

**NATIONAL AND FOREIGN ADVANCED TRENDS IN HIGHER EDUCATION
EFFICIENCY IMPROVEMENT**

Teshaboeva Feruza Rakhimovna

Kokan State Pedagogical Institute named after Mukimi, Assistant Professor of Special
Pedagogy Department Ph.D. (PhD)

Rakhimova Khurshidakhon Sadikovna

Kokan State Pedagogical Institute named after Mukimi, Assistant Professor of Special
Pedagogy Department Ph.D. (PhD)

Makhmudova Madinakhan Sobirkhanovna

Kokan State Pedagogical Institute named after Mukimi, Senior teacher of the Department of
Special Pedagogy Ph.D. (PhD)

Makhmudov Khurshid Shukhratovich

Kokan State Pedagogical Institute named after Mukimi, Teacher of the Department of Special
Pedagogy

Akbarov Sardar Sadiqjan o'gli

Kokan State Pedagogical Institute named after Mukimi, Special pedagogy, speech therapy,
2nd stage student, *mail:* surdopedagog.akbarova@mail.ru

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, SMART technology and the modular credit system.

Key words: higher education, training, method, process, quality, teacher, technology, modular credit system, SMART technology.

Higher education is an important stage of continuous education and fulfills the task of implementing the state's social order for personnel.

Issues such as reform of higher education, implementation of innovative educational technologies, creation of an information environment in the teaching process, effective organization of independent work of students, introduction of optimal criteria for evaluating results are defined as separate tasks in a number of state documents. In the decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated October 8, 2019 "On approval of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030" No. ; development of educational plans based on individual educational trajectories aimed at forming students' creative thinking and practical skills; special attention is paid to

tasks such as the introduction of methods and technologies aimed at strengthening competencies in the hours of independent study of students, theoretical and practical training. Of course, these tasks cannot be realized without the wide introduction of modern pedagogical technologies, variable curricula and optimized teaching and learning materials into the educational process of higher education, and most importantly, without the innovative thinking of professors and teachers. When the teacher himself does not develop a sense of striving for innovation, keeping up with the times, raising the state's requirements for education to the level of value, students cannot develop professional motivation, the desire to achieve the goal, and the responsibility to learn subjects. In addition, the President of our country No. PQ-2909 dated April 20, 2017 "On measures to further develop the higher education system", No. PQ-3775 dated June 5, 2018 "Increasing the quality of education in higher education institutions and their comprehensive reforms implemented in the country" "On additional measures to ensure active participation" and most of the tasks defined in other regulatory legal documents mainly envisage the modernization of the content of higher education, the introduction of world best practices into practice, and the use of effective technologies for the organization of education. Today, 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.

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 Lands (FE) 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", that is, the complete course of study and the passing of the first final exam, includes 4.5 years, 9 semesters (this diploma 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 dissertation.

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 directions.
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.

There are 2 semesters of internship at the Fachhochschule, 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 attends mandatory seminar sessions. 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.

In the age of information, human society is setting global tasks for higher education institutions, such as training potential specialists who think creatively, quickly adapt to changing situations. Modern skills and qualifications are equally necessary for activities that require high potential, from simple professions. The following can be included in the modern skills and qualifications: communicating in social networks, in various information environments, that is, exchanging information, searching for, finding, selecting relevant and useful information, working with virtual resources, organizing an educational environment, and a personal professional database that requires changing when necessary. and creation of electronic resources.

As one of the innovative approaches widely used in various fields of development, national experiences have been collected on the use of "SMART" technology in higher education. Regarding this technology, the scientist of our country A.A. Abdukadirov said the following: "Smart technologies are technologies based on information and knowledge, which are transferred to procedures based on interaction and exchange of experience. A key feature of SMART is the ability to interact with and adapt to the environment. This feature has independent value and can be applied to cities, universities, education, technology, society and many other categories.

In our ongoing research, there was a need to separately study the possibilities of this technology. It is known that the term "SMART" was put into practice by Peter Ferdinand Drucker in 1954. Later, Paul J. Meyer (1965) and George T. Doran (1981) analyzed the possibilities of this technology in their research work. The word SMART is formed from the initial letters of English words. These words are:

SMART - инглизча сўзларнинг бош ҳарфлари билан ифодаланган

**"Specific" –
ўзига хос**

**"Measurable"-
ўлчаб бўладиган**

**"Attainable"-
эришиб
бўладиган**

**"Relevant"-
долзарб**

**"Time-bound"-
аниқ муддатли**

"Specific"

- "Measurable" (measurable);

- "Attainable" (achievable);

- "Relevant" (relevant, resource);

- "Time-bound" (time limits, fixed term).

