

CURRENT DIRECTIONS AND KEY TASKS IN THE DEVELOPMENT OF THE VOCATIONAL EDUCATION SYSTEM

Azizova Asal Ruslanovna

Chief Specialist of the Institute for the Development of Vocational Education,

[Email: azizovaasalburibaeva@gmail.com](mailto:azizovaasalburibaeva@gmail.com)

Annotation. Amid rapid technological progress, active digitalization of the economy, and the transformation of the labor market, vocational education is becoming increasingly important.

This text highlights current trends in its development, emphasizing the significance of vocational education in training qualified specialists who are prepared for mobility and effective adaptation in conditions of instability. Key directions for improving the content and approaches to education are also discussed, including the integration of theoretical knowledge with practical skills, the development of dual education systems, and the implementation of modern digital technologies in the learning process.

Keywords: vocational education, competencies, labor market, digitalization, teaching methodology, adaptation.

АКТУАЛЬНЫЕ НАПРАВЛЕНИЯ И КЛЮЧЕВЫЕ ЗАДАЧИ РАЗВИТИЯ СИСТЕМЫ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

Азизова Асаль Руслановна

Главный специалист института развития профессионального образования

[Email: azizovaasalburibaeva@gmail.com](mailto:azizovaasalburibaeva@gmail.com)

Аннотация. В условиях быстрого прогресса технологий, активной цифровизации экономики и трансформации рынка труда профессиональное образование становится особенно важным. В данном тексте освещаются актуальные тенденции в его развитии, акцентируя внимание на значении профессионального образования для подготовки квалифицированных специалистов, готовых к мобильности и эффективной адаптации в условиях нестабильности. Также рассматриваются ключевые пути улучшения содержания и подходов к обучению, включая интеграцию теоретических знаний с практическими навыками, развитие дуальной системы образования и внедрение современных цифровых технологий в учебный процесс.

Ключевые слова: профессиональное образование, компетенции, рынок труда, цифровизация, методика обучения, адаптация.

Modern vocational education occupies a key position amid large-scale changes driven by global challenges, the digitalization of production processes, and rising standards for the quality of specialist training.

Today, it is not merely a platform for acquiring professional knowledge and skills but also a significant element in successful socialization, the development of labor potential, and the promotion of stable economic growth.

The current challenges of the labor market require the vocational education system to be continuously updated, aligned with international standards, and capable of preparing personnel who can successfully adapt to the rapidly changing economy. In this context, the Presidential Decree of the Republic of Uzbekistan dated October 16, 2024, No. UP-158, is aimed at further improving the system of training qualified specialists and integrating international educational programs into vocational education.

Advanced vocational education must focus on preparing specialists who can quickly respond to labor market changes, apply theoretical knowledge in practice, and solve industry-specific production tasks. This necessitates a rethinking of the goals, content, and technologies of education.

One of the promising directions in the development of vocational pedagogy is the integration of theoretical and practical training. The professional development of teachers is gaining increasing attention as a key factor in supporting the formation of more complex skills among students—skills essential for continuing education and employment in the 21st century. To foster competencies such as in-depth mastery of complex academic content, critical thinking, solving complex problems, effective communication and collaboration, and self-management, more advanced forms of instruction are required. In turn, effective professional development is needed to help educators acquire and enhance the teaching methods necessary to deliver such skills. Student learning outcomes are shaped not only by the efforts of individual educators but also through a well-designed system and methodical work involving the entire teaching staff [1].

Vocational education today is understood as a continuous process that reflects the needs of modern industry for the ongoing development and improvement of specialists — both in terms of professional skills and personal growth.

It is aimed at expanding workers' opportunities amid qualitative changes in the nature of labor, both within a single profession and when transitioning to other fields of professional activity [2].

According to R.V. Gurfova, the modernization of the education system is focused on developing mechanisms that ensure sustainable development in the field of education. It encompasses the following key areas:

- Ensuring state guarantees for access to quality education.
- Creating conditions for improving the quality of general and vocational education.
- Establishing effective economic relations within the education sector.
- Providing the education system with highly qualified personnel, along with their support by the state and society.
- Managing the development of education based on the distribution of responsibilities among stakeholders in educational policy [3].

The integration of theory and practice anticipates the formation of a continuous connection between the educational and production processes. Among the commonly applied models are the dual system (Germany), the modular-competency-based approach (Finland, Uzbekistan), project-based learning, and simulation-based learning (USA, Canada), among others.

In educational practice, the following forms of integration have proven to be effective:

- industrial internships and work-based learning;
- case study methods;
- educational and production workshops;
- simulation training tools;
- mentoring and coaching [4].

