

Impact Factor:

ISRA (India) = 1.344
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 0.156
ESJI (KZ) = 4.102
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260

SOI: [1.1/TAS](http://s-o-i.org/1.1/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2018 Issue: 10 Volume: 66

Published: 25.10.2018 <http://T-Science.org>

QR – Issue



QR – Article



Shukhrat Toshkentovich Boymuradov
Assistant of Professor
Qarshi Engineering Economics Institute
Qarshi, Uzbekistan

**SECTION 21. Pedagogy. Psychology. Innovations
in the field of education.**

COOPERATION OF FOREIGN COUNTRIES IN THE SPHERE OF SECONDARY SPECIAL EDUCATION OF THE EARLY YEARS OF INDEPENDENCE IN UZBEKISTAN

Abstract: *The role of education in the system of international relations of Uzbekistan and the work on the development of the system of specialized secondary education in the early years of independence. Analyzed the establishment of mutually beneficial relations with the developed countries of the world in order to prepare highly qualified specialists in conditions of independence for secondary specialized educational institutions and train them in world-class standards.*

Key words: *The secondary education system includes international organizations such as AKSELES, AYREKS, American College Consortium, Peace Corps (USA), Konrad Adenauer Foundation, British Council, Material and Technical Base of Secondary Special Education System, CIS, Asian Development Bank, Japan, Germany, Poland, soft loans, support for primary vocational education in Uzbekistan, the Uzbek-German project, the "USTOZ" Foundation.*

Language: English

Citation: Boymuradov, S.T. (2018). Cooperation of foreign countries in the sphere of secondary special education of the early years of independence in Uzbekistan. *ISJ Theoretical & Applied Science*, 10 (66), 90-92.

Soi: <http://s-o-i.org/1.1/TAS-10-66-15> **Doi:**  <https://dx.doi.org/10.15863/TAS.2018.10.66.15>

Introduction

In the early years of independence, the education system experienced a controversial and complicated period. In particular, the lack of clear regulatory documents on the various educational institutions and their functions in the system of secondary education has created a number of difficulties. This field also has a great foreign experience.

During the years of independence, Uzbekistan has been actively cooperating with various international organizations and states in political, economic, social and cultural spheres. In international relations, education is one of the central stages, and institutions at all stages of the education system have established partnerships with some educational institutions in foreign countries. Uzbekistan has collaborated with international organizations such as the United Nations, UNESCO, UNICEF and the United States, Britain, England, Germany, Sweden, France, Spain, Austria, the Netherlands, Japan, South Korea, China and Russia. Uzbekistan has established links with international organizations such as AKSELES, ARERKS, US

Consortium of Colleges, SARE, Peace Corps (USA), Konrad Adenauer Foundation (Germany), British Council, Tassis. Over the past period, there has been a unique experience in the field of education. Uzbekistan has collaborated with internationally recognized organizations and foreign countries to strengthen the material and technical base of various educational institutions, including the organization of educational programs, training of specialists, attracting students to international competitions, and organizing scientific conferences on various topics

Materials and Methods

For example, in 1993 Ibodulla Boyjonov, the director of Urgench Construction Technical School, participated in a seminar on education reform in Germany. At Khiva Pedagogical College, attention was paid to the perfect teaching of English, German and French, based on modern requirements. In 1997, the work was done with the Peace Corps in the United States, and staff members taught the English language to Michael Shelley and Jennifer Ross students.



Impact Factor:

ISRA (India)	= 1.344	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.156	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 4.102	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667		

Uzbekistan also cooperated with CIS countries to strengthen the material and technical base of secondary education in Uzbekistan. In 1994, Uzbekistan's secondary specialized educational institutions received furniture in amount of 627,000 sums from Russia, 1 million sums from Ukraine and from Moldova - 1.2 million sums in accordance with the agreement signed between the CIS countries.

