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FOREIGN MODELS FOR TRAINING LEADERS OF VOCATIONAL EDUCATION INSTITUTIONS AND APPROACHES TO THEIR ADAPTATION TO THE CONTEXT OF UZBEKISTAN

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Annotation: This paper presents a comparative pedagogical analysis of the experience in preparing, upgrading, and professionally developing leaders of vocational education institutions in foreign countries and Uzbekistan. Scientific and practical recommendations have been developed for adapting advanced international experience to the vocational education system of Uzbekistan.

Keywords: vocational education, leadership training, dual education, German experience, Singapore model, managerial competence, Uzbekistan education reforms.

Аннотация: В данной работе проводится сравнительно-педагогический анализ опыта подготовки, повышения квалификации и профессионального развития руководителей учреждений профессионального образования в зарубежных странах и Узбекистане. Разработаны научно-практические рекомендации по адаптации передового международного опыта в систему профессионального образования Узбекистана.

Ключевые слова: профессиональное образование, подготовка руководящих кадров, дуальное обучение, опыт Германии, Сингапурская модель, управленческая компетентность, реформы образования Узбекистана.

The rapid changes taking place in the global labour market and production technologies are placing increasing demands on vocational education systems to train modern, competitive professionals. The success of vocational education institutions and the quality of education they provide depend directly on the professional competence, strategic thinking, corporate governance culture, and ability to implement innovations of the leaders who manage them. Therefore, developed countries around the world are paying particular attention, at the level of state policy, to the training and professional development of vocational education leaders.

Germany. The vocational education system is based on the dual system, in which educational institutions work in close cooperation with employers and chambers of commerce and industry. Since educational governance is primarily the responsibility of the federal states (Bundesländer), leadership training systems also vary from one state to another. Leaders are generally selected from among experienced teachers and receive additional management training through state-level educational institutes.

Singapore. The system is centralized and state-managed. The early identification of talented professionals, their systematic development in stages, and their preparation for leadership positions are its fundamental principles. Vocational education is closely aligned with labour market needs.

South Korea. Appointment to leadership positions is linked to the completion of relevant professional training and certification. Research and analytical centres specializing in vocational education provide academic and research-based support for education policy and leadership development programmes.

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Finland. Universities offer specialized professional development programmes for individuals undertaking leadership roles, while leaders are granted a high degree of autonomy. Since 2018, competency-based reforms have been implemented in vocational education, increasing the demand for leaders' managerial and collaborative competencies.

Uzbekistan. The training and professional development of vocational education leaders are regulated by the Law on Education, presidential decrees and resolutions, and departmental regulations. Leaders and teaching staff primarily develop their professional competencies through regular training courses offered by specialized professional development institutions. At the same time, in recent years, increasing attention has been paid to managerial competence, digital skills, and results-oriented management.

The results of the comparative analysis are summarized in **Table 1**.

Table 1. Comparative Analysis of Vocational Education Leaders' Training Practices

Area	**Experience of Developed Countries**	**Situation in Uzbekistan**
Leader Selection	Merit-based selection criteria, with a talent pool established in advance	There is potential to expand the leadership talent pool system
Training Format	Continuous, multi-stage programmes, often implemented in cooperation with universities	Mainly periodic professional development courses
Content	Management, leadership, and cooperation with the labour market	Pedagogical and administrative content predominates, while the marketing component is less developed
Employer Involvement	Participation in programme development and implementation	The level of employer involvement in programme development and implementation requires further enhancement
Assessment	Performance Indicators and Certification	Improving Performance Measurement Mechanisms

Drawing on the analysis of international experience and national practices, the following scientific and practical recommendations are proposed for improving the system of training and developing leaders of vocational education institutions in Uzbekistan:

1. Modularization of Management Education: Introduce specialized training and certification programmes for vocational education leaders that incorporate modules on strategic management, financial and corporate governance, and the organization of dual education.

2. Introduction of Industrial Internships: Following the German model, introduce a system of practical internships for leaders at major industrial enterprises and industrial clusters as a mandatory component of their professional development.

3. Expansion of the Performance-Oriented KPI System: When evaluating leaders' performance, establish not only compliance with educational regulations but also graduates' employment rates, the proportion of dual education programmes, and investment attraction indicators as key performance indicators (KPIs).

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In conclusion, improving the system for training vocational education leaders by integrating international best practices with national characteristics is a key factor in enhancing the quality and attractiveness of vocational education.

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