Researcher V.M. Grebennikova asserts that the first trend observed in countries such as the United Kingdom, Germany, Portugal, Slovenia, and others is that teacher retraining is viewed as a professional responsibility.

However, participation in such programs is not strictly mandatory. Typically, educators engage in continuous professional education when they seek career advancement or salary increases through bonuses, thus emphasizing self-development.

The second trend is driven by the initiative of governmental education authorities.

It involves the requirement for ongoing professional development of teachers, prompted by current reforms in the education sector. This approach is characteristic of countries such as Australia, the United States, Japan, and others.

The third trend is associated with the improvement of the lifelong learning system, which is considered a key factor in teachers' professional growth. Experts assess the effectiveness of the education system and analyze the reasons and conditions for its improvement or stabilization. This approach is commonly found in the Netherlands, New Zealand, and other countries.

Thus, vocational education becomes an important tool for maintaining, expanding, and deepening teachers' knowledge, skills, and competencies, as well as for developing the personal qualities necessary for effective professional activity.

This process is systematic: the goals and development criteria are defined, the results of their achievement are recorded, and a schedule of educational activities is drawn up [5].

With each passing year, it is becoming increasingly clear that there is a growing demand for specialists who combine a high level of professional training with a well-developed set of soft skills—critical thinking, the ability to work in a team, and a readiness for continuous learning and retraining. Outdated approaches to workforce training no longer meet the challenges of the modern era, which calls for a fundamental rethinking of the goals, content, formats, and technologies of vocational education. Today, the vocational training system must operate as a flexible and dynamic structure capable of promptly responding to the needs of the economy and ensuring the sustainable development of human capital. This is particularly important in a context where many professions are rapidly becoming obsolete, while new ones are emerging faster than the education system can adapt.

Current trends in vocational education reflect a drive to align educational processes with the demands of the time and the needs of the labor market.

1. Competency-based approach. The shift from knowledge accumulation to the development of key competencies has become a major priority.

The focus is on equipping students with the ability to apply theoretical knowledge in practice, solve complex professional tasks, and quickly adapt to changing work environments.

2. Dual education. The integration of theory and practice through engagement with the business sector enables students to acquire practical skills, thereby enhancing their professional preparedness and competitiveness in the labor market.

3. Digitalization of the educational process. The widespread adoption of digital technologies—such as online platforms, virtual simulators, and elements of artificial intelligence—makes education more flexible and personalized.

This is especially important in the face of growing demand for remote learning formats.

4. Individualization and modularity. Vocational education today is not just about preparing

for a specific profession, but about shaping an adaptive, competitive individual capable of lifelong self-development and career growth.

The successful development of this field requires a systematic approach, high-quality scientific and methodological support, strategic cooperation with employers, and the active implementation of modern technologies.

Only under these conditions can vocational education effectively respond to the challenges of the modern world and serve as a solid foundation for building a prosperous future.

Список использованных источников

1. Указ Президента Республики Узбекистан, от 05.10.2020 г. № УП-6079. «Об утверждении Стратегии «Цифровой Узбекистан-2030» и мерах по ее эффективной реализации». <https://lex.uz/docs/5031048>
2. Пиралова О.Ф., Белоглазова Е.А. Тенденции развития профессионального педагогического образования. роль личности преподавателя в образовательном процессе // Научное обозрение. Педагогические науки. 2016. № 5. С. 57-60; URL: <https://science-pedagogy.ru/ru/article/view?id=1534> (дата обращения: 05.08.2025).
3. Гурфова Р.В., Аликаева М.В., Налчаджи Т.А., Гедгафова И.Ю., Казиева Б.В. Тенденции развития образования в условиях модернизации (НА МАТЕРИАЛАХ СКФО) // Фундаментальные исследования. 2011. № 12-1. С. 20-24; URL: <https://fundamental-research.ru/ru/article/view?id=28841> (дата обращения: 05.08.2025).

4. Darling-Hammond L., Hyler M.E., Gardner M. Эффективное профессиональное развитие учителей. – Пало-Альто, Калифорния: Learning Policy Institute, 2017. – 56 с. – URL:.
5. Гребенникова В.М., Узунова Г.П. Тенденции развития непрерывного профессионального образования педагогов // Современные наукоемкие технологии.2020.№3.С.133137;URL: <https://toptechnologies.ru/ru/article/view?id=37954> (дата обращения: 05.08.2025).DOI: <https://doi.org/10.17513/snt.37954>.