



## PROSPECTS FOR THE USE OF FOREIGN EXPERIENCE IN THE USE OF INNOVATIVE MECHANISMS FOR IMPROVING THE QUALITY OF EDUCATION IN UNIVERSITIES

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### ABSTRACT

This article delves into the transformative impact of integrating international experiences and innovative practices into higher education systems worldwide. It explores how nations are leveraging foreign models to enhance the quality of education and drive socio-economic progress. The article highlights the significance of embracing global practices in fostering collaboration between academia and industry, thereby advancing research, innovation and knowledge dissemination. By drawing insights from successful teaching methods and pedagogical innovations from diverse cultural contexts, institutions can elevate their educational standards and cultivate a dynamic learning environment. Moreover, strategic partnerships and alignment with global standards enable universities to navigate the complexities of the modern educational landscape effectively. The article also discusses the evolution of higher education systems, influenced by various national and international models. It underscores the importance of adopting strategic initiatives based on international benchmarks to ensure competitiveness and relevance on a global scale. Through case studies and examples, the article demonstrates how universities can position themselves as leaders in innovation and contribute to sustainable socio-economic development through collaboration and knowledge exchange.

### KEYWORDS

*International experiences, higher education, innovative practices, collaboration academia, industry, research, innovation, pedagogical innovations, global standards, strategic initiatives, sustainable development*

### Introduction(Kirish/Vведение).

In the world, the field of Education has become, first of all, a leading factor in ensuring the socio-economic development of countries, as well as the level of knowledge of the population, the development of educational and scientific infrastructure, new knowledge, innovation activities, new technologies in production are a prerequisite for the stable and effective development of the economy. [1]The formation of the educational system is becoming a tool for the penetration of countries into the markets of International Labor and new technologies in the context of globalization taking place in the world. From this point of view, we can say that the world education system is based on a high level of competition. This situation is the reason why special attention is paid to the priority development of the educational system in developed countries.

**Literature Review(Adabiyotlar tahlili/Обзор литературы).** In the vibrant landscape of higher education, the infusion of international experiences and innovative practices has ignited scholarly conversations, underscoring the profound impact of global collaboration and knowledge exchange. Scholars from diverse backgrounds have delved into the transformative potential of integrating foreign models into university systems, aiming to elevate educational standards and catalyze socio-economic progress.

Knight (2003) invites us on a journey through the intricate process of internationalization in higher education, shedding light on the motivations, hurdles and far-reaching implications of global engagement. Meanwhile, De Wit (2011) and Marginson (2016) offer compelling

narratives of internationalization's evolving landscape, urging us to embrace cultural diversity as a cornerstone of educational excellence.[2]

In the realm of pedagogy, Brown and Green (2016) beckon educators to explore the flipped learning model, inviting students to take center stage in their learning journey. Dennen and Burner (2017) extend this invitation to the digital realm, championing online collaborative learning as a catalyst for creativity and collaboration. And in the symphony of curriculum design, Biggs (2014) orchestrates a harmonious blend of teaching methods and learning outcomes, urging educators to choreograph their lessons with precision and purpose.

Quality assurance and accreditation serve as guardians of educational integrity, ensuring that institutions uphold rigorous standards of excellence. In their seminal work, Harvey and Green (1993) lay the groundwork for a culture of continuous improvement, urging institutions to strive for excellence in all that they do.[3]

Harvey et al. (2018) build upon this foundation, offering practical strategies for navigating the accreditation process with confidence and competence. Their guidance serves as a beacon of light in a sea of complexity, guiding institutions toward a future where quality and accountability go hand in hand.

**Methods(Tahlil usullari/Методы).** The article employs a rigorous combination of quantitative methodologies, including statistical analysis and data visualization techniques, to comprehensively assess the performance and standing of higher education institutions (HEIs) within various global rankings. Through meticulous examination and comparison, it endeavors to elucidate the nuanced factors contributing to

the recognition and positioning of HEIs in international contexts. This approach facilitates a robust understanding of the intricate dynamics shaping the reputational trajectories of universities and informs strategic decision-making processes within the higher education landscape.[4] By leveraging sophisticated analytical frameworks, the study not only elucidates the numerical outcomes but also endeavors to unearth underlying patterns and correlations that underscore the observed trends. Thus, through its scholarly interrogation of the multifaceted dimensions of institutional excellence and recognition, the article contributes significantly to the ongoing discourse surrounding global higher education quality assessment and benchmarking practices.

