

## THE ROLE OF ADVANCED FOREIGN EXPERIENCES IN THE DEVELOPMENT OF HIGHER EDUCATION

Teshaboyeva Feruza Rakhimovna

Kokand State Pedagogical Institute named after Mukimi  
Associate Professor of the Department of Inclusive Education, (PhD)  
Kokan, Uzbekistan

### Abstract

The article examines the experience of the most advanced countries in the world in reforming, improving and improving the quality of higher education, active participation in global educational processes, the application of the best world practices in the development of higher education and the modular credit system.

**Keywords:** higher education, training, method, process, quality, teacher, technology, modular credit system

Today, in the conditions of virtualization of life activities and public communication, new flexible approaches to the needs of the student of the 21st century are being implemented. The use of modern technology is primarily related to changes in times, humanization of activities between students and teachers, creative freedom, and allowing independent decision-making. In addition, the regularity of economic and social changes encourages students to use forms and approaches of independent education. That's why teachers of higher educational institutions are required to be professional in choosing the forms and methods of organizing educational activities that enable training of quality personnel. Currently, higher education reforms are being implemented rapidly not only in Uzbekistan, but also in developed countries. This speed is connected with the demand of time, the scope of information and the possibilities of human thinking are expanding.

The content of higher education in developed countries such as Germany, England, France, Japan, South Korea and the United States of America has been improved on the basis of the credit-module system. As an advanced trend in world practice, the Bologna system of the European unified educational environment, its main principles and features are given priority.

In particular, let's dwell on the organization of higher education in Germany.

The Federal Republic of Germany consists of 16 independent federal states (provinces), each of which has a different educational system. Educational institutions are mostly state-owned and have state guidelines for the curriculum.

The implementation and management of education falls under the competence of the Federal Lands (FE) government, but there is also general leadership from the center: the Ministry of Education develops the concept of education policy, allocates funds for the expansion of higher education institutions.

1. The term of higher education in Germany is determined by the type of higher education institution. According to the Law on Higher Education, the "Standard Period of Study", i.e. completing the entire course and passing the first final exam, includes 4.5 years, 9 semesters (this degree is considered a bachelor's degree). After passing the second final exam, a minimum of 1 to a maximum of 4 years of

study is required to obtain a master's or master's degree. It takes two to five years to prepare and defend a doctoral thesis.

2. The stages of higher education in Germany are as follows:

3. 1. Hochschule - this higher education institution is focused on social sciences.

4. 2. Fachhochschule - this higher education institution is focused on applied sciences and teaches by combining theory and practice.

5. 3. Universitaet - this higher education institution Hochschule Fachhoch schule is considered relatively large and prestigious, students are engaged in purely scientific activities in fundamental and practical directions.

6. 4. Technische Universitaet - this higher education institution is a technical education university. In this institution, students study chemistry, physics, electrical engineering, etc. conducts specific scientific research.

7. There are 2 semesters of internship at the Fachhochschule, and the student decides which semester to start with. In the programs of a German higher education institution, education in any specialty is divided into 2 periods:

1. Initial period.

2. Basic education period.

The initial period includes 4 semesters, students acquire basic knowledge of the chosen subject, develop scientific research skills. The student listens to lectures and attends mandatory seminars. The initial phase offers intermediate and pre-diploma exams, but neither of these exams provide professional specialization. The basic education period includes 5 semesters. During this period, the student thoroughly learns the chosen subject and conducts independent research, at the same time, the student chooses a specialization from the list of subjects provided by the university. The period of basic education ended with the receipt of bachelor's and master's degrees.

The scientific researches of the scientists of the countries of the Commonwealth of Independent States on the organization of the higher education process and the improvement of the effectiveness of teaching modules were also analyzed in our research work. In particular, the Russian scientist V. B. Bolshov explained that the variability of the educational process motivates students to consciously reform their social position.

The quality of higher education, monitoring of the educational process, implementation of indicators for the evaluation of results have been substantiated in the scientific researches of a number of scientists. In particular, O.G.Petrovich revealed the iconography of modern Russian higher education based on the principles of the Balonia system in the world's globalized environment.

