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**IMPROVING THE PEDAGOGICAL MECHANISMS OF THE PROCESS OF INTERNATIONALIZATION OF HIGHER EDUCATIONAL INSTITUTIONS OF UZBEKISTAN*****Atamuratova Maftuna Muzafarovna****Teacher At The Urgench State Pedagogical Institute, Faculty Of «Pedagogy», Department Of «Pedagogy, Methods Of Primary And Preschool Education», Uzbekistan***ABOUT ARTICLE**

Key words: Integration processes in education, internationalization strategies, mobility, types, academic mobility programs, directions of development of international cooperation, internationalization, improving the quality of education.

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Abstract: The article highlights the current trends in the process of internationalization of higher education in the international educational space, reflects the problems of globalization processes in the system of higher education in Uzbekistan. The prospects for the development of education as a result of the internationalization of higher education are noted. In this article, an attempt was made to study the process of globalization in education, both positive and negative trends in this issue were also identified.

INTRODUCTION

Today, in the international tasks in the field of education, much attention is paid to the development of higher education in the context of globalization processes. And one of the most important tasks to be solved in this perspective is the combination of international and national in the development of the university community. The formulation of such a problem is not accidental. Ever since the Middle Ages, universities have been seen as a social and cultural phenomenon, the purpose of which was to spread knowledge beyond their territory. At the same time, most of the higher educational institutions formed in the 19th and 20th centuries served the function of forming professional groups and local elites, as well as developing science and technology in the national environment.

From the second half of the twentieth century, a new process of internationalization of higher education begins. Universities are involved in a powerful movement of educational expansion and democratization of educational opportunities. The spread of higher education is seen as a guarantee of the state's competitiveness in the new global economy.

There is no international system of higher education in the world, even if a certain model - American, British or French - is used by other countries to build their own educational system. However, today there are processes that have a direct impact on the internationalization of education, such as globalization, decentralization and new methods of international assistance.

Globalization in education reveals both positive and negative trends. On the one hand, it leads to an increased attention to quality, where the latter is understood as obtaining good results in international inspections. On the other hand, state resources for education are being reduced, and inequality is increasing. There is increasing pressure on education as a product that must be open to external and market competition. The increase in the number of international and private educational institutions is a manifestation of this trend.

Globalization has brought to life the activation of new types of international assistance, which, on the one hand, contributes to the support and development of education in the face of diminishing or slowly growing resources, on the other hand, makes many countries dependent on technical assistance, subjecting countries to the dictates of donor organizations. These trends are clearly manifested in the system of higher education in Uzbekistan.

With the development of the processes of globalization and internationalization of the economy and business, the higher education of the Republic of Uzbekistan has faced new challenges - the training of professional personnel capable of working effectively in the rapidly changing conditions of the global market. Moreover, higher education institutions themselves become market structures and behave like market units.

One of the effective pedagogical mechanisms for the internationalization of higher educational institutions in Uzbekistan is the development of international academic exchange. This mechanism allows the exchange of experience and knowledge between different universities, and also helps students and teachers to gain experience in other countries, learn the culture and language of other countries.

For example, for the National University of Uzbekistan, internationalization is associated with solving the problems of increasing its competitiveness through updating curricula and programs; growth of financial income through the attraction of donor assistance and foreign students for paid education; teaching their students in foreign partner universities; restructuring for efficient use of its resources; improving the quality of education and research through the participation of students and teachers in the international process of knowledge exchange, etc.

Another effective mechanism is the participation of universities of Uzbekistan in international projects and the Erasmus + program. This allows universities to join international experience and develop their abilities in the field of education and research.

The development of international interuniversity cooperation allows us to organize joint research projects, exchange programs for students and teachers, special programs for foreign students.

Moreover, NUU is no exception. Most universities in Uzbekistan are involved in international activities, but this is usually the simplest level of internationalization.

At a higher level, the internationalization of higher education can be seen as a process of systematically integrating an international dimension into the teaching, research and community activities of higher education institutions. In this sense, far from many, even among the largest, universities in our country can be considered international in the true sense. Moreover, in individual universities, as well as in individual university structures, there has been a negative trend of self-isolation, clothed in a beautiful package of national identity, national educational traditions.

Also a very important mechanism is the development of international research centers and laboratories. These centers help the development of scientific research and participation in international projects. They also make it possible to attract foreign scientists to conduct joint research and develop scientific projects.

In order to comply with international education quality standards, it is necessary to develop national procedures for assessing the quality of education and accrediting educational institutions. These procedures should be complete, transparent and based on international standards.

For the successful internationalization of education, it is also necessary to develop foreign languages, cultural literacy and intercultural communication. Curricula should contain courses that help students understand cultural differences and learn how to work in an intercultural environment.

In Among our Uzbek researchers D.Sh. Nafasov's research, issues of improving the pedagogical mechanisms of developing socio-cultural competence of students in tourism activities were studied. In his opinion, "Tourism is an effective tool that activates students' knowledge activity, motivates them, strives for creativity, develops initiative, develops self-education skills and competencies" . Students are also learning in social activities, what kind of education "Education is a form of game-based learning and learning process in conditional situations, aimed at re-creating and mastering social experience in all its forms. : knowledge, skills, emotional and evaluation activities" .