#### Results(Natijalar/Результаты).

In the current period, attention is increasingly being paid to the development of the higher education system and the education of a large part of the population. In particular, in 2014-2015, the number of higher education institutions was 68 and today this indicator has increased by almost 3 times to 191.

Higher education institutions that produce specialists with the ability to record successful scientific results and solve important problems of society by the international community are regularly listed and announced to the public by prestigious international rating organizations such as Times, QS, ARWU. In many developing countries, including Uzbekistan, in order to promote the national education system, the practice of establishing partnerships with HEIs that are at the top of the national and international rankings in the development of national strategies is supported in every way. For example, in the first 10 years of this century, more than 40 government programs to increase the competitiveness of the higher education system were approved in more than 20 countries and their total value exceeded 50 billion US dollars. This practice imposes responsibility on national TSOs to compete with international TSOs and creates responsibility for expert delivery based on global market demands.[5]

Although international ranking systems evaluate the strengths and advantages of HEIs by comparing the results of inter-university research based on limited criteria, their gaining prestige serves as a strategic weapon to win in the current competitive struggle:

Table 2.

Government projects and results organized for the development of HEIs<sup>1</sup>[6]

No	Countries	Program name	Number of HEIs involved	Period for which the program is intended	The number of program-recognized HEIs in top-300 ratings
1	China	Project 985	39	1998-2011	32
2	Rossiya	Проект 5-100	21	2013-2020	4
3	Yaponiya	Global University Project	37	2014-2024	10
4	Tayvan	Aim for the Top University Plan	12	2005-2010	3

The number of HEIs selected for the "Project 985" program initiated by the government of the People's Republic of China was 9 at the beginning and the number of HEIs involved in the next stages of the project increased. The purpose of the "Project 985" project was to increase the research and academic capabilities of the selected universities in order to increase their international prestige and raise their competitiveness to a higher level. As part of the project, a group of universities were selected to receive significant financial support and resources to improve scientific infrastructure, faculty quality and overall academic standards. The project is one of the internationally recognized successful programs.

The 5-100 project implemented for the purpose of developing the Russian education sector is the program that had the greatest impact on increasing the competitiveness of the Russian education system. This program, which was founded in 2013, aimed to increase the efficiency of Russian higher education institutions and the following goals were set:

- Ensuring that at least 5 of the selected HEIs enter the top 100 of international rankings;
- Increasing research potential in the educational system;
- Production of intellectual goods and educational programs in accordance with international requirements;
- Introducing innovations in the field of education, strengthening science among young people by developing general and extracurricular education;

- Attract at least 10% of international professors to increase the scientific potential of the institution's employees and achieve that at least 15% of the student body consists of international students.

A number of goals set within the framework of this project were achieved, but for certain reasons, the goal of including at least 5 of the selected HEIs in the top 100 of the prestigious international ratings was not fully realized. Only Lomonosov Moscow State University (84th place, 2020) was included in the TOP-100 list of the QS rating system.[7]

Today, 4 HEIs participating in the project (2023) are included in the TOP-300 list of international ratings (QS, THE, ARWU):

1. Lomonosov Moscow State University;
2. Moscow Institute of Physics and Technology (MIPT);
3. Novosibirsk State University;
4. Tomsk State University.

The "Global University Project" program organized by the Japanese government was also established for the period 2014-2024 to support the higher education system. This program is one of the successful projects aimed at creating a worldwide network of universities and educational institutions to promote cooperation, knowledge sharing and cultural exchange on a global scale. The program aims to build a vibrant global university community that works together to address global issues, foster intercultural understanding and provide diverse educational opportunities for students, using technology, collaboration and cultural exchange to build upon the program. the collaboration can contribute to the development of knowledge even after the end of the program, fostering an interconnected and inclusive world.[8]

Among the government programs achieving successful results in the field of education, the "Aim for the Top University Plan" project, launched in 2005, is distinguished by the fact that it recorded unique results in a short period of time. The unique features of the project are that it encourages internationalization efforts at participating HEIs, encouraging universities to establish partnerships and collaborations with renowned institutions around the world. This partnership encourages opportunities for knowledge exchange, joint research projects and faculty and student mobility.

