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# “ХАЛҚАРО КРЕДИТ МОБИЛЛИК: ТАЪЛИМ ВА ИЛМИЙ ТАДҚИҚОТЛАР СИФАТИНИ ОШИРИШДАГИ АҲАМИЯТИ”

VIII республика илмий-амалий  
конференцияси материаллари

## INTERNATIONAL CREDIT MOBILITY: ROLE IN IMPROVING QUALITY OF EDUCATION AND SCIENTIFIC RESEARCH

Materials of VIII scientific-practical conference



**Ўзбекистон Республикаси**  
**Олий таълим, фан ва инновациялар вазирлиги**  
**Ўзбекистондаги Эрасмус+ Миллий офиси**  
**Олий таълим бўйича мутахассислар миллий жамоаси**

**“ХАЛҚАРО КРЕДИТ МОБИЛЛИК: ТАЪЛИМ ВА ИЛМИЙ  
ТАДҚИҚОТЛАР СИФАТИНИ ОШИРИШДАГИ АҲАМИЯТИ”**  
VIII республика илмий-амалий конференцияси материаллари

**«МЕЖДУНАРОДНАЯ КРЕДИТНАЯ МОБИЛЬНОСТЬ: РОЛЬ В  
ПОВЫШЕНИИ КАЧЕСТВА ОБРАЗОВАНИЯ И НАУЧНЫХ  
ИССЛЕДОВАНИЙ»**  
Материалы VIII республиканской научно-практической конференции

**INTERNATIONAL CREDIT MOBILITY: ROLE IN IMPROVING  
QUALITY OF EDUCATION AND SCIENTIFIC RESEARCH**

Materials of VIII scientific-practical conference

Тошкент – 2024

Ушбу тўпламга Европа Иттифоқининг Erasmus+ олий таълим бўйича экспертлар миллий гуруҳи ташаббуси билан ташкил этилган “Халқаро кредит мобиллик: таълим ва илмий тадқиқотлар сифатини оширишдаги аҳамияти” мавзусидаги VIII республика илмий-амалий конференцияси материаллари киритилган.

Мазкур анжуман Ўзбекистон ёшларининг хорижий мамлакатларда мобиллик дастури орқали малака ошириш жараёнида орттирган билим ва тажрибаларини ўрганиш ҳамда натижаларнинг мамлакатимизда олиб борилаётган таълим жараёни ва илмий тадқиқот ишларида жорий этилиш масалаларини муҳокама қилиш мақсадида ташкил этилган.

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*Мазкур нашр материаллари Европа Комиссияси фикрини акс эттирмайди.*

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В данный сборник включены материалы VIII республиканской научно-практической конференции на тему «Международная кредитная мобильность: роль в повышении качества образования и научных исследований», организованной по инициативе национальной команды экспертов высшего образования Erasmus+ Европейского Союза.

Целью этой конференции является повышение эффективности образовательного процесса и научных исследований молодежи Узбекистана, за счет обмена знаниями, опытом, приобретёнными в период мобильности и внедрения результатов научных разработок в Узбекистане.

*Редакционная коллегия: А.Абдурахманова, Г.Рихсиева.*

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This collection includes materials from the VIII republican scientific and practical conference on the topic "International credit mobility: the role in improving the quality of education and research", organized by the initiative of the national team of experts of higher education Erasmus+ of the European Union.

The purpose of this conference was to increase the effectiveness of the educational process and scientific research of the youth of Uzbekistan, through the exchange of knowledge, experience gained during the period of mobility and the introduction of the results of scientific developments in Uzbekistan.

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## КИРИШ

Ўзбекистонда сўнгги даврда ижтимоий-иқтисодий ислохотларнинг суръатлари жадаллашиб, жамият ҳаётининг барча соҳаларида янгиланиш, замонавийлашув ва замон талабларидан келиб чиқиб сифат ўзгаришлари юз бермоқда. Бу олий таълим тизими, ва хусусан, ўқув жараёнида ҳам кузатилмоқда. Олий таълимнинг янги малака талабларидан келиб чиқиб, таълим жараёнида илғор технологияларни қўллаш, талабаларнинг мустақил таълим олишлари учун барча шарт-шароитларни яратиш шулар жумласидандир.

Ҳозирги кунда таълим жараёнини халқаролаштириш, олий таълим муассасаларини халқаро даражада танилишини йўлга қўйиш, халқаро майдонда рақобатбардошлигини таъминлаш устувор вазифалардан саналади. Мазкур вазифаларни амалга ошириш йўлида олий таълим муассасалари барча имкониятларидан самарали фойдаланиб, халқаро ҳамкорлик алоқаларини кенгайтормоқда, шунингдек, таълим сифатини халқаро майдонда рақобатбардошлигини таъминлаш, халқаро талабалар ҳамда профессор-ўқитувчиларни фаол жалб қилиш, таълим муассасасининг халқаро нуфузини ошириш мақсадида жаҳон бўйича турли хил халқаро лойиҳаларда фаол иштирок этиб келмоқдалар.

