



Step towards the Development and New Prospects of Uzbek Higher Education

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Abstract

In Uzbekistan, as well as in all areas, the study of international experience in higher education and the implementation of innovations have become one of the most pressing issues of the day. The article examines implementation of trends of modern foreign education practices in Uzbekistan education system. In traditional learning, teachers often allow students to dominate the group or depend on the group. In traditional learning, social skills are often not taught directly. Monitoring through observation and intervention is often carried out by the teacher when group learning is taking place.

Introduction

In Uzbekistan, the experience of foreign countries has studied and the most significant and positive processes have adapted to the Uzbek practice. One of them is stage by stage transfer of the educational process of higher educational institutions to the credit-modular system.

It is worth to note that the credit-modular system was first introduced at the Samarkand Medical Institute. Following this, according to the Government Decree adopted on July 4, 2018 "On measures to fundamentally improve and increase the effectiveness of the training system at the Tashkent University of Information Technologies named after Muhammad al-Khorazmiy" introduced a credit system for training in the field of information and communication technologies in TUIT and its branches, starting from the 2018-2019 academic year. In 2018, Samarkand opened the Silk Road international tourism university, aimed at increasing the tourism potential of the country.

This university is currently, starting from the 2019/2020 academic year, switched to a credit-modular system. According to the resolution of the President of the Republic of Uzbekistan dated May 6, 2019 №4310 "On measures for the further development of the medical and pharmaceutical education and science system", a plan of practical measures was adopted to further develop the medical and pharmaceutical education and science system in the country, such as phased organization, starting from the 2020-2021 academic year, the educational process in pharmaceutical educational institutions based on a credit - modular training system.

Another important state document that will help to carry out this great work is the decree of the president of the republic of Uzbekistan, adopted on October 8, 2019, on the approval of the concept of development of the system of higher education of the republic of Uzbekistan till 2030. The most important changes awaiting higher education system in accordance with the Concept of development of higher education until 2030 are followings: (a) Development of mechanisms and phased transfer of curricula of higher educational institutions to the credit-

modular system; It is planned to increase the number of universities using a credit-modular system from the current 2 to 85. (b) With the introduction of a credit-modular system, the number of disciplines studied by students in bachelor degree will be reduced to 28, and the time for self-education will be increased. (c) The introduction of digital technologies and modern methods in the educational process; (d) It is planned to introduce the concept of "University 3.0", which implies the combination of three functions of the university: educational activities of the institution (training), research and commercialization of scientific developments. (e) Increasing the proportion of hours devoted to self-education, introducing methods and technologies aimed at developing students' self-education skills, critical and creative thinking, systems analysis, entrepreneurial skills, introducing methods and technologies aimed at strengthening competencies in the educational process, focusing the educational process on the formation of practical skills, the widespread introduction in the educational process of advanced pedagogical technologies, curricula and teaching materials based on international educational standards in this area; (f) The development of students' self-education activities by creating platforms for professional communication of professors and teachers in the fields of science, the wide involvement of students in the process of ensuring the quality of education and the introduction of a "tutorial" system of organizational and methodological assistance; (g) Individualization of educational processes based on digital technologies, development of distance learning services, widespread adoption of webinar technologies, online, "blended learning", "flipped classroom" in practice; (h) Implementation of the E-MINBAR platform with the possibility of online observation and mastering of lectures, practical exercises and seminars, as well as their download to electronic means of information storage, the use of "cloud technologies" in educational processes.

The decree also separately emphasizes the need to replace the theory with practical skills. Today, 55-70 percent totals self-education in foreign universities (Ferrinho et al., 2004). In our country this indicator is now 40%, and according to the concept, by 2030 it will be brought to 60%.

Results and Discussion

The credit-modular system is necessary us so that students can study at foreign universities, as well as to improve the quality of education. "It is all known that, countries that were destroyed after the II-war, today have turned into powerful states due to quality education".

