

INTERNATIONALIZATION OF HIGHER EDUCATION IN THE FORMATION OF HUMAN CAPITAL

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Abstract: Today in the republic measures are being taken to internationalize higher education, to improve its quality and to introduce international education standards. In order for the education system to turn into a modern locomotive, it is necessary to create an education model that based on advanced world experience and centuries-old rich national traditions in the field of education would reach the forefront of global development and determine its specific directions and effectiveness.

Keywords: world wealth, human potential, higher education, international cooperation, mobility of students and teachers, credit-modular education system.

Economists estimate that today 16 percent of the world's wealth comes from manufacturing, 20 percent from natural resources, and the remaining 64 percent of the wealth acquired by the world's population is directly related to human potential, knowledge and experience of people. In this sense, our country, which is following the path of advanced development and receives high marks in all areas, needs educated and experienced personnel, mature in all respects.

Today, the republic is taking large-scale measures to internationalize higher education, improve its quality and introduce international education standards. In order for the education system to turn into a locomotive that would pull all sectors of the economy to new frontiers of development, it is necessary to create an education model that, based on advanced world experience and not blindly copying all other people's models, but only creatively and skillfully using it and centuries-old rich national traditions in the field of education, it would reach the forefront of world development and determine its specific directions and effectiveness.

The Decree of the President of the Republic of Uzbekistan "On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" emphasizes that "there are at least 10 higher educational institutions in the country (Academic Ranking of World Universities), included in the list of 1000 best universities in the world. [1] Moreover, by 2030 it is planned to transfer 85% of all higher educational institutions in the country to a credit-module education system.

In recent years, a number of government decrees and resolutions have been adopted in Uzbekistan, creating a solid basis for this. The system of preschool, general secondary and higher education is being updated, the Law "On Science and Scientific Activities" of October 29, 2019 has been adopted and is being consistently implemented.

The main goals set in these documents are, among other things, a radical improvement of the higher education system, a radical revision of the content of training programs and bringing it closer to the level of international standards.

To achieve this goal, the country's higher educational institutions have been given priority tasks, which include: improving the qualifications of teaching staff; creation of new curricula, modern educational

and methodological base for various areas of education; gradual transfer of the educational process to a credit-module system: development of a methodology for calculating credits, taking into account the experience of the EU and ECTS, establishing the possibility for students to choose academic disciplines by analogy with EU universities; wide participation of faculty and students in foreign exchange programs and trainings; inviting foreign teachers and professors to work in universities of the republic in order to improve the educational process and exchange experience; ensuring the publication of articles by professors-teachers, scientific applicants, doctoral students, undergraduate and graduate students in authoritative international scientific journals in the Scopus and Web of Science databases; increasing the citation rates of articles, as well as the gradual inclusion of republican scientific journals in the international database of scientific and technical data; ensuring the academic independence of universities; increasing the investment attractiveness of higher education, attracting foreign educational and scientific technologies, creating technology parks and startups at universities; improving the infrastructure and material and technical base of universities, including through the widespread attraction of preferential funds from international financial institutions, the gradual transfer of universities to a self-financing system and ensuring their financial stability.

To achieve its goals, higher education in Uzbekistan is actively developing international cooperation. Thus, joint educational institutions are being created, foreign teachers and scientists are involved in the learning process at universities of the republic: academic mobility of both teachers and students is developing; joint research activities are carried out, international conferences are organized on current issues in the field of higher education, information technology, resource and energy conservation.

These measures made it possible to significantly increase the number of universities in the republic. As a result, over the past four years, 43 new higher educational institutions have been created in the country, the total number of which today is 209. Universities of Uzbekistan, working side by side with branches of foreign universities, are adopting advanced teaching technologies, progressive management methods; teachers have the opportunity to work and improve their qualifications in foreign universities.

One of the important measures for the development of international cooperation is credit mobility. Student mobility in Uzbekistan is carried out within the framework of political, economic and academic inter-university partnerships, and students can also enroll in foreign universities on their own initiative. In addition, the mobility of students and teachers of Uzbekistan is carried out within the framework of international programs, such as the TEMPUS and ERASMUS+ programs organized within the framework of the Bologna Process of the European Union, the Fulbright student educational exchange program of the USA, DAAD of Germany, the program of the German Society for International Cooperation GIZ, the Chievening Program of Great Britain, educational exchange programs of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan, as well as various programs of China, Spain, and the Russian Federation.

