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HOW TO BREAK THE CHAIN OF PROBLEMS IN EDUCATION?

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For over the years of independence the Republic of Uzbekistan has carried out fundamental, structural and substantive reforms that have encompassed all levels of education system and its components, which were aimed at ensuring its compliance with the long-term objectives and interests of the country, modern requirements, as well as international standards. The appropriate legal framework reforming this sector was created, which defined as a priority the growth of investment, as well as the investments in human capital, training of educated and intellectually developed generation, which is the crucial asset and a decisive force in the achievement of democratic development, modernization and renewal, ensuring stable and sustainable growth of the economy.

At the initiative of the President of the Republic of Uzbekistan two important laws – "On Education" and "On the National program for personnel training" were adopted, which laid a solid foundation for the creation of a harmonious system of continuous education of the modern type. As the result of their implementation in short historical period radical transforms happened not only in the form but in essence of the education system of the country.

Today, thanks to the consistent implementation of the provisions of these laws in the country, the national model of personnel training has been

formed which is based on the principle of "person – state and society – continuous education – science – production".

The current modern system of continuous education in Uzbekistan consists of preschool, general secondary, specialized secondary and vocational, higher and postgraduate education, training and retraining, as well as extra school education. In this continuous chain of links there is a fundamentally new specialized secondary and vocational education, realized in educational institutions of a new type – the academic lyceums and vocational colleges. This system provides young men and women with an opportunity to get along with general subjects on 2–3 professional skills which are in demand in labor market, as well as the study of one or several foreign languages.

On July 14 of this year, bitter but honest words spoken at the meeting of the video selector on the issues of increasing the employment of young people and women and providing them with a source of income, under the chairmanship of the President, prompted me to write these comments.

In fact, the quality of teaching in schools is very low. It is no exaggeration to say that it is too low. I have written a lot about this. In particular, I blamed the teachers of mother tongue and literature who did not read the novel "Otkan Kunlar" on social networks. Even now, I do not back down from my thoughts: it is a pity to entrust the fate of our children to a teacher who cannot see beyond the textbook.

But there is another truth, what does it change when I say sad? Does the philologist read "The Past Days" or other classic works with a guilty conscience? No, I personally don't believe it. I came to this conclusion after observing the situation in one region's professional development system for ten months. I mean, it is difficult to achieve a positive result by telling the existing problems and criticizing the teacher.

As long as the approach to the education system in our country does not change, the situation will not improve!

So what should be the approach? Here are my thoughts on this issue:

1. "Only knowledgeable people should be university students!" The principle of fairness has distorted the distribution of teachers by regions. For example, in some regions there are many teachers of mother tongue and literature, and in other places there is a strong need for teachers of this subject. The distribution is uneven, the situation is up and down! The reason for all this is that the need for a specialist was not taken into account in advance. Even now, this principle continues in the admission processes related to the field of education. If this continues, the number of teachers in a certain area will continue to increase and their employment will continue

to be a problem. Given that the majority of teachers are women, it is practically impossible to refer specialists from one area to another. A five-to-ten-year temporary solution to the problem is to leave it up to schools to send graduates to higher education institutions. Every school has excellent graduates who are recognized and recognized by all teachers, students, and parents. According to the decision of the school's supervisory board, they should be admitted to the first courses of the respective higher educational institutions. Everyone knows how the graduate studied at school for 11 years. Therefore, the supervisory board cannot allow injustice in making decisions. This is not possible in the life of the school and the area in which it is located. In this way, the excellent graduate of the school will return to that school as a knowledgeable teacher, and the distributional inequality will disappear. In addition, this way reduces the costs associated with the admission process and examinations, saving a lot of work time.

2. It is necessary to determine the requirements for students in higher educational institutions of pedagogical direction based on school curricula. Here I will give my opinion on the philological direction. At a time when the head of our state pays special attention to reading, it is necessary to make it a mandatory rule for students studying philology to familiarize themselves with the best examples of Uzbek and world literature. Every philological student is "Alpomish", "Kutadgu Bilig", "Khamsa", "Boburnoma", "Past Days", "Scorpion from the Altar", "Night and Day", "Navoiy", "Sarob", "Shum Bola", "Mirzo Ulugbek", "Abulfayzkhan", "Treasure of Ulugbek", "Starry Nights", "Horizon", "Maple", "Rebellion of Souls", "Road to Paradise", "War and Peace", "Eugene Onegin", "Our Time" Hero, "Crime and Punishment", "Don Quixote", "Faust", "Othello", "Hamlet", "Red and Black", "The Old Man and the Sea" and pass the test separately if the principle of awarding him a diploma is introduced, the intended goal can be achieved. If a philological student does not read or is not forced to read works that are the foundation of literature for four years, it will not become a habit for him to read new works that appear later in literary life. This is only one aspect of the parable.

A student of philology must also learn the hadith of writing and composing without mistakes for four years. Currently, teachers of mother tongue and literature cannot boast about this. It is natural for a person who has read hundreds of articles sent to the editorial office of "Repetitor" by teachers of native language and literature to be amazed. What did they study at the university? If they don't know how to write and compose, if Sarah didn't read literary works, then what did they do in the university for four years? The "Repetitor" editorial office has collected a number of

experiences that guide teachers and students to write and compose texts without mistakes. In my opinion, other experts have clear and detailed suggestions for the solution of this problem. It is time to study them and generalize them and apply them to the educational programs of higher educational institutions.

I only put forward my suggestions in the philological direction. I think there are similar suggestions among experts in other areas. It's all about hearing those suggestions and listening to them!

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