Университетларимиз таълим сифатини ошириш, халқаро майдонда рақобатбардошлигини таъминлаш, халқаро талабалар ҳамда профессор-ўқитувчиларни фаол жалб қилиш, таълим муассасасининг халқаро нуфузини ошириш мақсадида жаҳон бўйича тан олинган халқаро рейтингларда ҳам фаол иштирок этиб келмоқдалар. Бу йўналишлардаги фаолият натижалари мамлакатимиз олий таълим муассасаларининг жаҳондаги йирик халқаро рейтинглар, хусусан, QS (Quacquarelli Symonds), THE (Times Higher Education), RUR (Round University Ranking), WURI (World University Ranking for Innovation), Greenmetrics каби халқаро рейтинг агентликлари билан тўғридан-тўғри, мустақкам алоқаларни йўлга қўйиб, топ 1000 талиқдан ўрин эгаллаганлари халқаро рейтингларда баҳоланаётганлиги энг ижобий қадамлардан биридир.

Ҳозирда кадрлар тайёрлаш мазмунини тубдан қайта кўриш; ҳар бир олий таълим муассасаси жаҳоннинг етакчи илмий-таълим муассасалари билан яқин ҳамкорлик алоқалари ўрнатиш; ўқув жараёнига халқаро таълим стандартларига асосланган илғор педагогик технологиялар, ўқув дастурлари ва ўқув-услубий материалларини кенг жорий қилиш; малака ошириш курсларига хорижий ҳамкор таълим муассасаларидан юқори малакали ўқитувчилар ва олимларни фаол жалб қилиш; магистрант, ёш ўқитувчи ва илмий ходимларининг стажировка ўташларини ташкил қилиш вазифалари турибди.

Мазкур вазифаларни амалга оширишда, халқаро лойиҳаларда иштирокни йўлга қўйишда Эрасмус+ дастурининг ўрни ва аҳамияти ҳам салмоқли даражада юқоридир. Европа Иттифоқининг Эрасмус+ дастури доирасида амалга оширилаётган лойиҳаларнинг барчаси мамлакатимиздаги

таълим ислохотларига алоқадор бўлиб, улар олий таълим муассасалари таълим жараёнини модернизация қилиш, таълим сифатини ошириш, хорижий тажрибаларни ўрганиш ва олиб кириш бўйича ўзига хос аҳамият касб этади.

Эрасмус+ дастурининг халқаро кредит мобиллик лойиҳалари айнан профессор-ўқитувчилар, тадқиқотчилар ва талабалар ўртасида тажриба алмашинувини йўлга қўйиб, таълим жараёнининг сифатини муайян даражада оширишга хизмат қилмоқда деб айта оламиз. Мазкур лойиҳаларда қатнашган иштирокчилар албатта дунёқараши кенгайиб, Европа таълим муҳитидаги жараёнлардан хабардор бўлиши, мустақил таълим олишга, ўз устида ишлашга ҳаракат қилиши кузатилади. Кредит мобиллик бутун дунё бўйлаб таълим жараёнидаги интеграцияни кучайтиришга қаратилган фаолият сифатида муҳим аҳамиятга эга бўлмоқда. Айниқса, бу Болонья жараёнининг таянч элементи бўлиб, у орқали таълим муассасалари ва илмий марказларнинг самарали ҳамкорлигини таъминланмоқда, турли таълим дастурларининг қиёсланишига имконият яратилмоқда ва уларнинг оптимизацияси амалга оширилмоқда. Бугунги кунда Ўзбекистон ОТМларида жорий қилинган кредит модуль тизими, унинг натижасида кредитларни ўзаро тан олиш масаласининг ҳал қилинганлиги билан ИСМ лойиҳаларини амалга ошириш имкониятлари янада кенгайганлигини таъкидлаш жоиз.

Ўзбекистонда Эрасмус+ Миллий офиси томонидан ташкил этилган мазкур конференция учун йиғилган мақолалар тўпламида, айнан, Эрасмус+ дастури бўйича амалга оширилган лойиҳаларнинг амалий тажрибалари йиғилган ҳамда шахсий фикрлар асосида ёритилган. Мазкур анжуманимиз янги ҳамкорларни топиш, улар билан фикр алмашиш ва кейинги йиллар учун кредит мобиллик лойиҳаларини бошлашга мотивация бўлади деб ишонаман.

Барча конференция иштирокчиларига, университетларнинг масъулларига ҳамда Эрасмус+ Миллий офисига янги лойиҳаларда улкан мувафакқиятлар тилайман.

***Тошкент давлат шарқшунослик университети ректори,  
Олий таълим ислохотлари миллий экспертлар гуруҳи (HERE) аъзоси  
Рихсиева Гулчехра Шавкатовна***

**ERASMUS+ ICM STUDENT MOBILITY PROGRAM FOR PHD STUDIES  
DASTURINING CHET ELLIK TALABALAR TAJRIBASINI  
OSHIRISHDAGI AHAMIYATI**

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ERASMUS + staff mobility scheme № 2020-NL LEIDEN01

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**Keywords.** *Erasmus+ mobility program, Leiden University, Academic internship, Research collaboration, Oriental Studies, Manuscript studies, Doctoral research, International academic exchange, Academic publishing, Higher education partnerships, Cross-cultural academic experience Scientific seminars, Academic networking, Digital manuscript collections, International research mobility, CopyRetryClaude can make mistakes. Please double-check responses.*

**Annotation.** *This article details a three-month research internship experience at Leiden University through the Erasmus+ program in 2023. The narrative follows two scholars from the Institute of Oriental Studies of the Academy of Sciences as they navigate visa challenges, secure accommodation, and engage in academic activities at Leiden University. The account highlights their participation in doctoral seminars, research presentations, and valuable interactions with leading experts, including a notable visit to the Brill publishing house. The experience particularly benefited their research through access to manuscript collections, mentorship opportunities, and international academic networking. The article emphasizes the practical value of international mobility programs in enhancing scholarly development and research capabilities.*

**Kirish.**

2023-yilning fevral oyida Erasmus+ dasturi orqali Niderlandiyaning nufuzli Leyden universitetida uch oylik ilmiy stajirovka o‘tash imkonini qo‘lga kiritdim.



