific areas of production. It includes standardized teaching methods, certification for specific professions, as well as opportunities for continuous professional development.

References

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