

USE OF ADVANCED FOREIGN EXPERIENCES IN COMPETITIVE TRAINING OF FUTURE SPECIALISTS IN UZBEKISTAN

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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

АННОТАЦИЯ

Ушбу мақолада олий таълим тизимини ислоҳ қилиш, уни такомиллаштириш ва сифат даражасини ошириш бўйича дунёдаги энг илғор мамлакатлар тажрибасини ўрганиш, глобал таълим жараёнларида фаол иштирок этиш, олий таълим соҳасини ривожлантириш бўйича илғор хорижий тажрибаларни амалиётда қўллаш ва модуль-кредит тизими борасида фикр юритилган.

Калит сўзлар: олий таълим, ўқитиш, метод, жараён, сифат, ўқитувчи, технология, модуль-кредит тизими.

АННОТАЦИЯ

В статье рассматривается опыт самых передовых стран мира в реформировании, улучшении и повышении качества высшего образования, активном участии в глобальных образовательных процессах, применении лучших мировых практик в развитии высшего образования и модульно-кредитной системы.

Ключевые слова: высшее образование, обучение, метод, процесс, качество, преподаватель, технология, модульно-кредитная система

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 time, 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 related to 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, 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 Land 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.

The duration 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 a full course of study 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.

The stages of higher education in Germany are as follows:

1. Hochschule - this higher education institution is focused on social sciences.
2. Fachhochschule - this higher education institution is oriented towards applied sciences and teaches by combining theory and practice.
3. Universitaet - this higher education institution, Hochschule Fachhoch schule, is considered relatively large and prestigious, and students are engaged in purely scientific activities in fundamental and practical areas.
4. Technische Universitaet – this higher education institution is a university of technical education. In this institution, students study chemistry, physics, electrical engineering, etc. conducts specific scientific research.

At the Fachhochschule, there is an internship in the second semester, and the student decides which semester to start with. Education in any specialty in the programs of a German higher education institution is divided into 2 periods:

1. The 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 participates in mandatory seminar classes. The initial phase offers intermediate and pre-diploma exams, but neither test provides professional specialization. The basic education period includes 5 semesters. During this period, the student thoroughly learns the chosen subject and conducts independent research, while the student chooses a specialization from among the list of subjects provided by the university. The period of basic education ended with receiving a bachelor's and master's degree.

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, the monitoring of the educational process, the 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 globalization environment.

The methodological basis of quality management of higher education was 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.

Олий таълимда “Она тили ўқитиш махсус методикаси” модулининг ўқитилиши ҳамда тадқиқот объекти ва предмети шу таълим тизим мазмунидан келиб чиқиб белгиланганлиги боис, Ўзбекистон олий таълим тизими мазмуни ва ўқитиш усуллари ҳамда механизмларини такомиллаштириш бўйича олиб борилган илмий изланишларни ўрганиш ва таҳлил қилишга эҳтиёж пайдо бўлди. Бундан ташқари олий таълим тизими хусусиятлари ҳамда илғор тенденцияларига хос етакчи хорижий давлатларнинг шу тизим амалиётида тренд ёндашувлар, кенг оммалашган тажрибалар ҳам ўрганилди.

Currently, the modular credit system is widely used worldwide. The reason for this is that a modern specialist needs professional competence and decision-making in unusual situations, team work, independent acquisition of information, analysis, effective use, and adaptability to changing situations.

Training of specialists with these qualities is one of the urgent issues facing higher education institutions. The credit-module system of training provides a wide opportunity to train personnel with the listed aspects. This convenient and efficient system is shown 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-module 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, individual approach to education and preparation of students for the labor market, they are directed to independent education. The system of individualized and differentiated education is based on the alternative of educational institutions, the mobility of curriculum documents, and the adaptability to changing socio-economic conditions. In short, this is the process of harmonizing the higher education systems of European countries, providing equal education for everyone, forming and strengthening intellectual, cultural, social, scientific and technological potential, and 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 higher education institutions in the first 1,000 places of the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Nearer Education or Academic Ranking of World Universities) and training 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 our 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 attention of professors and teachers in higher education was focused on finding information, assimilating it and distributing it to students after initial processing. That is, the teachers were just subjects who received and transmitted information.

The implementation of this system in higher education will increase the quality of teaching, ensure transparency, eliminate corruption, reveal the real knowledge of the learner, and create a foundation for the student to study and work independently. 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, directs, advises and checks the student's learning process. And the student moves independently towards the directed object. The greatest emphasis is also placed on independent learning of students. The importance of independent education in the educational process increases, and this leads to an increase in the independence, creative initiative and activity of specialists in the future. In the credit-module system, students of higher education institutions 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 drawn from 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;

- based on the principles of credit-module system and "lifelong education" in optimizing the content of higher education in our country 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.

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