

The Current State Of Vocational Education In Azerbaijan: Identifying Problems

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Abstract: *In countries where technology and science and industrialization have developed in parallel, the collective application of technology and new technological systems in industry has created a need to train human capital with special qualifications. At this stage, technical vocational training should be created to train special quality human resources. While establishing a technical vocational education system, the acquisition of modern technological methods should be taken as basis for students in vocational education institutions. Of course, this theoretical and practical knowledge given only in vocational schools will not be satisfactory. The vocational education model in Germany, France and the UK, which have the strongest economies in the European Union, is sharply different from the models of other countries. These models are applied in accordance with the Azerbaijan vocational education system. However, at some points of the Azerbaijani vocational education system, there are problems created and developed on the basis of world vocational education models. The root of the problem is due to various reasons. In order for vocational education in Azerbaijan to be an example of world vocational education and to become a strong vocational education model in the future, problems that may arise in advance should be estimated and resolved in time. In short, vocational education in Azerbaijan should be evaluated by researchers and their recommendations should be presented. The absence of any practical research in Azerbaijan slows down the solution of problems. Evaluation in vocational education is possible on the basis of several factors. The author thinks that while evaluating the education system, the opinions of the individuals he brings to the agenda should be taken into consideration. This topic has become the main topic of the research.*

Keywords— vocational education, vocational high schools, statistical indicators, graphic results, students.

1. INTRODUCTION

Vocational education has a very important position in the education system of Azerbaijan. Therefore, the system of vocational education is constantly being developed by our state, and the program of integration of vocational education into world standards is being successfully implemented. The rapid development of the first vocational education in our country, both in terms of quantity and quality, began during the presidency of the founder of the democratic Republic of Azerbaijan Heydar Aliyev. It is no coincidence that large industrial centers, factories and plants have been built in our country under the leadership of the great leader. As a result of H.Aliyev's advanced policy, the development of not only the production economy, but also vocational education institutions began. By the decree of President Ilham Aliyev dated December 6, 2016, the "Strategic Roadmap for the Development of Vocational Education and Training" was adopted, which proves the role of vocational education in the socio-economic development of the state and state support for vocational education. One of the most important tasks of all purposeful reforms carried out by the state was to improve the quality of vocational schools (as well as other profiles), to eliminate shortcomings in the operation (both teaching and management). And it also consists of organizing the training of qualified personnel in accordance with the requirements of the labor market [1,3]. Of course, the undeniable role of vocational education institutions, which create opportunities

for vocational education during the implementation of these programs, is very important.

2. PROBLEMS IN VOCATIONAL EDUCATION IN AZERBAIJAN

Despite the measures taken, there are certain problems in the system of vocational education and training, which is one of the priority areas of the education system. Thus, while 40-60% of secondary school graduates in developed countries are admitted to vocational education institutions, the fact that this figure is less than 11% in Azerbaijan shows that the population has little interest in this field of education. [6].

The existing system of vocational education and training in our country is characterized by the following characteristic problems:

- Lack of updated and flexible regulatory framework for initial vocational education;
- physical and moral obsolescence of material and technical and educational base;
- non-compliance of educational programs, textbooks and teaching aids used in the vocational education system with modern requirements;
- lack of a progressive mechanism to evaluate and monitor the activities of VET institutions;
- inconsistency of the existing management in the vocational education system with the principles of market economy and insufficient efficiency of the mechanism of its financing from the state budget;

- non-participation of employers in the financing of vocational education institutions and the lack of an appropriate legislative framework for this;
- unsatisfactory level of training and salaries of staff working in the vocational education system;
- weak communication between institutions based on different forms of ownership and vocational training;
- Inadequate vocational guidance in general education institutions;
- failure of graduates to comply with labor market requirements;
- Existence of the first vocational education institutions that provide parallel personnel training in the same occupational fields;
- use of the vast majority of educational institutions for other purposes [6].

3. FORMING A RESEARCH PROBLEM

Vocational education institutions are educational institutions that aim to raise human capital focused on a specific field. The main purpose of vocational education institutions is to train personnel with sufficient knowledge and skills in the fields needed in the commercial, industrial and service sectors. At the same time, it aims to produce knowledge through scientific research, to transmit knowledge to society, and to transform knowledge into products and technology.

If we look at the statistics of vocational education in Azerbaijan, we can see that the interest in vocational education has increased significantly in recent years. However, this does not mean that there has been a significant increase in the number of students seeking admission from secondary education to vocational education in general. While 40-60% of students in developed countries apply for vocational education at secondary level, this rate is 11% in Azerbaijan [6]. Appropriate measures and reforms are being successfully developed and implemented to create interest in vocational training among the population. Taking into account the interest of students in vocational education, the Ministry of National Education has opened new vocational schools, repaired existing vocational schools, provided them with material and technical infrastructure, developed new teaching materials that meet contemporary needs, and participated in it. In vocational education and training - Measures and reforms are implemented, which are the basic requirements for improving the quality of education, such as the participation of lecturers in professional development courses. If we look at the statistics of the Ministry of Education for the last five academic years, we can see that the number of vocational schools in Azerbaijan has increased significantly in recent years in line with the increasing demand (Table 1). [2].