Bundan juda xursand bo'lib, tezda Leydendagi koordinatorimiz Elena Paskaleva va men bilan Fanlar akademiyasi sharqshunoslik institutidan birga shu dasturdan ketish imkoniyatini qo'lga kiritgan sherigim Filipp Romanovich bilan aloqaga chiqdim. To'ldirilishi kerak bo'lgan hujjatlarni to'ldirdik va hujjatlarimizni Fransiya elchixonasiga topshirdik. Menda Fransiya elchixonasi bilan ketish sanamgacha uchrashuv belgilash muammosi paydo bo'ldi. Chunki, hamma soatlar intervyu uchun belgilab bo'lingan edi. Men bu holatda Leydendagi Erasmus+ ofisidan Hester xonim va Heidi xonim bilan, koordinatorimiz Dr Elena Paskaleva bilan, qolaversa, Erasmus+ dasturining Toshkentdagi ofisidan Gulshoda opa bilan bog'lanib yordam so'radim. Ular men uchun elchixonaga xat yozishdi. Kunlar o'tib bu muammo yechildi va men uchish kunimdan ikki kun oldin vizamni qo'lga kiritdim.

Endi men va hamkasbim Filipp Romanovich oldida Leidenda to'qson kun davomida yashash uchun turar joy muammosi turar edi. Bu masalani yechishda bizga Elena Paskaleva yaqindan ko'maklashdi va universitetning nafaqadagi professori Jun Just Witkam xonadonidan turar joy ijararaga olishda yordam berdi. 19-aprel sanasida biz Niderlandiyaning Leiden shahriga yetib bordik.

Keyingi kuni ertalab Erasmus ofisidan vakil bo'lgan Heidi ismli xodima bilan birga birinchi oylik stipendiya va aviachipta xarajatlarini qabul qilib oldik. Keyin, Yelena Paskaleva bilan ko'rishib, Layden Universiteti kutubxonasiga a'zo bo'ldik.



Shundan boshlab men va hamkasbim Filipp Romanovichning Leiden universitetidagi tadqiqot safarimiz boshlanib ketdi. Safarimiz biz va tadqiqotimiz uchun judayam omadli va samarali o‘tdi deya olaman. Ko‘plab seminarlar va doktorantlar yig‘ilishida qatnashish imkoniyati, dunyoda sohaning yetakchi mutaxassislar bilan uchrashish, ular bilan fikr almashish, maslahatlar olishga erishdik.

Jumladan 17-May kuni Erasmus+ ICM Student Mobility Program for PhD Studies dasturi doirasida o‘tkazilgan ilmiy seminarda “Source Studies of Yaqut al-Hamawi’s Mujam al-Udaba” nomli taqdimot bilan qatnashdim va Leiden Universiteti Professor va tadqiqotchilariga dissertatsiyamiz borasida ma’lumot berib, shu doirada joriylanish sertifikatini qo‘lga kiritdim. Taqdimotimizdan so‘ng universitet professorlari Elena Paskaleva va Gabriella Van Den Berglar bizga o‘z maslahatlarini berishdi. Ilmiy ishimiz ko‘lamida ilmiy muhokamalar o‘tkazildi.



Leiden Universiteti doktorantlarining har hafta o‘tkaziladigan “Writing session”larida qatnashib, u yerdagi doktorantlar bilan mavzu doirasida fikr almashdik. Ilmiy faoliyatning dunyo miqyosida qanday olib borilishi haqida amaliy tajriba orttira oldik desak, mubolag‘a bo‘lmaydi.

3-iyul kuni Leiden shahrida joylashgan dunyoga mashhur ilmiy asarlar nashriyoti “Brill” ofisida bo‘ldik va u yerdagi boshqaruvchilar Ekrem Dursun va Abduraof Ouslati bilan tanishdik. Ular bilan ilmiy nashrlar va ilmiy jurnalda maqola chiqarish masalalari muhokama qildik. Bunday tajriba va tanishlar orttirish imkoniyati har bir ilmiy faoliyat bilan shug‘ullanadigan inson uchun katta yutuq albatta.



Yana bir yutuqlardan biri Leiden universiteti professori Peter Webb bilan uchrashib, undan dissertatsiyam kelajagi uning olib borish tartiblari haqida juda qiymatli maslahatlar olganim bo‘ldi. Leiden universiteti qo‘lyozmalar fondining raqamlashtirilgan katalogida ochiq qo‘lyozmalarni yuklab olganim va u taasurotni tasvirlab bera olmasam kerak.

Bunday safar, tajriba va taasurotlar uchun, ilmiy faoliyatimga olib kelgan katta hissa uchun, Erasmus+ ICM dasturiga Student Mobility Program, Toshkent davlat sharqshunoslik universiteti rahbariyati, Leiden universitetida bo‘lganimiz paytda biz bilan aloqada bo‘lib, yaqindan yordam qo‘lini cho‘zgan Erasmus+ ofisi xodimlari, barcha professor, o‘qituvchilar, shuningdek hamkasbim va sherigim bo‘lgan Filipp Romanovich oldida minnatdorman. Bu kabi dasturlar har bir tadqiqotchi uchun yanaka katta shijoat va keng xorijiy tajriba olishga bevosita yordam beradi.