In general, the economic and social progress of Uzbekistan can be significantly increased with the active internationalization of its higher education. The pedagogical mechanisms described above will help the higher education institutions of Uzbekistan to improve the level of education and remain competitive on a global scale.

Now the time has come for the historical development of the system of higher education in our country, when the national isolation of universities is increasingly in conflict with the consequences and prospects of internationalization and globalization. We can observe the manifestation of this conflict in various issues and problems: the recognition of university diplomas, specializations and grades, the development of international forms of quality assessment, issues of international accreditation. In order to propose real steps to overcome this conflict, it is necessary to identify the main forms and characteristics, problems and prospects for the internationalization of higher education. This is exactly what we are trying to do at the universities of Uzbekistan.

The best-known form of internationalization of higher education is student mobility - an increase in the number of students studying abroad. Of course, sending students to study in other countries is not a new phenomenon, and it has been practiced in Uzbekistan for a long time. Let us recall how many residents of Uzbekistan were educated in the republics of the former Soviet Union and are now studying in Russia, Ukraine, Belarus, Kazakhstan, Kyrgyzstan and other CIS countries.

At present, for example, Urgench seeks to expand its opportunities in teaching foreign students. We do not teach very much today, about 300 people. from India, Turkey, Korea and other countries of the Central Asian region. This is what many universities in Uzbekistan do. On this wave, the phenomenon of universities of dual subordination arose in Uzbekistan.

The mobility of students in Uzbekistan is stimulated by various government programs. We have concluded bilateral and multilateral agreements with many countries in this field.

International educational programs stimulate the process of exchange. The most well-known programs for us are European ones. First "Erasmus Mundus" (begun in 1987 to promote the creation of a common market in Europe), and then (since 1995) "Socrates". The Erasmus Mundus program and associated mobility schemes such as Comet, Lingua and others aimed at creating a European model of higher education. Through these programs, student exchange is seen as a powerful means of developing a pan-European market for professionals and skilled workers.

For more than five years, universities in Uzbekistan have had the opportunity to participate in the Erasmus Mundus programs and more than 200 students from universities in Uzbekistan have had the opportunity to study at leading European universities.

In addition to more or less organized student mobility schemes, there is also a spontaneous movement of students outside the programs.

This spontaneous mobility is the result of a number of factors: differences in access to education, quantitative restrictions in the recruitment of students for certain specialties, difficulties in finding employment, force young people to look for educational opportunities abroad. For example, economic and cultural considerations attract students to educational programs in Great Britain, France, and the USA. The dominance of English as the main language in modern science and as the most commonly studied second language, led to the fact that, along with the United States and Great Britain, Canada and Australia also entered the list of countries hosting the largest number of foreign students. These countries are becoming more and more attractive for studying in Uzbekistan.

International student mobility is not only an intercontinental, but also a regional phenomenon. The process of integration of regional economies stimulates the mobility of students, and in this regard, international agreements such as NAFTA, ASEAN or APEC have played a big role. For the Central Asian region and our country, agreements within the CIS are of great importance,

It is indicative that the flow of foreign students began to be perceived by the majority of host countries with the so-called. economic benefits, since in many cases international students pay for their full tuition. In many educational institutions that host students, especially in English-speaking countries, the income generated by the full payment of tuition by foreign students is a significant addition to the annually shrinking university budgets. Without such additional income, many universities simply could not exist.

Thus, the growth in the number of students studying abroad is increasingly driven by market processes, rather than government policy or international aid issues. The international market of educational services is turning into a rapidly developing sector of the economy, the central elements of which are the international marketing of educational institutions and the targeted recruitment of foreign students. An equally significant characteristic of the internationalization of higher education is the mobility of teaching staff. It is considered by many to be the second most important form of internationalization of higher education. True, it is not as well researched as the area of student mobility. Traditionally, the international mobility of the teaching staff is associated with research and scientific work. In recent decades, the factor of visiting professors has become widespread, when universities invite prominent scientists to give a course. In a number of regions and in certain areas of education, such as management and business administration, there are special regional and international training schemes for young researchers and specialists.

As with student mobility, there are strong geographic differences in flows. At one pole in this process are countries with a high level of scientific immigration as a result of the targeted attraction of scientific personnel to expand the higher education system (for example, as was the case in Hong Kong), and at the other, countries with a low level of internationalization of the teaching staff. The latter include, in general, countries with a high level of national homogeneity, using only their native language in education, for which it is difficult to find specialists who speak foreign languages.

Until recently, Uzbekistan could also be attributed to such countries. However, the situation is rapidly changing. Our teachers of the young generation quickly learn foreign languages. Involved in

international research projects. Over the past five years alone, more than a hundred teachers from national universities of Uzbekistan have completed internships at foreign universities.

Each national university is faced with the task of making its qualification degrees understandable and recognized not only by students and employers in their country, but also attractive to foreign citizens and organizations, since the export of education has become an exceptionally profitable type of business. This goal can only be achieved through targeted actions for the internationalization of higher education, including the mobility of students and teachers, the internationalization of curricula and programs, the creation of international university networks and cooperation agreements, the use of international quality control systems.

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