



THE ROLE AND IMPORTANCE OF INTERNATIONAL ORGANIZATIONS IN IMPROVING THE QUALITY OF HIGHER EDUCATION

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ABSTRACT

This article talks about new methods of the family education system. Special emphasis is placed on new terms and concepts such as distance education, education export, borderless education, credit module system, horizontal and vertical movement of family education, different from traditional education. In addition, a comparative analysis of foreign experiences in the internationalization and internationalization of education aimed at quality assurance in the field of family education was made.

KEYWORDS

Transnational education, academic mobility, "credit" mobility, internationalization phenomenon, internationalization, international campuses, "vertical" mobility, "horizontal" mobility.

INTRODUCTION

There is no such thing as "transnational education" or "borderless education", "educational export" or "cooperative international education (education)", which is generally understood as academic mobility of education. In fact, this term "education without borders" refers to a wider range of ways of providing education. The most common way is to provide individual programs.

Traditionally, there are six components to the introduction of international experiences:

1. International mobility of students, teachers and administrative staff of the higher educational institution;
2. Mutual recognition of foreign qualifications through the ECTS credit system;



3. Reviewing and correcting curricula and programs (educational content), developing joint programs and double degree programs;
4. International program mobility;
5. Activities of countries, regions and higher educational institutions to attract foreign students and establish cooperation relations;
6. Reach a strategic level in participation in international partnerships and cross-border networks.

The main part

Academic mobility is a category that provides some degree of continuity between previous and current understandings of the use of international experiences.

In the academic mobility of students, a distinction must be made between degree mobility and non-degree mobility ("credit" mobility, "short-term" mobility, "exchange" mobility). There is mobility between countries with equally developed higher education systems ("horizontal" mobility) and movement from countries with quantitatively and qualitatively less developed higher education systems to developed systems ("vertical" mobility). An example of "horizontal" mobility is the Erasmus program. As an example of "vertical" mobility, for example, the movement of students from developing countries to the largest higher education institutions in economically developed countries can be cited. The "international" nature of academic mobility is that a student moves from one country to another to study there, crossing national borders to do so.

An important aspect of academic mobility with foreign higher education institutions is the recognition of national degrees and other qualifications, periods of study and other elements of the educational system (courses, modules, etc.) in another country. The ECTS

credit system (first introduced in test mode in 1989) was an important event in the European Union and later in the context of Bologna. Equally important is the introduction of the Diploma Annex (proposed by UNESCO) as well as the recently introduced European Qualifications Framework (EQF). The Bologna process gave special importance to the topic of recognition and practices used in the process of internationalization.

The third phenomenon of the internationalization of higher education is the reform of educational programs in order to include international elements in the content and methods of organizing the educational process - joint educational programs, educational programs, "single level" educational programs (integrated education programs implemented in several countries) or "double degree diplomas etc.

The most important application of the internationalization of educational programs is the organization of teaching in a single language.

Various forms of comparative study of the experience of different countries (for example, "International Law") and regional or country studies courses ("China Regional Studies", etc.) are a form of internationalization of educational programs. This also applies to traditional forms of internationalization that have never been classified before, such as contemporary courses such as studying the literature or languages of foreign countries or intercultural communication.

Some experts distinguish such forms of education as "internationalization at home". This concept states that everyone has the right to an education that prepares them for life and work in a globalized world, regardless of whether they have the opportunity to act (movement) or not. Creating special strategies in response to these challenges is a huge goal for higher



education institutions, and how successful higher education institutions are in achieving these goals is the main indicator of their quality.

It is possible to list "Transnational education", "cooperative learning" or "borderless education" that have appeared in recent years. These concepts are the establishment of foreign branches of higher educational institutions, offshore campus, also includes the organization of study abroad in a specific program at a (licensed) higher education institution and various forms of distance (usually online) education. This is a special form of general mobility for all activities, the student does not go abroad, but an offer of education comes to him from abroad.

In this regard, the issues of internationalization of educational programs, educational institutions and countries. Specific activities in this area include the development and promotion of the university's image ("branding"), promotional websites, promotional presentations, as well as participation in educational fairs, etc. This activity of higher education institutions is aimed at widening the entrance mobility of vertical applicants/students to obtain all possible qualifications and degrees and is related to the principles of "continuous education". For example, the "European" model of internationalization of higher education, which is based on the adoption of a three-level structure of degrees, the development of common principles in the field of quality assurance and accreditation (European Register of Accreditation Agencies), etc.

Based on the analysis of the current trends, contradictions and difficulties in the development of the internationalization of higher education, the researchers identify the following important conditions for the effective internationalization of higher education:

- shift the main attention from the competition of the higher educational institution to cooperation and communication with other educational cultures;
- taking into account global, national, and institutional conditions when developing an internationalization strategy at the level of individual higher educational institutions and programs;
- focus on the internationalization of educational content and educational results, which is greatly supported by modern technologies, online learning opportunities and distance methods, further development of double and joint degree programs;
- consider academic mobility as a component of educational programs for all students and include "mobility windows" in program information in accordance with program logic;
- encourage professors and teachers to participate in academic mobility programs;
- stable financing of measures for the development of internationalization provided for in the strategy of higher education institutions;
- dissemination of foreign languages and bilingual education.

