Prospects For The Training Of Highly Qualified Personnel In The Modernization Economy

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Abstract: This article discusses one of the most important issue in the world. In most of the countries, one of the most important issues at the present stage of economic development of the world is the problem in the field of work with personnel. In the development of social production and increasing its efficiency, one of the first role belongs to labor resources. The production of wealth is impossible without labor. Mechanical means of production, no matter how good they are, do not in themselves have any value and cannot produce any economic effect. And only with the availability of experienced workers and specialists, the security of any production with labor resources, it is possible to achieve high economic indicators, the most complete and productive use of complex and modern machinery and equipment. In the conditions of market competition in production, the system of training and professional development of workers should balance between a quick response to changes in the organization’s needs for personnel and providing employees with training opportunities in accordance with their interests and abilities. This is where the requirements for the flexibility of the training system and advanced training, for its ability to quickly change the content, methods, organizational forms in accordance with the needs of the business and the situation on the labor market. In this article, the role of educational institutions, internships, conferences that focus on training personnel are scrutinized in details. Moreover, the article analyzes the processes of educating necessary skills and knowledge for employees and probes into the strategies and approaches of personnel training for modernization of economy.

Index Terms: Economic mechanism, educational institutions, internship, labor market, personnel, socio-economic relations, training, vocational education, workshop.

1 INTRODUCTION

In modern conditions, justification of the economic mechanism of the policy of modernization of domestic vocational education is of particular importance. There is a relationship between education and the economy: the state of education and the level of its development depend on the level of development of the economy and the state of socio-economic relations, and the quality of education determines the effectiveness of the economy itself, therefore, Uzbek education in the future should be aimed at achieving a modern quality of education that is adequate to socially changing economic conditions and the needs of society. In a changing global economy, the formation of a consumer society, the question of how the training system for the economy of the future should change is becoming relevant. Consider two approaches to the description of “images of the future” of education and the corresponding forms of learning. Also, in the context of modern production, the psychological factor of the workforce, the intellectual activity of the employee, the growth of his industrial and general culture, and the ability to perceive and process scientific information are becoming increasingly important.

The impact of workers' training on economic growth lies in the fact that workers with the necessary amount of knowledge and skills provide higher productivity and quality of work with the rational use of material resources.

2 GLOBALIZATION IN THE FIELD OF MANAGEMENT AND MARKETING

2.1 Literature review

Understanding that the success and prosperity of every organization is strongly interconnected with the skills and proficiency of specialists working in it, there are ample number of scholars who scrutinized and explored the sphere of training personnel. Moreover, in order to radically review the content of training in accordance with the priorities of the country's socio-economic development, to create the necessary conditions for the training of highly qualified specialists in accordance with the international standard, the Decree of the Republic of Uzbekistan dated April 20, 2017 No – 2909 was adopted. The resolution approved the program for the comprehensive development of the higher education system for 2017–2021, designed to qualitatively and radically increase the level of higher education, strengthen and modernize the material and technical base of higher education institutions, equip them with modern educational research laboratories and information and communication technologies. At the same time, to form highly qualified personnel that meet the modern requirements of the socio-economic development of the regions of the republic, in accordance with technical, technological, industrial relations and promising development programs that directly take into account the needs of industries and sectors of the economy; A number of topical issues related to the employment of professions and specialties have not yet been completely resolved. The processes of globalization taking place in society in modern conditions have influenced increased competition in the higher education market and, accordingly, in the labor market.