The principles and elements of the "SMART" system are also widely used in the Russian open education system. The main concepts and concept of this system were developed by Russian scientists N.V. Dneprovskaya,

E.A. Yankovskaya, I.V. Systematized by Shevtsova. The opinions expressed by scientists about the essence and capabilities of the "SMART" system were summarized in the following definition: "'SMART" is a feature of a system or process that manifests itself in interactions with the environment and gives the system the ability to process, immediately respond to changes in the external environment, change Adaptation to circumstances, independent development and self-management, allows effective performance of results.

V.P. Tikhomirov evaluates the impact of modern education on the improvement of society as follows: "The parameters of the old system of education cannot prepare people to live and work in a "SMART" society. Innovative activity is impossible without "SMART" technologies. If the education system lags behind this development direction, then it will stop." This opinion of the scientist emphasizes that higher education relies on precision, time control, and quantitative indicators in the implementation of its goals and tasks. Through such definitions, we came to the conclusion that it is important to analyze the content of the "Special Methodology of Mother Tongue Teaching" module, to identify repetitive situations among the given theoretical and practical information, and to prevent students from wasting their time. Including the module among the factors affecting the effectiveness of teaching, we identified the tools of "SMART" technologies in the field of education: smart-projectors, smart-boards, programs designed to create interactive and communicative electronic educational materials, and smart-learning manuals. Therefore, the "SMART" educational system is a new direction of process informatization and development, which supports individualization of education, service on order and demand, and open educational environment.

Due to the wide range of possibilities of this technology in higher education, conditions are created on the basis of "SMART" for the implementation of the social principles of "Life Long Learning" and "Education for All" announced by the international organization UNESCO in the 21st century. existing mechanisms will be improved. The main idea of "SMART" is "...teaching or learning anytime, anywhere, anytime". It was this idea that was used in the teaching of the materials of the "Special Methodology of Mother Tongue Teaching" module in the field of Sign Language Education, in particular, in the development of recommendations for the use of "SMART" and compliance with its principles in ensuring the mastery of independent learning topics by students. Emphasis was placed on the importance of clarity in defining training objectives and expected outcomes for module topics. In our opinion, accuracy is achieved through the study and collection of information on the subject, accurate data, and comparison. For this, it is necessary to use the most up-to-date information in the performance of educational tasks provided for in educational programs. In addition, the use of approaches related to this technology envisages giving priority to the independence of students, involving them in activities such as research and design. In particular, Dr. de Bono based on the term "non-standard thinking" suggested that it should be formed at every stage of continuous

education. Basically, the scientist commented on the relationship between receiving information and applying it in practice.

Currently, the credit-module system is widely used in the world in order to achieve versatility of specialists and the necessary personnel in the labor market. In addition, tasks such as appropriate use of human, time and technical resources, intensive formation of professional competences in the specialist are carried out through the credit-module system. However, this process cannot be organized without modernizing the content of higher education, without improving the existing mechanisms, and without mechanisms that quickly and accurately study the labor market.

Through the credit-module system, students acquire skills such as quick and effective decision-making in non-standard situations, teamwork, independent work with information (searching, finding, obtaining, analyzing, effective use), quick adaptation to changing situations, and professional mobility. Training of a specialist with the listed qualities is considered one of the urgent issues facing higher education institutions, which consider maintaining and growing their position in the eyes of the state and society. The credit-module system of training provides a wide opportunity to train personnel with the listed aspects. This convenient and effective system appears as an innovative mechanism that covers the changing needs of the labor market. This system ensures professional mobility and flexibility of graduates of higher education institutions.

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.

Since the teaching of the "Special Methodology of Mother Tongue Teaching" module in higher education and the object and subject of research are determined based on the content of this educational system, there was a need to study and analyze the scientific research conducted on improving the content and teaching methods and mechanisms of the higher education system of Uzbekistan. In addition, the features of the higher education system and advanced trends of the leading foreign countries in the practice of this system, trend approaches and popular experiences were also studied.

Currently, the input-module 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 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 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 individualized and differentiated education system is based on the alternative of educational institutions, the mobility of curriculum documents, the adaptability to changing socio-economic conditions. and the process of forming and strengthening technological potential, 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 are included in the list of higher education institutions in the first 1000 places of the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Nearer Education or Academic Ranking of World Universities) and educational institutions 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 the 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, university students 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 based on 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. In the next paragraph, information is provided that substantiates the improvement of the teaching effectiveness of the "Special Methodology of Mother Tongue Teaching" module in the field of defectology as a pedagogical and methodical problem.

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