In 1993, the United States Peace Corps representatives began to operate in a number of educational institutions based on an intergovernmental agreement between Uzbekistan and the United States. For example, in Kashkadarya Province, M. Gviza, D. Kotta, K. Mayen, F. Voli and L. Donadkhey came. They worked for two years to teach English to students studying in towns and districts of the region, to help Uzbek entrepreneurs gain small business secrets, and computerize their business. Here is the opinion of the First President of the Republic of Uzbekistan I. A. Karimov: "We should not limit ourselves just with our teachers, but also should establish calling teachers from outside.

It would be a good idea for the girls and boys of our country to organize their studies and study at the end of the academic year in the educational centers of the developed countries. Any ideology should not be involved in this."

In 1995, business schools were opened in a number of higher education institutions. For example, in accordance with the Order No 18 of August 29, 1995, a business school was established under Karshi Engineering Economics Institute. This type of school also was opened in July 1997 at the Karshi State University. The Peace Corps representatives, Tod Miller, John Smith, and Kerry Dresser, Karlson Duay taught students at Business School. In 1997, Khalid Malik, head of the United Nations Office in Uzbekistan, visited Karshi State University and got acquainted with the business school activities.

The Asian Development Bank was provided with more than 600 academic lyceums and professional colleges, general education rooms, 208 professional colleges and specialized laboratories and production laboratories based on disbursed concessional loans, by the Republic of Korea, Japan, Germany, and Poland.

The project on the development of the system of secondary vocational and professional education of the Republic of Uzbekistan was implemented through loans of the Asian Development Bank. The total amount of foreign loans is US \$ 57 million and the project envisages provision of modern equipment with total cost of US \$ 34.688 million for 42 professional colleges and 3 academic lyceums.

For the period from 1992 to 2001, the total cost of US \$ 34 million was allocated to 218 secondary specialized educational institutions in the Republic of Korea. The cost of the US dollar was set aside. Only

one academic lyceum in Samarkand region received laboratory equipment worth 11 million sums at the expense of the Korean Republic loan. Except for the work under the project financed by the Korean Fund for Economic Development and Partnership (EDSF) soft loans, Korean scientific equipment manufacturing company installed laboratory equipment and computer equipment in Samarkand College of Tourism at the amount of 350 thousand dollars.

During the period from 1999 to 2001, 1.5 million units were spent to equip 5 laboratories in Tashkent and its region, and in Samarkand region. These educational institutions have developed a curriculum and program based on international experience. Also, "Pfaff-Zingir" organization of Germany has assisted in setting up new equipment in 65 colleges throughout the country in 1999-2003.

In 1999-2004, 4 new professional trainings were implemented in eight professional colleges, together with the partner-based partner organizations, based on the Uzbek-German Project "Supporting the Primary Vocational Education in Uzbekistan". Experts on financial and organizational work were trained in Kuylik household service, Bukhara economics and banking and Samarkand vocational college of light industry, hotel management, restaurant business and tourism professionals in the Sartepa tourism vocational colleges in Tashkent, Bukhara and Samarkand of the international cuisine cooks, Kuylik service, Tashkent and Bukhara tourist colleges, as well as mechanics of agricultural machinery and equipment, located in Kibray district of Tashkent region and Khujayli district of the Republic of Karakalpakstan Agricultural Vocational College. In these educational institutions educational process was organized on the basis of new pilot curricula and programs, where 240 enterprises were involved in educational process. The educational process was conducted by the leading specialists of the joint production enterprises, along with teachers and engineers-teachers of vocational colleges.

Over 1999-2004, more than 100 events were held in our country and abroad to improve the skills of teachers, masters and managers. During this time, 547 students completed experimental colleges, including 76 students, or 13.5 percent of graduates entered higher education institutions.

Uzbekistan's cooperation with prominent international organizations and developed countries is crucial in raising the qualification of the personnel and applying them abroad to internships and studying of students, and the effective use of world experience in educational process. All of this has helped professors and teachers to look forward to the future, to develop new programs for further development and improvement of education, and to provide students with modern teaching techniques.