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A word competition from Latin means rivalry, and in some economic relations - the effective spread of civilized forms of struggle for survival, the most powerful way to continuously stimulate workers. Dictionaries deal with limited resources of society, as well as labor collectives. The competitive labor market that has emerged in Uzbekistan over the past few decades is not harmonized with the processes taking place in the economy. Significant changes in the structure of employment are associated with the emergence of new areas of activity, vacancies, professions and specialties under the influence of social education and technical training, the development of innovative technologies. The need for innovations is dictated by the life of the society in which they are introduced. The practical implementation of production, technological, service, communication and other innovations is impossible without the innovative development of calves - in any area of society, which in the knowledge economy is associated with the formation of intellectual capital. Large enterprises began to implement strategies for transferring the production process beyond the organization. This applies to interaction with contractors, the use of outsourcing, out staffing, and various cooperation. In the conditions of competition in the labor market when hiring, the need for tools for verifying the professional abilities of an employee is quite strong. Types of remote Continental European model of the labor market provides for compliance with the formal characteristics of the accumulation of human capital to the requirements of the workplace. The following characteristics are considered: diplomas, certificates, titles, the educational path itself, which are the criteria for competitive selection in the labor market along with work experience, skills and abilities. In the conditions of competition in the labor market for the recruitment of new vacancies, the winners of obtaining more privileged social and professional positions were holders of diplomas with a high level of education - higher, that is, attractive jobs offered, began to be occupied by people with the highest educational qualifications. However, the criteria for specialization were blurred. For many professional positions in new areas of activity for a certain time, requirements were not formed regarding the professional competencies of employees. In these conditions, for the employer when hiring, the presence of education was the only sign of the availability of human capital. The labor market began to dictate the competitive advantage of higher education, rather than professional competencies. Higher competitive situation, has generated in the motivation of a person to find a job the priority of getting a job, rather than the need for his own realization in the specialty. This circumstance, along with transformational processes in the economy, which gave rise to many new vacancies in the content and nature of labor, was accompanied by significant movements of labor personnel associated with a change in the specialty of training. The recent graduates who are in a situation of first employment, faced with serious problems of finding work in their specialty. Therefore, in Uzbekistan, to ensure the production of qualified personnel, work has begun on the creation of professional standards. This will solve the problematic issues that have arisen in the labor market, in the manufacturing sector and the education system. As a rule, the justification of economic policy in the field of education is carried out from the perspective of the concept of property rights. Moreover, property rights are interpreted as behavioral relations regarding rare non-material resources, and the specificity of the education sphere is determined from the angle of the ratio of private and public goods. But one cannot ignore the fact that the level of development of education depends on the general state of material production; therefore, a reproductive approach is in demand here. When analyzing the problems of the sphere of education, the conditions of reproduction often fall out of consideration. Meanwhile, the social costs of education are included in the conditions of reproduction of the labor force and social life. Employees in the field of education do not create many elements of the fund of livelihoods, which would ensure their existence and functioning as workers in this sector. This fund is created in material production and, being part of the product of this production, goes to the education sector due to transactions, which must be taken into account in economic policy. However, ignoring this circumstance might exacerbate the contradictions in the development of Uzbek education. Multiple and divorced from the relationship between education and material production modernization programs lead to a loss of integrity of the Uzbek educational system. Gaps are formed between the processes of modernization of higher, secondary and primary vocational education; underestimated development outside legal relations in the field of education. Secondary vocational education is the training of mid-level specialists, satisfying the needs of the individual in deepening and expanding education on the basis of basic general, secondary (complete) general or primary vocational education. Thus, it can be concluded that the vocational education system is responsible for the quality of the resource, without which the innovative development of the economy and society as a whole is impossible. This resource is personnel, human potential. None of the innovative economies in the world is capable of developing without staffing appropriate to its nature. Additionally, it should be noted that the system of secondary vocational education in conditions of modernization of the economy is under pressure from the key factors of the socio-economic environment to the greatest extent in relation to other segments of the sphere of professional educational services. In recent years, there has been not enough radical change in the modernization of the material and technical base of secondary vocational education institutions.
2.2 Research
The obvious lag of the material and technical and educational production base of professional educational institutions from the level of modern high-tech production leads to non-compliance with the requirements of the economy. Educational institutions of secondary vocational education are not attractive in the eyes of potential applicants, which directly affects the enrollment rates. In a modern market economy and private sector development, the state cannot remain a monopoly customer and investor in training, and educational institutions can only be budget recipients. Most enterprises have lost their characteristic interest in previous years in providing educational institutions with equipment and tools. Many of the previously existing forms of labor relations have undergone significant changes, there is a gradual transition from their full regulation by the state to social partnership, that is, the contractual regulation of these relations. The program of development of the secondary vocational education system is the most important instrument of a unified state policy in the field of vocational education, which helps to reduce the gap between the requirements of the economy and the quality of educational services, to ensure the principle of equal opportunities and access to quality vocational education. A decrease in the territorial mobility of the low-income population in the context of a stratified society, a constant increase in the cost of training, significantly affects the growth of the social significance of secondary vocational education, which plays an important role not only in training personnel for all sectors of the economy and social sphere, but also it meets the educational needs of the population with limited economic opportunities. In addition, modern socio-economic conditions aimed at building a humanistic society with a market economy, suggest the maximum satisfaction of consumer needs, which increases the need of society for specialists. In the future, we should expect an increase in the demand for specialists with secondary vocational education, which is due to the need to recreate the industrial basis of the economy in a new quality. At the same time, a significant expansion of the functions of a specialist with secondary vocational education is due to the introduction of information technology and the need to provide practice-oriented personnel with highly professional qualifications and multifunctional skills, which requires new approaches to organizing the educational activities of secondary vocational educational institutions. In the course of modernization of the secondary vocational education system, the tendency toward integration of this system with other systems of the educational sphere becomes dominant, which is associated with the synthesis of general and professional knowledge and skills, and the implementation of complex interdisciplinary connections. The intensification trend in secondary vocational educational institutions is being implemented on the basis of an integrated approach to improving vocational education. By intensification is meant the achievement of maximum efficiency in preparing future specialists for professional activities due to the organic combination of social, economic, pedagogical and psychological laws and principles. The modern education system, focused on solving the problems of innovative development of the economy, presents new requirements for the level of professional competence of teachers and heads of educational organizations. Improving the professional level of teachers and the formation of the pedagogical corps corresponding to the needs of society is a necessary condition for modernizing the education system. Education is the most important resource of becoming a creative person, capable and ready to live in a multidimensional and rapidly changing society. The principle of "lifelong education" makes this type of activity basic for any person of our time, the more important is the task of constant modernization of education itself and advanced training of participants in the educational process.