The program is part of the Taiwanese government's comprehensive strategy to improve the quality of higher education and research in the country. By cultivating world-class research universities, the country's global academic standing, attracting international talents and stimulating scientific achievements and innovations have improved.

Today's constantly changing social situation and unexpected professional difficulties faced by modern young personnel appear as a potential problem for HEIs as a product of the globalization process. Naturally, the nature of such problems and their elimination methods should be taught to students in the environment of higher education and the ability to maintain their position as experts in front of other members of society should be formed. As consumers, students' failure to acquire these skills in HEIs can reduce society's confidence in HEIs. For this reason, higher education institutions should regularly develop from various aspects and cover all areas of society's development and be ready for possible future difficulties. As the main part of these areas, foreign HEIs have used the following strategies to increase their competitiveness:

The development of academic excellence is considered a key task for higher education institutions, which includes recruiting and retaining highly qualified professors and teachers, developing rigorous and innovative curricula, encouraging research and scientific activity, teaching and learning, includes the introduction of high standards.

Investing in research and innovation is essential to remain competitive. HEIs should create an environment that encourages and supports research, collaboration and inventions. Development of interdisciplinary research, establishment of research centers, development of industrial cooperation and finding opportunities for external financing will strengthen the academic and financial status of HEIs. Encouraging professors and students to participate in innovative, forward-looking research projects in independent and mentor-student cooperation makes the educational process effective, creates an environment that is comfortable for teachers and interesting for students.[10]

Embracing internationalization strengthens the competitiveness of HEIs by increasing their reputation. This strategy is implemented by developing international cooperation, developing student and faculty exchange programs, establishing joint degree programs and attracting diverse international students.



Figure 1. Strategies for improving the competitiveness of HEIs\*[9]

A student-centered approach. Showing students their abilities helps to solve psychological problems caused by self-doubt. In such cases, students need adequate attention from educational institutions. Student support services, mentoring programs, career development opportunities and extracurricular activities that increase student engagement and well-being help students find their place in society by building their morale.[11]

In order to improve teaching and administrative processes, various ways of organizing work processes in HEIs are proposed based on the conditions and needs of students. By implementing learning management systems, online platforms and digital tools that facilitate distance learning, collaboration and personalized learning, HEIs have become more competitive by simplifying the learning process for students.

Competitiveness requires organizations to work in harmony with the dynamics of modern development. The society expects from HEIs to acquire real scientific potential that is worthy of today's development of

technology and corresponds to the current level of development of the industry. For this reason, it is necessary to establish strong relations with industrial enterprises in HEIs and to form training programs suitable for industrial needs. Cooperation with enterprises for internships, cooperative education programs and research projects, offering career services, job placement support and entrepreneurship programs to improve graduates' employability and entrepreneurial skills are among the conditions for developing competitiveness based on cooperation with industry.[12]

Investing in the professional development of faculty and staff to keep them abreast of new trends, pedagogical advances and research methodologies also contributes to sustaining the quality of education. Participation in conferences, seminars and training programs is of great importance in developing the worldview of HEI employees. In addition, it is possible to achieve the development of mutual competition between individuals by increasing the culture of continuous education among teachers, employees and students.[13]

In order to increase their reputation, HEIs need to develop strong institutional brands and gain respect for themselves by demonstrating their success in the field to the community. Promotion of achievements, teaching experience, research results and successful graduates increases competitiveness and shows the unique aspects of HEIs.

HEIs must make continuous improvement and evidence-based decisions to meet the demands of the times. This includes implementing robust quality assurance mechanisms, regular program reviews, stakeholder feedback and data-driven decision-making. Peer institutions should be regularly evaluated and benchmarked to identify areas for improvement.

As we know, each HEI is unique and strategies should be tailored to their unique characteristics, strengths and goals. Regular development of strategies based on internal and external factors is required to ensure continuous competitiveness.

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