Some researchers emphasize that it is possible to determine the higher educational institutions that have achieved maximum internationalization according to the following main indicators.

1. The strategy of internationalization is related to the general mission and values of the higher educational institution and is shared by professors and teachers and assistants of the higher educational institution at all management levels - from educational departments to management.
2. The scope of management of the higher educational institution: the importance of internationalization is



expressed in the main political documents and strategies of the higher educational institution, it is included in the planning process of the higher educational institution, and it is implemented based on the principles of normal linear management of all academic and corporate services.

3. Extensive internationalization of educational programs for all students implies the transfer of international education principles to educational content, teaching process, quality assessment procedures, and graduation qualification results. Such a transition shows the impact of globalization on the development of individual disciplines (modules) and their subsequent contribution to the global context.

4. There is a culture of building international campuses and developing non-formal education programs. Features related to the international activities of the higher educational institution are regularly celebrated through special events.

5. There is certainly a community of students of different cultures who actively participate in the life of the campus of the higher educational institution and make a significant contribution to the development and enrichment of the corporate culture of the higher educational institution.

6. An extracurricular support service for foreign students was created, the main task of which is to help the adaptation of newly arrived foreign students, as well as to help and support the internationalization of not only foreign, but also domestic students.

7. The system of encouraging, recognizing and improving the qualifications of the employees of the higher educational institution for any activity at the international level was introduced, which applies to all employees of the higher educational institution, based on the review and evaluation of relevant experts. is done.

8. Extensive international relations have been established, providing opportunities for integration into the global space through research, exchange or exchange for students, teachers and researchers.

The world practice of federated (confederal) states shows that almost everywhere (USA, Germany, Great Britain, Switzerland, Belgium, Australia, Canada) subjects of the federation actively participate not only in the management of higher education institutions, but also in their development. Policy, quality control of higher education. In most of the federal states, the powers of the subjects of the federation include the management functions of higher educational institutions, up to the main financing of higher educational institutions. Due to the increase in the scale of the higher education system (higher educational institutions, branches and number of students), the trend of regionalization of higher education can be observed in many countries with a non-federal state structure - for example, Japan. Almost 90% of the responsibility for the activity of higher education institutions in China has been transferred to the regional level. It seems that the involvement of regions in the management of higher education makes it possible to organize more effective cooperation of higher education institutions with local labor markets and regional communities.

Academic mobility is traditionally considered an integral part of the Bologna process, and now - in 2010 - as one of the foundations of the European Higher Education Area (EHEA), which was announced at the Conference of Ministers of Education of the countries participating in the Bologna process.

There are several definitions of academic mobility. From the point of view of the Bologna process, scientific and academic mobility is the free movement of human capital in Europe, which is a means of



creating a single European educational space. According to the recommendations of the Cabinet of Ministers of the Council of Europe, the term "academic mobility" is "a period of study, teaching and/or research in a country other than the country of residence of a student or researcher (hereinafter referred to as "home country"). This period has a limited duration, and the student or employee returns to his home country after the expiration of the specified period. The term "academic mobility" does not refer to migration from one country to another. Considering academic mobility from the point of view of sociology, O.S. Polozova defines it as an integral ability of a person to cognitive movement in a single educational space, taking into account the variety of external and internal stimuli.

In the Bologna process, two types of academic mobility are distinguished: "vertical" and "horizontal". Vertical mobility means that a student will study in a foreign

higher education institution full-time, and horizontal mobility means that he will study there for a limited period of time. In addition to vertical and horizontal types, some researchers also distinguish reverse and direct types of academic mobility. Reverse academic mobility refers to the movement of foreign citizens to their country for educational and research purposes. Directly under academic mobility is the movement of students, graduate students, teachers and researchers of their country abroad. Both vertical and horizontal academic mobility can be direct or reverse. One of the characteristics of mobility is direct physical movement of mobility subjects, physical mobility cannot be replaced by virtual. This note has been in the Bologna documents since the 2001 Address of European Rectors in Salamanca.

The main themes of academic mobility in the "Bologna" interpretation include:

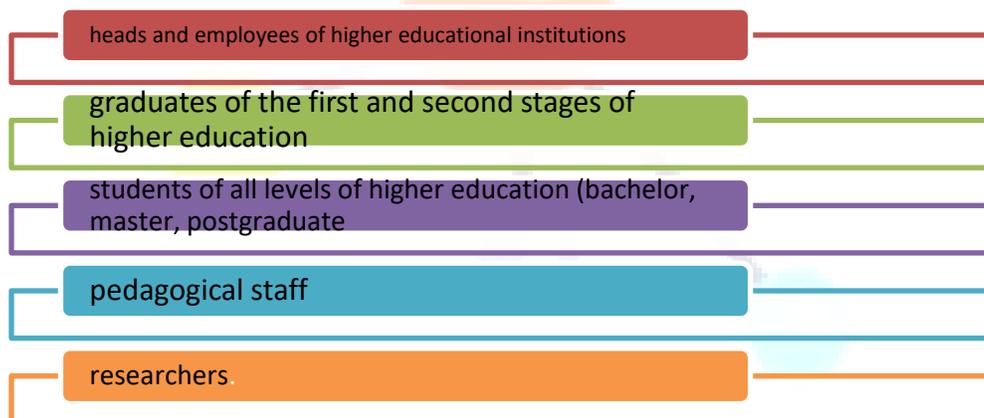


Figure1: Academic mobility in the interpretation of "Bologna".