## **ERASMUS+ MOBILITY PROGRAMS ARE A BETTER WAY TO ENHANCE THE SKILLS OF STUDENTS, RESEARCHERS, AND STAFF**

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**Keywords.** Erasmus+ International Credit Mobility Program, European HEI, agreement, collaborative colleague, credit, Andijan State University, labor market, Pasquale Daponte.

**Annotation.** Students from developing countries are eager to obtain solid knowledge and state-of-the-art skills at the leading European HEIs. This requires background knowledge, language skills, and a budget to cover all expenses during the stay at receiving HEI. In addition, there is a challenge of acknowledging credits between two HEIs. The Erasmus+ International Credit Mobility program solves all these challenges and provides students with a better chance to study. This paper explains some of the contributions of the Erasmus+ ICM program to the academic and research excellence of the students.

**Annotatsiya.** Rivojlanayotgan mamlakatlardagi talabalar Yevropaning yetakchi OTMlarida mustahkam bilim va zamonaviy ko'nikmalarga ega bo'lishga intilishadi. Lekin ushbu oliy o'quv yurtlarida taxsil olish soxa bo'yicha fundamental bilim, til ko'nikmalari va yashash xarajatkari uchun katta harajatni talab qiladi. Bundan tashqari, ikkita OTM o'rtasida fan kreditlarini tan olish muammosi mavjud. Erasmus+ xalqaro kredit mobilligi dasturi ushbu barcha muammolarni hal qiladi va talabalarga o'qish uchun yaxshi imkoniyat yaratadi. Ushbu maqola Erasmus+ ICM dasturining talabalarning ilmiy va ilmiy-tadqiqot yutuqlariga qo'shadigan hissalaridan ayrimlarini yoritib beradi.

**Аннотация.** Студенты из развивающихся стран стремятся получить прочные знания и самые современные навыки в ведущих европейских вузах. Для этого требуются базовые знания, языковые навыки и бюджет для покрытия всех расходов во время пребывания в принимающем вузе. Кроме того, существует проблема признания кредитов между двумя вузами.

*Программа международной кредитной мобильности Erasmus+ решает все эти проблемы и предоставляет студентам лучшие шансы на учебу. В этой статье объясняются некоторые вклады программы Erasmus+ ICM в академическое и исследовательское превосходство студентов.*

### **Introduction.**

Erasmus+ ICM provides partner HEIs the opportunity for mobility and knowledge exchange among outstanding students, researchers, and staff members. This can be considered one of the best ways to support them in professional development, research implementation, and building their collaborative colleague. Regarding research output, scientists from developing countries have less experience and skill in problem formulation, result highlighting, methodology justification, and even academic writing than their European counterparts. Under the supervision of the professor at the receiving university, visiting students obtain many benefits. They may take several cutting-edge courses that give them a deeper understanding of the topics and some issues to be solved in these topics. Moreover, as a researcher, students start to develop solution methodologies and ways of proving proposals. They can join real ongoing projects and narrow down their research interests focusing on the target of the project's part. Most of the mobility students might not have sufficient language skills in English, especially, at least in academic writing. This can be enhanced with collaboration with people from more experienced HEIs. Erasmus+ ICM is good at finding partners, collaborators, and advisers who may help program participants mitigate the gap in writing. Additionally, participants get familiar with other cultures and education systems which may be a stepping stone to assign new horizons in their career. Moreover, mobility can make personnel more competitive in the labor market.

### **Candidate selection procedure**

Host HEIs announce a call for applicants in a specific sphere several months to a year before to select the most appropriate candidates. At the beginning of 2022, I was notified to apply for the Erasmus+ ICM program for graduate students

at the University of Sannio from Italy. Andijan State University as a sending side selected several graduate students to maintain the high competitive condition among applicants. Professor of the Department of Engineering at the University of Sannio and the organizer of the laboratory LESIM, Pasquale Daponte as a supervisor, interviewed applicants to check their background knowledge and skills. The interview was interesting, the questions were about measurements, signal processing, and coding for embedded systems. Six students from three HEIs of Uzbekistan were selected according to the interview results.

### **Pre-visiting preparations**

A detailed study plan was built to achieve the highest quality of studies at the receiving university. Two universities prepared the learning agreement document indicating the list of courses and final exams the student will take. While preparing the learning agreement, the host university suggested a list of courses that will be taught in the upcoming semester at the department. I chose four courses as I found them essential topics. Each provided 3 ECTS credits, 12 in aggregate. After signing the learning agreement document, the receiving university provided supplementary documents for the visa process.

### **Academic and research life at the University of Sannio**

The University of Sannio has an excellent reputation for research and academic life. In particular, the University's Department of Engineering has a high research output [1]. Special thanks to Professor Pasquale Daponte, who supervised



us during our study, helped us accommodate the new conditions, and led us to the courses.

Figure 1. Professor Pasquale Daponte (on the left photo), and Professor Pasquale Daponte and Francesco Picariello (on the right photo) with Erasmus+ ICM students from Uzbekistan.

The university provided a free language course to help newcomers mitigate the language barrier and culture shock.