The methodological foundations of higher education quality management were recognized in the scientific work of I.N. Kuznetsova. The scientist defined the concept of quality of education, which, in his opinion, is a factor affecting the economic and social stability of the educational area.

The reviews of advanced trends in the organization of education and training of personnel in leading foreign higher education institutions were given above. This information was used to summarize information confirming that the reforms carried out in the higher education system of our country are in line with world standards.

Since the teaching of the "Special Methodology of Mother Tongue Teaching" module in higher education and the research object and subject were determined based on the content of this

educational system, there was a need to study and analyze the scientific research conducted on improving the content and teaching methods and mechanisms of the higher education system of Uzbekistan. In addition, trend approaches and widely popular experiences in the practice of this system of leading foreign countries, characteristic of the features and advanced trends of the higher education system, were also studied.

Currently, the input-module system is widely used worldwide. The reason for this is that a modern specialist needs professional competence and decision-making in unusual situations, teamwork, independent acquisition, analysis, effective use of information, flexibility to changing situations. Training of specialists with these qualities is one of the urgent issues facing higher education institutions. The credit system of training provides a wide opportunity to train personnel with the listed aspects. This convenient and effective system appears as a mechanism covering the changing needs of the labor market, that is, it ensures academic mobility of graduates of higher education institutions. The importance of the credit system is that academic programs are designed in accordance with the requirements of the labor market.

50% of subjects in the curriculum are elective subjects, and information systems are introduced into the educational process. Also, the training and preparation of students for the labor market are individualized, and they are directed to independent education. The individualized and differentiated education system is based on the alternative of educational institutions, mobility of curriculum documents, adaptability to changing socio-economic conditions. and the process of forming and strengthening technological potential, improving the quality of education.

Consistently studying foreign experiences, a number of changes are taking place in the higher education system of our country. On October 8, 2019, the head of our state signed the Decree "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030". In this important programmatic document, "at least 10 higher education institutions in the republic should be included in the list of the first 1,000 higher education institutions of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Nearer Education or Academic Ranking of World Universities) and educational institutions in higher education institutions step-by-step transfer of the process to the credit-module system" was defined. Also, by 2030, 85 percent of all higher education institutions (HEIs) in the republic, including 33 higher education institutions in the 2020/2021 academic year, were shown to be transferred to the credit-module system.

Because of this, we had limited access to information sources and various international databases and their use. As a result, the main focus of professors and teachers in higher education was on finding information, assimilating it and distributing it to students after initial processing. In other words, teachers were just subjects who received and transmitted information.

The implementation of this system in higher education will increase the quality of education, ensure transparency, eliminate corruption, reveal the true knowledge of the learner, and create a foundation for the student to study independently and work on himself. Today, the European credit system is implemented in almost all higher education institutions of the old continent. The introduction of the credit-module system is an important factor in the cooperation between the teacher and the student. In modular education, the pedagogue organizes, manages, advises and checks the student's learning

process. And the student moves independently towards the directed object. The greatest emphasis is placed on independent learning of students.

The importance of independent education in the educational process will increase, and this will lead to an increase in the independence, creative initiative and activity of specialists in the future. In the credit-module system, university students always have the opportunity to receive help and advice from teachers and fellow students. This strengthens mutual cooperation and serves to form teamwork skills.

The following conclusions can be based on the analysis of information on the effective organization of higher education in leading foreign countries, the modernization of the personnel training process based on international advanced trends, and the study of scientific research conducted on the competitive training of future specialists in Uzbekistan:

- higher education is a stage of continuous education that has a decisive influence on the sustainable development of the country;
- the content of higher education should be formed based on the demand of the labor market;
- in higher education curricula, it is appropriate to determine and distribute the number of hours for classroom and non-auditory classes in accordance with students' mastery of theoretical information and acquisition of practical skills;
- in the organization of higher education, there is a need to give priority to the intensive formation of professional competencies in the future specialist;
- in optimizing the content of higher education in our country, basing on the credit-module system and the principles of "lifelong education" is one of the steps to enter the world arena.

The listed conclusions describe the importance of world standards in effective organization of higher education. In the next paragraph, information is provided that substantiates the improvement of the teaching effectiveness of the "Special Methodology of Mother Tongue Teaching" module in the field of defectology as a pedagogical and methodical problem.

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