Thanks to these programs, hundreds of teachers and students of Uzbekistan have the opportunity to get acquainted with advanced international experience in the higher education system, acquire new knowledge and skills, and improve their qualifications at leading universities in the world. This will help improve the statistics of scientific activity in Uzbekistan. According to 2020 statistics, Uzbekistan ranked 99th in the world based on published articles in the Web of Science database [2].

I would especially like to note that during the first Uzbek-Russian educational forum, held in Tashkent in October 2019 under the motto "New personnel for a new economy," universities of Uzbekistan and Russia signed about 130 agreements and treaties. Under these agreements, specific road maps have been developed for the creation of branches of joint educational programs.

Samarkand Institute of Economics and Service is one of the universities actively implementing these transformations. The Institute, being the only university in the republic specializing in training economic personnel for the service sector, actively implements double degree programs with foreign universities. The Samarkand Institute of Economics and Service, like many other universities in Uzbekistan, participate in the Tempus and Erasmus+ programs. So, in recent years, within the framework of these programs, projects such as UQASE - Uzbek Quality Assurance System in Higher Education, PERSEUS - Creation of Publicly Beneficial Universities on the principle of "Research-Science-Production", QAPD - Improving the Quality Assurance System in Education through Professional Education have been implemented. development of academic leaders, UZDOC – Improving the quality of doctoral education in universities of Uzbekistan, CANEM I and CANEM II – Central Asian Network of Economics and Management, KA 107 – International Credit Mobility (University of Granada and University of Las Palmas), Great Silk Road – Peoples' Friendship University of Russia, DECIDE – Development of services for people with disabilities [3]. The Institute has cooperation agreements with 32 foreign universities in Spain, Belgium, the Czech Republic, Russia, India, Indonesia and other countries, in accordance with which joint conferences are held, online lectures are organized, and the exchange of students and teachers is organized.

In the context of the ongoing measures to reform the education system, there are already certain positive results:

- the number of young people entering universities is growing from year to year;
- new educational institutions are created, including branches of foreign universities;
- requirements for the organization of the educational process are increasing;
- a system of additional payments to teaching staff is being established;
- the rights and independence of educational institutions are expanded;
- Implementation of the ECTS system credit module in universities, etc.

The introduction of a credit-module system in higher education will certainly improve the quality of education, ensure transparency, eliminate corruption, reveal the true knowledge of the student and create the basis for independent study and work of students. Today, the European credit system is practiced in almost all higher educational institutions of the republic. The credit education system has increased student exchange. Because loans taken at one university count at another, and students can transfer from one university to another without losing credit. It is this system that allows Uzbek students to continue their studies at leading foreign universities and eliminate complex bureaucratic barriers.

A significant number of measures are being taken to create a competitive environment in the field of education. For example, the approach to introducing public-private partnerships into the secondary education system does not correspond to the current situation. It is illogical to shift the main part of participation in this process onto the shoulders of private entrepreneurs, if only because the sphere is not sufficiently protected on a legislative basis. It is enough to change the approaches to organizing microzones and increase the shift ratio so that in every city and region of the republic it becomes possible to release and transfer the premises of several schools to private investors. In the meantime, the situation is such that only a few rural areas and small towns of Uzbekistan have secondary educational institutions based on public-private partnerships.

At the same time, studying the organization of international cooperation between universities in Uzbekistan made it possible to identify the main problems they face. This is, first of all, the low level of foreign language knowledge of teachers and students, which makes it difficult for them to actively participate in the academic exchange process. An important problem is the lack of experience and low

competence of teachers, doctoral students, and students in the development and implementation of joint international scientific, technical, educational projects. It should also be noted that teachers have insufficient experience in ensuring the compatibility of educational programs with partner universities, and the lack of a developed system for recalculation and accumulation of credit units.

Research shows that international cooperation is complex and not easy to achieve or maintain in a short time. From our point of view, preparation for international cooperation is influenced by factors such as competence matching and technological level, as well as the behaviour, values and trust that need to be developed to achieve the internationalization of higher education; low motivation of the teaching staff in developing educational programs for foreign partners or, to put it another way, resistance of teachers against institutional changes; slow acquisition of knowledge by the education system in the rapid flow of information [4].

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