Our life started and continued until the end of mobility at the Laboratory of Signal Processing and Measurement Information, organized by Professor Daponte. Associate Professor Francesco Picariello as a co-supervisor at the laboratory, suggested joining one of the ongoing real projects. I found it interesting to participate in the “Submarine Volcanic Monitoring System” project. It is worth mentioning that members of the laboratory I.Tudosa and F. Picariello taught us a lot about programming and controlling sensors with microcontrollers, sensor data acquisition, and processing.

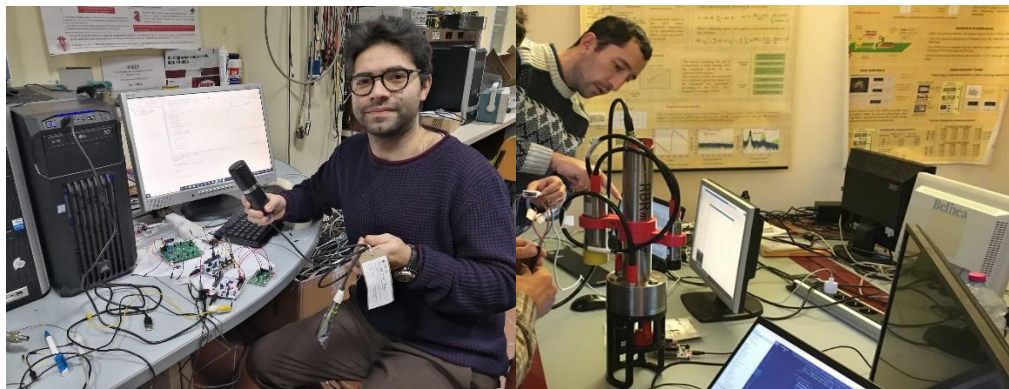


Figure 2. Associate Professor Francesco Picariello (on the left photo) and Erasmus+ ICM student Nosirbek Abdurazakov (on the right photo) working on the RBR sensors system.

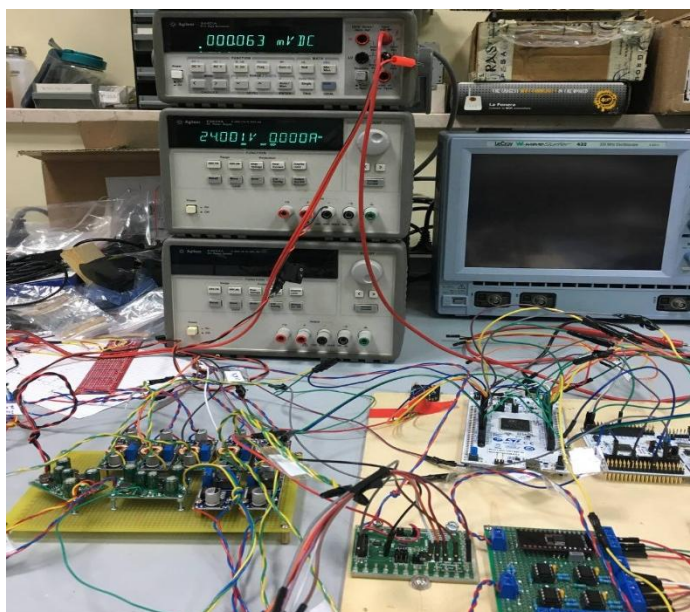
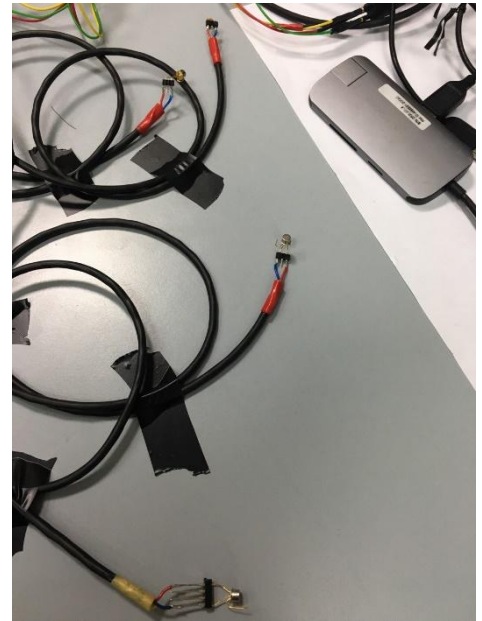




Figure 3. Connecting and testing data collecting and power systems to the STM microcontrollers (on the left photo). AD590KH high precision temperature sensors for underwater temperature monitoring.

### **Outputs and results of the study**

During the study, different types of sensors including acoustic sensors, temperature sensors, and gas sensors in the RBR maestro system [2] were learned. Sensor equipment datasheets were studied to efficiently work with them. Sensor calibration [3] skills for measurement error elimination were obtained. STM family microcontroller programming and data acquisition, preprocessing, and visualization steps were learned. I prepared the presentation report at the end of mobility about all actions and research processes during my stay at the University of Sannio, and my contribution to the project I joined at the laboratory. Co-supervisor F. Picariello mentioned that my contribution to the project was notable and my studies at the department were productive.



When I came back to my sending university I taught an Embedded Systems course to final-year bachelor students where I shared all my knowledge and skills acquired during the Erasmus+ ICM program. We achieved students' satisfaction with our course and even effect on their further employment procedure.

### **Conclusion.**

In this article, we tried to highlight a small piece of the benefits that students can get from the Erasmus+ ICM program. It is my true pleasure to note that the program is an excellent hub for potential students and scholars to join the frontier communities. Thus, it is time to make our students familiar with the opportunities of the program hence we have millions of talented young generation who are ready to contribute to the development of Uzbekistan.