Impact Factor:

ISRA (India) = 1.344	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.156	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 4.102	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	

In 1995-1996, around 800 students were trained abroad. About 200 teachers have been trained in foreign countries. In 1996 alone, 70 students in AKSELS direction achieved a high level of multi-stage test scores and gained the right to study in the United States. Only 16 teachers from Samarkand region have improved their skills. 6 teachers have been trained in the United States and Canada and one English teacher with the support of AKSELS in the United States.

Under the Interstate Agreement between the Republic of Uzbekistan and the Republic of Turkey, in the 1993-1994 academic year, 10 of the students of secondary specialized educational institutions were sent to study in Turkey for a Chilean profession that renovates motor vehicles of various modifications.

The Republican Research Institute of Professional Education worked under the agreement with the Russian Academy of Education (RAE) Research Institute of Education, St. Petersburg's Finance and Economics University and scientists have regularly exchanged experiences.

On the bases of "Supporting Vocational Training in Uzbekistan" TASSIS project, the center of UMKHT and head of college, 30 pedagogues and engineers-pedagogues have been trained abroad.

In 1998-2003, 686 pedagogues from the "USTOZ" fund and foreign investments increased their qualification abroad. This year, Japan and German DSE Foundation trained 26 pedagogues in Germany.

In 1998-2008, only 11 physicists and chemists from the Kashkadarya region secondary specialized educational institutions have improved their qualification abroad.

Since 1999, German technical organization "Support to development of elementary vocational education in Uzbekistan" has been working on retraining and professional development of teachers of vocational colleges, creation of curricula, manuals for selected areas. On this project, analyzed ways to expand and strengthen cooperation and regular improvement of vocational education in Uzbekistan.

There is also created a mechanism for communication with education, production and social partners. The project envisages training of 11 specialized information and telecommunication technologies professional colleges, training of managers and pedagogues, creation of educational and methodological manuals, and training of multidisciplinary staff for the professional development and retraining of the system of secondary special and vocational education. The project envisages training of 11 specialized information and telecommunication technologies professional colleges, training of managers and pedagogues, creation of educational and methodological manuals, and training of multidisciplinary staff for the professional development and retraining of the system of secondary special and vocational education. The loan amount makes up 7.6 million EUR and 1,022 million EUR. As the coordinator of this international project Dr. Yurgen Kupfer noted, the Uzbek-German project "Supporting the Primary Vocational Education in Uzbekistan", which started its work in 1999, aims to support Uzbekistan's vocational education reform in qualifying, competitive, giving advice to professionals on the development of vocational training, and providing immediate assistance in testing new professions based on co-operative learning in practice.

Conclusion

Concluding, in the years of independence Uzbekistan as an equal member of the international community has cooperated with international organizations and foreign countries in all spheres. Cooperation in the field of education has become an important part of the international system of relations with Uzbekistan, especially activities in the area of development of secondary special education system were carried out intensively. Established mutually beneficial relations with the developed countries of the world for training highly qualified specialists in the conditions of market economy and training them at the level of world standards.

References:

1. Karimov, E. (2001). Khorezm secondary specialized educational institutions during the years of independence. Tashkent, pp.23-51.
2. (1993, March 20). Fact of Kashkadarya.
3. Karimov, I.A. (1998). The foundation of the harmonious generation - the development of Uzbekistan. Tashkent, pp. 20-21.
4. Umarqulov, A. (2013, May 16). Potential of small experts.
5. Sultanov, A.V. (2018). The displayed work. p.14.
6. Usmonov, N. (2004, September 22). Uzbek-German project. *Education*, # 77.
7. Kholmukammedov, M. (2002, March 20). There is a great deal of cooperation. Enlightenment.
8. (2018) Current documents of the Department of Vocational and Technical Education of the Ministry of Health of the Republic of Uzbekistan. ¼-work, p. 3.