Uzbekistan has gradually accumulated experience in implementing credit-modular technology to achieve quality education (Muratova & Nikadambaeva 2020). The transition to the implementation of modular training programs requires more advance preparation. As the implementation experience has shown, credit technology first of all requires the student to be transformed from an object of the educational process into a subject with certain powers to educate oneself. Quality self-education, it is necessary to create appropriate conditions, and above all, accessible educational material and technical base, electronic libraries, accessible Internet, electronic and printed educational and scientific literature, audio, video visual materials, infographics and much more (Abeyrathne & Ekanayake 2019). In educational process the wide usage of such as various resources i.e. media resources lead to interactive formation of education.

Many researchers argue that educational media resources are human brain friendly and using them in teaching and learning process helps people to learn efficiently. Media resources create a multi-sensory learning environment (Neo & Neo 2001). Involvement of all senses leads to an exceptional increase in the degree of assimilation of the material in comparison with traditional

methods. Enriching the information with various examples such as infographics and animation will make it easier for the user to assimilate the information and gain interest (Darcy 2019).

Today, our modern students can learn anything instantly with combinations of texts, images, infographics, audios, videos, etc. via tablets, and mobile phones, computers and other digital devices. instant information from the Web and participate in Wikis and blogs, post on other networking systems like a YouTube, collaborate with each other and with foreign peers (McLoughlin & Lee 2008). Cause of that, is they are "digital natives" i.e. they were born and they have lived in XXI century.

XXI century is the digital and media era, it requires not only new skills from university graduates, but also a different approach to the organization of education itself (Dede, 2010). The main role and aim of XXI century education should be to engage, motivate, and to inspire students into teaching and learning process. It should help students overcome obstacles so that they can fulfil their own potential, learn new things by own and gain real job skills. As well as it should foster critical thinking and creativity.

As Benjamin Franklin said, "Tell me and I forget, teach me and I may remember, involve me and I will understand". Education based on experience is the most significant in preparing high qualified graduates. The main goal of the higher education is not only acquisition of the theoretical knowledge, but also higher education should teach students how to put that knowledge in to practice, how to use it in real life.

Traditional transmission methods do not reach this goal. Traditional learning strategies force students to gain knowledge in isolation from their current experience (Collins et al., 1988). During the education based on experience students will be involved in project work. To get involved in the project effectively students must use information, their skills and experience and discover new fields and topics. In that case, learning is effective, because new information are better memorized and understood, and new skills are also easily gained by students.

Teaching in Traditional Methods

In traditional learning, teachers often allow students to dominate the group or depend on the group. In traditional learning, individual accountability is often neglected so that tasks are often done only by one member of the group, while other members are relatively passive or just above the success of their friends who do the task. In traditional learning, in general the study groups formed are homogeneous. In traditional learning, the group leader is often determined by the teacher or the teacher allows each group to choose its leader in their own way. In traditional learning, social skills are often not taught directly. In traditional learning, monitoring through observation and intervention is often carried out by the teacher when group learning is taking place. In traditional learning, teachers often do not pay attention to the group processes that occur in study groups. In traditional learning, there is often more emphasis on completing tasks.

Learning Media in Traditional Teaching

Projected still visuals (invisibility projection, overhead projection, slides, (filmstrips). Unprojected visuals (pictures, posters, photos, charts, graphs, diagrams, exhibits, signage, feather/flannel boards) Audio (recording LPs and cassette tapes) Multimedia presentations (slides plus voice, chorus, and multi-image) Projected dynamic visuals (film, television, video) Print (textbooks, modules, programmed text, workbooks, magazines periodicals, loose sheets or hand-outs) Games (puzzles, simulations, board games) Realia (models, specimens / examples, manipulative (maps, globes, dolls).

Conclusion

Education is the delicate area we cannot just implement any foreign experiment or experience into it without change. We should first filter it according our conditions, national politics of education system after that we should take only suitable and best parts. Due to professionally combination various educational approaches from foreign experiences we can reach high quality of education.

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