<i>No</i>	<i>the year of Education</i>	<i>Number of vocational schools</i>	<i>Number of students</i>
1.	2013-2014	108	27745
2.	2014-2015	107	24328
3.	2015-2016	113	24302
4.	2016-2017	113	23703
5.	2017-2018	113	24804

Note: Excluding the first vocational education institutions located in the Nakhchivan Autonomous Republic

Vocational education institutions are a very important part of vocational education in terms of the number of students available. The importance of vocational education institutions in the social and economic development of our country, which has provided vocational education in recent years, is increasing day by day. In line with this development, it is necessary to develop new approaches to solve the problems of vocational education institutions. One of the mentioned approaches should be to evaluate the situation in vocational education and to evaluate the current problems according to the students' views.

The determination of the gaps and problems in vocational education in general in vocational education institutions is possible on the basis of the analysis of various factors. Only in line with the research activities of the article, the issue of determining the problems was investigated based on the opinions of the students studying at vocational schools. It should not be forgotten that training qualified personnel, which is the main purpose of vocational education institutions, is directly aimed at students. For this reason, it would be appropriate to examine the views of the students and their views on the vocational school in general.

Material and method

The research was carried out in Baku Technical and Technology Vocational Education Center in order to reveal the points addressed by the students. 36 students participated in the research process. 3 of the students are girls and 33 are boys. The research was carried out between two different specialization groups in high school. Thus, it was possible to collect more information about the educational institution. Based on the statistical indicators obtained, the problems that attract the attention of the students were determined and suggestions were prepared for radical changes within the vocational education institution in order to eliminate the problems.

4. SELECTION OF RESEARCH METHOD

Recent research in the field of pedagogy in the international arena is comparative. Experimental research has replaced the traditional form of research in education. The article is devoted to research based on the experimental method. In the experimental study, various indicators were taken as causal factors and the result factor became an indicator of the quality of vocational education institutions.

Table 1. Statistical indicators.

Therefore, the main purpose of the study is to evaluate the quality of the pedagogical process carried out in vocational education institutions in the context of students. Evaluation can take many forms. In the research, questions with different answer options for students were used. Questionnaires play a special role in the implementation of research. The content includes surveys, facts, products of behavior and action, as well as individual motives, values and opinions. Form surveys are open, closed, direct, indirect. Functionally, they are for filtering and controlling. In short, surveys can be used to find out the causes of problems and best practices encountered in the study of the subject [8].

5. CONCLUSION

The following results were obtained from this study, in which the opinions and expectations of the students studying at Baku Technical and Technologies Vocational Education Center about their fields of specialization and the vocational school they attend were evaluated:

41.7% of the students stated that their place of residence does not depend on being far or close to a vocational school, indicating that the majority of those applying for vocational education aim to reach the desired profession. However, the residence addresses of the applicants should also be taken into account during the application process through the Easy Service.

64% of the students think that they will have difficulty in finding a job in their field after completing their vocational education. In short, many students are worried about finding a job that fits their specialty. For this reason, it is important to strengthen cooperation with employers and to organize intensive on-the-job training in the workplace in order to prove the opposite of this view among students.

63.8% of the students think that they are not satisfied with the current conditions in the laboratories of vocational schools, namely the material and technical infrastructure and technological opportunities of the laboratory. These statistics once again prove the importance of preparing the workshops and subject laboratories used practically in vocational schools in accordance with contemporary requirements.

66.7% of the students think that modern teaching technologies are almost never used in the teaching of private lessons. The solution to this problem is in-service training courses for pedagogical and engineering personnel working in vocational education by the Vocational Education Institution affiliated to the Ministry of Education of the Republic of Azerbaijan. However, the current problem persists due to the fact that the courses are not implemented on a large scale. This issue was clearly felt during the transition to online learning.

It was determined that 78% of the students were not interested in the next stages of education. In order to overcome this problem and create interest in science, vocational schools should cooperate with other higher education institutions.

Based on the answers gathered in the last question asked to identify the main problems (or problems) in

vocational education, it can be concluded that the main problem in the teaching process is the lack of tools. Students see this deficiency either in the lack of pedagogical technologies or in the lack of full application, as well as in the presence of subject laboratories that are not equipped with special materials. Considering the fact that vocational education provides result-oriented and competent education opportunities, the most important problem is to focus on the formation of material and technical satisfaction.

Encouraging students, setting new goals and providing opportunities for self-development are important areas in vocational education institutions. It would be appropriate to use this type of pedagogical statistical research and comparative analysis to identify emerging and continuing gaps in our education system.

6. REFERENCES

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