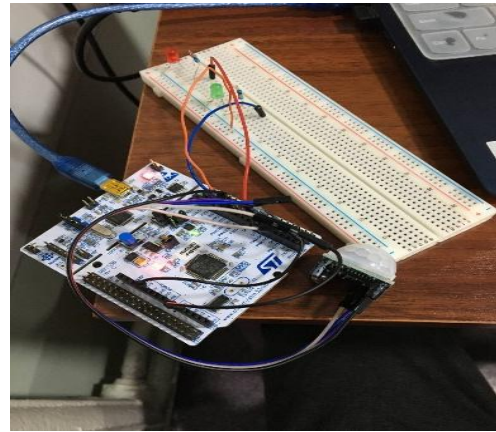


Figure 4. Students from Computer Engineering major in Embedded Systems course.

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## ZAMONAVIY TILSHUNOSLIKDA XALQARO HAMKORLIK TAJRIBALARI

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*Erasmus+ KA171 ICM staff mobility scheme*

04/11/2024 – 10/11/2024

**Keywords:** *Erasmus+, international education, scientific cooperation, capacity building, modern linguistics, intercultural exchange.*

**Annotation.** *The article covers the main directions, objectives, and opportunities of the Erasmus+ program. This program, designed by the European Union for 2014-2027, is aimed at supporting the fields of education, youth, professional development, and sport. The Erasmus+ program creates opportunities for international educational experience, advanced training, and intercultural exchange for students, teachers, and young people. The program also contributes to improving the quality of higher education through the development of international cooperation. The article describes the main activities within the program, including international credit mobilization, capacity building, and modernization of the higher education system.*

**Annotatsiya:** *Maqolada Erasmus+ dasturining asosiy yoʻnalishlari, maqsadlari va imkoniyatlari yoritilgan. Yevropa Ittifoqi tomonidan 2014-2027 yillarga moʻljallangan bu dastur taʼlim, yoshlar, professional rivojlanish va sport sohalarini qoʻllab-quvvatlashga qaratilgan. Erasmus+ dasturi talabalar, oʻqituvchilar va yoshlar uchun xalqaro taʼlim tajribasi, malaka oshirish va madaniyatlararo almashuv imkoniyatlarini yaratadi. Dastur, shuningdek, xalqaro hamkorlikni rivojlantirish orqali oliy taʼlim sifatini oshirishga koʻmaklashadi. Maqolada dastur doirasidagi asosiy faoliyat turlari, jumladan, xalqaro kredit safarbarligi, salohiyatni oshirish va oliy taʼlim tizimini modernizatsiyalash kabi yoʻnalishlar tasvirlangan.*

### **Kirish.**

Erasmus+ dasturi - taʼlim, professional taʼlimni taraqqiy ettirish, yoshlarni kamolotga yetkazish va sportni rivojlantirish sohalarini boʻyicha 2014-2020 yillar uchun moʻljallangan Yevropa Ittifoqi tomonidan moliyalashtiriladigan dasturdir.

Erasmus+ dasturi oldingi 7ta dasturlarni oʻz ichiga qamrab oldi:

- Uzluksiz ta'lim dasturi (Erasmus, Leonardo da Vinci, Comenius, Grundtvig va Jean Monnet)
- Yoshlar yo'nalishi dasturi;
- 5ta xalqaro hamkolik dasturlari (Tempus, Erasmus Mundus, Alfa, Edulink, sanoati rivojlangan mamlakatlar bilan hamkorlik dasturi);
- Sportni rivojlantirish dasturi;

Ushbu dasturning turli yo'nalishlari bo'yicha Yevropa davlatlari va Hamkor-davlatlar o'rtasida hamkorlik o'rnatish va uni moliyalashtirish imkoniyatini beradi.

Oliy ta'lim sohasida Erasmus+ Hamkor-davlatlar bilan hamkorlik qilishga qaratilgan quyidagi asosiy yo'nalishlarni qo'llab-quvvatlaydi:

Jismoniy shaxslar uchun xalqaro kredit safarbarligida (CM) va Erasmus Mundus Qo'shma Magisterlik Dasturi (EMJMD), (Key Action 1) Hamkor-davlatlar va Yevropa davlatlar universitetlari o'rtasida talabalar, professor-o'qituvchi va xodimlarning safarbarliklarini qo'llab-quvvatlaydi;

Oliy ta'limda salohiyatni oshirish (CBHE), (Key Action 2) yo'nalishi bo'yicha Hamkor-davlatlar oliy ta'lim muassasalarning zamonaviylashtirilishiga va internatsionalizatsiyalashiga hamda oliy ta'lim tizimning ma'lum bir darajada ta'sir etish. Shuningdek, Yevropa Ittifoqiga qo'shni Hamkor-davlatlar asosiy urg'u beriladi;

Ushbu yo'nalish Yevropa Ittifoqiga qo'shni davlatlar, Xalqaro bitiruvchilar assotsiatsiyalar va Hamkor-davlatlar o'rtasida Oliy ta'lim sohasida faoliyat olib borayotgan Milliy ekspertlar komandasi (HEREs), (Key Action 3) siyosiy muloqot olib borishni qo'llab-quvvatlaydi.