2.3 Analyzing current situation in Uzbekistan
An effective solution to the problems of Uzbek education is impossible without further professionalization of those who organize and conduct the educational process. A change in the forms of staff training at the enterprise:

- **Lecture, seminar and conference** - a passive form of training, which is used to present theoretical, methodological knowledge and training in the use of information received in practice. In this process, managers and qualified specialists of the enterprise or external lecturers are active forms of training, as participation in which develops logical thinking and develop the way of behavior in various situations.
- **Training** - is an active form of education and its purpose to develop certain skills of the personnel.
- **Self-learning** – individual & independent form of training.
- **Online learning** - This is a training based on the use of modern information and telecommunication technologies, allowing one to study without a direct lecturer (mentor).
- **Personnel** - part of the staff that has professional education, work experience in a certain area of professional activity.
- **Personnel reserve** - is a group of qualified employees who have passed pre-selection, special training and who are internal candidates for filling vacancies in higher posts. Types of personnel reserve.
- **Mentoring** - individual assistance to new employees in getting acquainted with traditions, general rules, professional features of work at the enterprise.
- **Adaptation training** - training during the probationary period, discussed in detail in the regulation on the adaptation of personnel.

2.4 Internship as an effective method of training
Internship - this is a form of training in which an employee of an enterprise is sent to exchange experience with another organization. Planning and application of internships as a form of personnel development and the formation of a personnel reserve is provided to work with the personnel reserve. Internships allow one to experience certain methods learned in the classroom before entering the working area. This is an opportunity to apply the acquired knowledge in a safe environment where mistakes are expected, and not to study hard at the first job after graduation. Internship helps to more deeply realize the ideas that underlie the innovation of the school-laboratory, as well as become better acquainted with the conditions for the implementation of innovative experience. The internship is carried out over several days, it involves the active participation of the guest team in the educational process of the laboratory school: teachers attend classes in their subjects in active and passive modes, students attend elective classes.
During the internship, the following steps can be distinguished:
Diagnosis of all team members involves not only determining the goals and level of claims of all team members, but also the level of knowledge in various subjects for students and their interests in extracurricular activities (this is necessary to choose a class or draw up an individual educational program and choose the type of extracurricular activities), region interests of teachers (this is necessary to choose the classes in which they will work during the internship). Acquaintance with the lifestyle and innovative activities of the school-laboratory takes place at the second stage. At first, it is theoretical. Interns are told about the life of an educational institution, demonstrate innovative experience of their activities.

2.5 Overview of training methods
Problematization takes place in the form of training, individual work with specialists and involves the formulation of the main problems of the interns' team and the definition of the goals of their internship. The joint activity of the laboratory school staff and the interns 'team in the educational process provides for the immersion of the interns' team in the activities of the educational institution, and active participation in all its affairs. Students attend lessons according to an individual schedule drawn up on the basis of testing that they passed in the first stage.