The goals of developing academic mobility programs are:

- improving the quality of higher education;
- increasing the efficiency of scientific research;

- increase the competitiveness of graduates in the service and labor market of Uzbekistan and international markets;
- improving the list of professional competencies by learning and mastering the experience of leading foreign higher educational institutions;



- achieving international comparison of educational standards;
 - establishing external integration relations;
 - development of the higher education institution in priority areas;
 - to fulfill the strategic development mission and program of the higher educational institution.
- attending summer schools;
- participation in seminars, scientific schools and conferences, etc. According to the forms, participants

of direct and reverse academic mobility of students can be:

- Student exchange for the period from 1 to 2 semesters (Student exchange);
- full-time students (degree students);
- students studying on the basis of self-financing (free migrants);
- participants of seminars, conferences, projects, practices.

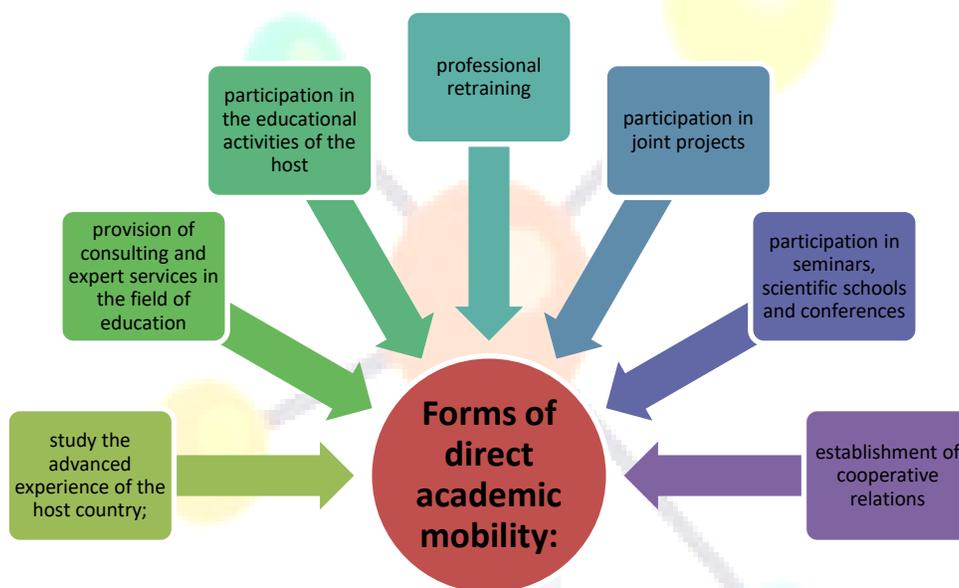


Figure 1. Forms of direct academic mobility

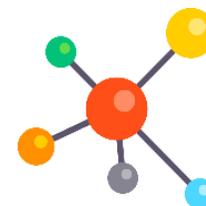
Forms of reverse academic mobility (for foreign teachers, researchers and leading experts invited to UzNU) are as follows:

- participation in joint projects;
- professional retraining;
- participation in seminars, scientific schools and conferences as a speaker and lecturer;
- participation in educational activities (including lectures and master classes, training courses on reading);

- provision of consulting and expert services in the field of education;
- establishment of cooperative relations, etc.

The authors of the above-mentioned analytical review "Analysis of trends in the development of scientific and educational activities" describe the regional roles of a modern higher education institution as follows:

1. The place of a certain higher educational institution in its region is not only the product of the scientific achievements of this institution, but also the socio-



economic development of the regional environment, its competitiveness, and its general intellectual potential.

2. The place of a particular higher education institution in its region directly depends on the prevailing political culture, traditions, ethnic diversity, tolerance and openness.

3. The role of a particular higher educational institution in its region directly depends on the quality of the team managing the higher educational institution, its creative abilities for innovation, the ability to establish dialogue with authorities, business, and various social groups; depends on the ability to inspire, mobilize and organize the team.

The regional role of the higher education institution is important and in order to match its potential, you need to know and constantly study the higher education institution and its environment, you should carefully and objectively study your own and others' experiences and be professional. you need to communicate.

CONCLUSION

Undoubtedly, all higher education institutions that are part of the educational system will have to reconsider the priority directions of development based on the needs of the region. In the modern conditions of increasing competition between higher education institutions in the market of educational services, there is a need to increase attention to the consumer and improve the quality of the provided educational services. The situation in the market of educational services requires new laws for higher educational institutions to survive and win the competition. A similar level of educational technologies, similar characteristics of services, common trade markets provide approximately equal conditions for competing higher education institutions, and today's

achievements in this struggle are ensured by the organization's ability to follow changes flexibly. .

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