Dunyo bo'ylab ta'lim olish va o'z malakalarini oshirishni istagan yoshlar uchun cheksiz imkoniyatlar mavjud. Shulardan biri - Erasmus+ dasturi. Ushbu dastur Yevropa Ittifoqi tomonidan ta'sis etilgan bo'lib, turli davlatlardan talabalar va yoshlarni birlashtiradi, ular uchun yangi ta'lim, tajriba va madaniyat almashinuvi imkoniyatlarini taqdim etadi.

Erasmus+ dasturi Yevropa Ittifoqi tomonidan 2014-yilda ta'sis etilgan va 2027-yilgacha davom etishi rejalashtirilgan ta'lim, malaka oshirish, yoshlar va

sport sohasi dasturidir. Avvalgi Erasmus dasturining kengaytirilgan shakli bo'lgan Erasmus+ talabalarga, o'qituvchilarga, tadqiqotchilarga va yoshlar sohasidagi mutaxassislariga chet elda ta'lim olish va ish tajribasiga ega bo'lish imkonini beradi. Dasturning asosiy maqsadi — xalqaro ta'lim sifatini oshirish va turli millatlarni birlashtirish orqali madaniy boylik yaratishdir.

Erasmus+ dasturi yoshlarni xalqaro ta'lim olamiga olib kirish, ularning yangi bilim va tajribaga ega bo'lishiga yordam berish uchun bir qator maqsadlarni ko'zlaydi:

- **Ta'lim sifatini oshirish:** Dastur orqali turli mamlakatlardagi oliy ta'lim muassasalari hamkorlik qilib, o'zaro tajriba almashadilar, bu esa ta'lim sifatini yanada yaxshilaydi.

- **Xalqaro tajriba almashish:** Talabalar va o'qituvchilar chet elda o'qish va ishlash orqali yangi madaniyatlar bilan tanishib, keng dunyoqarashga ega bo'ladilar.

- **Karyera rivojlanishi:** Xalqaro mehnat bozorida talab etiladigan malakalarni o'zlashtirish orqali ishtirokchilar o'z karyeralarida yuqori natijalarga erishishlari mumkin.

- **Jamiyatlararo hamkorlikni rivojlantirish:** Yevropa va boshqa mamlakat yoshlari o'rtasida hamkorlik va muloqotni rivojlantirib, jamiyatlararo o'zaro tushunishni mustahkamlaydi. Shuningdek, maktab o'qituvchilari, yoshlar bilan ishlovchi mutaxassislar va sport sohasi vakillari ham Erasmus+ dasturida qatnashish imkoniyatiga ega. Erasmus+ dasturi o'z ishtirokchilariga quyidagi qator afzalliklarni taklif etadi:

- **Xalqaro ta'lim tajribasi:** Talabalar va yoshlar boshqa davlatlarda o'qish yoki ish tajribasini o'rganib, xalqaro miqyosdagi o'qitish va malaka oshirish imkoniyatiga ega bo'ladilar.

- **Ko'nikmalarni rivojlantirish:** Dastur orqali ishtirokchilar chet elda yashash va ishlash orqali o'zlarining til, madaniyat va kommunikatsiya ko'nikmalarini rivojlantiradilar.

- **Karyera imkoniyatlari:** Erasmus+ tajribasiga ega bo'lgan yoshlar xalqaro mehnat bozorida raqobatbardosh bo'lishadi.
- **Yangi madaniyatlar bilan tanishish:** Turli millat va madaniyat vakillari bilan tanishish orqali madaniy o'zaro boyish jarayoni yuz beradi.

Erasmus+ dasturi o'z ishtirokchilariga xalqaro ta'lim olish, karyerada muvaffaqiyat qozonish va yangi madaniyatlar bilan tanishish imkoniyatini beradi. Yevropa Ittifoqi tomonidan tashkil etilgan bu dastur nafaqat ta'lim va o'qitish sifatini oshiradi, balki turli mamlakat yoshlarini birlashtirib, jamiyatlararo o'zaro anglashuvni rivojlantiradi.

O'zMU xalqaro aloqalar bo'limi tomonidan Portugaliya Porto universiteti bilan 2024-2026 yillar uchun Erasmus+ KA171 ICM grant dasturi qo'lga kiritilgandi. Ushbu dastur administratsiya xodimlari, professor-o'qituvchilar va talabalar mobilligini o'z ichiga olgan.

### **Xulosa.**

Mazkur xalqaro dastur doirasida Amaliy ingliz tilshunosligi kafedra mudiri Bolibekova Mavjuda Mardievna Portugaliyaning Porto shahrida joylashgan Porto universitetiga tashrif buyurdi.

O'zMU professori dastavval Porto universiteti talabalariga o'z bilim va ko'nikmalarini ulashgan bo'lsa, dastur so'nggida hamkasblari tomonidan tashkil etilgan workshoplarda qatnashdi. Shuningdek, zamonaviy tilshunoslik va undagi dolzarb muammolar, adabiy tanqid yo'nalishida tashkil etilgan konferensiyada ham ishtirok etdi. Konferensiya mavzusi yuzasidan maqola tayyorlanib, nashr etish uchun taqdim etilgan. Shuningdek, kelgusidagi ilmiy tadqiqot ishlari uchun universitet professor-o'qituvchilaridan yangi metodlar o'rganildi va yangi tajribalar orttirilgan. Universitet kutubxonasidan keng foydalanilib, kutubxona asosiy bazasiga a'zo bo'lingan.