Forms of transfer of experience:
- open lessons;
- workshops;
- pedagogical workshops, master classes;
- internships;
- presentations of educational activities, open days;
- permanent workshops;
- conferences,
- "round tables";
- public reports;
- publication of teaching materials;
- publications on the site, pedagogical communities;
- exhibitions.

All technologies basically have a project method. Using the technology of the educational project, as practice shows, most effectively solves the problem of developing the reflective-cognitive culture of the teacher. Continuing education is a system of including a person in a situation of socio-cultural and professional development, the purpose of which is to create the necessary pedagogical conditions for self-development and the establishment of the necessary qualities and competencies, taking into account the motives, needs and interests of a person. As the basic principles of organizing additional continuing education, including in terms of training and professional development of teaching staff, we have identified the following: individuality, flexibility, dynamism, variability, accessibility, continuity, openness and prognostic. Individuality, or an individual approach, helps to build an individual learning path for any person, depending on his needs and requirements. The flexibility of this system lies in the development of individual training programs that are based on a modular principle. The speed and dynamism of responding to the needs of students makes the system competitive and dynamically developing. The variability of programs (built on a modular principle) and their successive nature create a whole line of educational products for solving various problems. Accessibility and openness of the system is carried out during the implementation and modernization of information and distance learning tools, the provision of information, in particular, via the Internet. The predictability of training programs is associated with the prospects for the development of the region and the economic and social strategies for its development, as well as the world labor market. The fan principle of entering the learning process occupies the entire period of a person's life. Gives a person the right to enter and exit the system at will, according to his individual needs. The model of continuing professional education, which was developed and implemented by us on the basis of a classical university, made it possible to accumulate the entire scientific and pedagogical staff of the university for the implementation of educational programs.

Organized on the basis of the classical university as a system-forming element, the regional system of continuing education is oriented towards solving a set of urgent problems, among which the most significant are:
- the preservation of the teaching staff, the attraction of young personnel, the development of the scientific potential of the university, which, in turn, leads to an increase in the number and improvement of the quality of educational programs of additional education;
- development and implementation of innovative educational programs that allow developing the scientific and innovative environment of the university, as a result of which there is an increase in the number of study groups, attracting more extra-budgetary funds, which guarantees a decent salary to the teaching staff involved in the implementation and development of continuing education programs;
- development of motivation of students based on the implementation of innovative approaches and technologies of self-organization of educational activities;
- maintaining and developing the image of the university as a
fundamental scientific, academic and cultural center of the region, implementing socially significant programs of additional professional, including teacher education; - ensuring the interaction of all structural divisions of the university with the emphasis on the role of the faculty of continuing education in the aspects of developing, supervising and implementing education programs. Managing the training of subordinates is one of the activities of managerial managers. The organization of the training process is based on a training model consisting of periods similar to design work, but modified to the training process, applicable as a basic platform for work by both education workers in general and managerial managers.

3 MODERNIZATION OF HIGHER EDUCATION

The organization needs a high production work. Labor efficiency should not decrease, but rather, constantly increase. This state in the organization is achieved in three ways: recruitment, staff change, staff development. Further training and staff training allows us to solve a number of problems such as: increasing labor efficiency - in the interests of the organization, including the quality and safety of work, and in the interests of man - improving the quality of life, the ability to realize their goals and abilities. The employee becomes competitive in the labor market. One of the tools for professional development of employees is in-house training. Based on the theoretical approaches of domestic and foreign scientists on the issue of personnel training, three approaches to the concept of training qualified personnel have been developed. A specialized training strategy has been developed that focuses on the current time or the near future, in which there will be a need to apply it to the corresponding workplace. This approach helps the employee gain confidence in maintaining their workplace, strengthening self-esteem, but has the effect of a very short time. The developed concept of multidisciplinary training, which is most effective from the point of view of the economic approach, assuming the in-house use of the employee is the most mobile and rational. It should be borne in mind that the employee, having the possibility of choice, is less attached to the corresponding workplace. The concept, focused on personnel training from the point of view of personality, is aimed at the development of human qualities that were either laid down by nature or acquired throughout life, including in the professional field. This approach is most applicable for personnel who have the ability to scientific, pedagogical, leadership work. The development of the economy in modern conditions of an unstable market dictates the need for a quick response to environmental changes, therefore, the possession of skills, knowledge and skills that will allow us to effectively resolve issues of activity in all spheres of human life remains relevant, which in turn dictates the need for continuing education and training for effective work. The difficulties in developing and implementing such a reform of the education system that would stimulate rapid economic and social development in modern conditions are not least connected with the need to overcome and get rid of a number of approaches of those education systems that existed in the 20th century. In developed countries of the world and are based on a meritocratic-selective principle of functioning. And this is inevitable, because the education system is forced to take into account the needs of the future trained by its personnel. This is due to the development of globalization processes, including education. From the many researchers' perspective, globalization in education is inextricably linked with the processes of convergence and harmonization of existing education systems in order to create a single educational space, including higher education. Those decades during which modern society should work fully. It develops on scientific concepts formed on new progressive theories of the innovation sphere, affecting technical, educational and social fields. This is due to the dynamic processes that affect the transformation of society, which are simultaneously caused by the presence of problems in the field of economics, politics, culture and social life of countries of all continents. Development of the construction of high-speed and telecommunications contributed to a significant increase in information exchange and the amount of information, the removal of space-time restrictions. The development of the information society significantly affects all aspects of human life and, first of all, causes significant changes in the field of knowledge necessary for purposeful activities and individual needs of each person. Such a change in life is inextricably linked with the need to reform education. In the scientific literature, many scientists substantiate the following reasons for the modernization of higher education:

- Acceleration of scientific and technological progress that affects the level and scale of education;
- The formation of an information civilization that exerts on the economic, technical and social aspects of the life of the population, which are inextricably linked with the level of knowledge and, therefore, education compliance of graduate training with criteria, standards, and professionally regulated requirements of international mobility;
- Science and education contribute to the development of training and, accordingly, increase national welfare; getting an education affects the formation of human capital and its quality.

The requirements of the information society, where the main condition for the well-being of every person is the knowledge gained through unhindered access to information and changes in the values of education. The information society is interested in that its citizens have the ability to independently, actively act, and the availability of skills to work with it, lead to significant decision making, and evaluate their own actions and choices. According to international experts, world education system by the beginning of the XXI century revealed its common global trends:

- strengthening the democratization of the education system, providing for its accessibility for the country's population, regardless of the social origin and material status of the citizen;
- creation of conditions for education by talented youth; ensuring a real opportunity and equal rights for every racial person to get an education in an educational institution, regardless of nationality and affiliation, political views and religion;
- expanding the system of professional education; creation of conditions for training a person in several specialties at once, the development of which occurs in a short time after hiring;
- the search for additional resources to ensure the education of children with special needs;
- gradual expansion of the market for educational services and their composition; awareness of the
prospects of investment in human capital;
- changes in education management at the vertical and horizontal levels in the system; the expansion of educational and organizational activities aimed at satisfying diverse interests and developing students' abilities;
- on the basis of the resulting formation of the student's ability to master the education of new specialties and professions; the development of modern information technologies based on available information resources in educational institutions; intensive implementation and development of distance learning forms of students;
- a significant increase in the humanitarian component of the content of the training of graduates in general, and including the introduction of new scientific disciplines;
- activation of the processes of integration of higher education institutions into the system of high-ranking universities in the form of scientific and educational megacities of the state, continental and interregional levels;
- unification of universities with industrial complexes for the purpose of forming an innovative component in the field of scientific activity and systematic training of professional graduates for economic entities; updating the goals, objectives, content and technologies of higher education in accordance with scientific and technical achievements and the requirements of international education standards; compliance with social progress and the development of interstate cooperation in the field of education;
- the formation of an international educational environment associated with the introduction of personality to world scientific and life values.

The presented world trends in the development of education are general in nature, and for the development of each type and level of education there are specific trends related to their goals, features, nature of implementation and requirements for the level of training of graduates.

4 CONCLUSION
All in all the emergence of the traditional methods along with modern ways of training personnel for the prosperity and development of the economy is of primary importance in organizations. All of the modern methods break the traditional teaching concept with discipline system and knowledge impartment as main line. Instead, with training practical ability as core, constructing the personnel training model integrating “teaching-learning-practice” this practical teaching is a process needing increasing improvement. Therefore, we must be employment-oriented, under the instruction of object of personnel training for modernization of Economy, enhance students employability, and construct personnel training model which meets the requirements of society, combining with the local economic development and practical development of science.

5 REFERENCES