Bundan tashqari universitet professor – o'qituvchilari bilan tajribalar almashinildi va kelgusida ham universitetlararo xalqaro aloqalar almashiniladigan bo'ldi.

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## SWOT ANALYSIS OF STATE TECHNICAL HIGHER EDUCATION OF UZBEKISTAN

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*Keywords.* Uzbekistan, SWOT analysis, higher education, internal factors, external factors.

***Annotation.** In recent years, Uzbek state technical higher education institutions (STHEIs) have undergone significant reforms driven by modernization and internationalization. The internationalization of Uzbekistan’s technical higher education is evident through various initiatives, including student mobility programs, the development of international partnerships, the adoption of global standards, and increased integration with foreign technical universities. Modernization has also opened the door for manufacturing companies to collaborate with the education sector. Many higher education institutions in developed countries boast advanced facilities, libraries, faculty development programs, and research centers. However, alongside these new opportunities and reforms in Uzbekistan, several challenges and weaknesses persist.*

*This study aims to provide a clearer understanding of the current state of Uzbekistan’s technical higher education system by conducting a SWOT analysis. The analysis identified five key strengths, weaknesses, opportunities, and threats, out of more than 40 factors affecting STHEIs’ operations. Notably, post-COVID-19 complications pose a significant threat and demand attention. Research grants, however, offer one of the most promising opportunities. Uzbek STHEIs should capitalize on these grants while addressing challenges such as bureaucratic hurdles and unequal workloads. Furthermore, leveraging past successes, such as accredited programs and high graduation rates, can help maintain positive progress.*

## **Introduction.**

In recent years, Uzbekistan has begun to pay serious attention to increase the international prestige of higher education institutions. The Presidential Decree of the Republic of Uzbekistan “Concept of Development of Higher Education in the Republic of Uzbekistan until 2030” was approved on October 8, 2019. The concept states that at least 10 Uzbek state universities should have an international rating (Presidential Decree of the Republic of Uzbekistan, 2019, August 8).



Internationalization of technical higher education is also regarded as an important tool in ensuring Uzbekistan's economic stability. Moreover, in the last five years, the process of internationalizing technical higher education in the Republic of Uzbekistan has progressed to a new level. Since 2017, the development of the Republic of Uzbekistan's economic, social, political, and cultural life has received special attention. The "Strategy of Actions has been developed for five priority areas of development of the Republic of Uzbekistan for 2017–2021" has been developed. This strategy places a strong emphasis on the advancement of higher education.

SWOT analysis for HEI is a strategy for acquiring an assessment of an institution by evaluating internal and external factors that impact it and highlighting its strengths and weaknesses in relation to opportunities and threats in the institutional environment. Due to modernization and globalization, the Uzbek state technical higher education system has faced numerous new obstacles in recent years. Globalization has given industries access to the education sector as well. A group of highly driven and systematically trained academic forces is a significant contributor to the development of industry [1]. Educated and trained employees must keep their skills up to date on a regular basis. Students graduating from today's educational system should be prepared to handle the demands and challenges of Industry 4.0 [2]. They should have state-of-the-art technical knowledge. Many foreign higher education institutions have outstanding facilities, libraries, resources, faculty development programs, and research centres. However, there are some obstacles in Uzbekistan's institutions of higher education. The purpose of this study is to use a SWOT analysis to better comprehend the current situation of the higher education system.

### **Literature review.**

In the current reality, the development of the state technical higher education system at the national level in Uzbekistan is a critical component of the country's future economic growth, as well as various areas of production and social security. Higher education's excellent quality can not only produce a large number of highly

trained specialists in various fields, but it can also produce new leaders and entrepreneurs who can accelerate infrastructure growth through their initiative and expertise gained through higher education [3]. Despite all of Uzbekistan's current higher education's strengths, we must not overlook its weaknesses, since numerous issues prohibit higher education from becoming better and more competitive on an international level in one way or another. In this situation, further growth prospects in this area should be considered to eliminate or decrease current weaknesses [4]. To avoid the emergence of new weaknesses, it is also vital to be able to recognize possible threats.

A situational analysis, also known as a SWOT analysis, was undertaken to examine the future formation and growth of state technical higher education in Uzbekistan. This analysis demonstrates the region's existing potential and allows to identify the positive and negative external and internal elements influencing the development of this industry [5]. Based on a situational analysis, strategic decisions can be made to help determine development priorities and the impact of external and internal elements that can be used to assess higher education's competitiveness.

### **Materials and methods.**

For this study, descriptive methods were used and secondary data was gathered. Research methods can be classified in a variety of ways, but the most common distinction is between quantitative and qualitative approaches [6]. Statistics and information for this study were gathered from a variety of sources, including books, research articles, magazines, research journals, and reports from state technical higher education institutions, as well as websites. Analysis part of the data was based on the methodology suggested by Zainal Mohamed's book [7].

The analysis part of the research is based on the excel calculations and sorting the calculated data by decreasing order to define the most important factor among the listed internal and external factors.

Importance level and capability indicators were given marks from 0 – 10 marks range where 0 means the least important and 10 is the most important level.

In order to assess the weight fraction of each factor, the total sum of the importance column is calculated and the importance level of each factor is divided by the calculated total sum.

$$\text{Weight} = \text{Importance level} / \text{total sum of importance level} \quad (1)$$

To find the weighted scores of the factors, weight column marks are multiplied by corresponding capability values.

$$\text{Weighted score} = \text{weight} * \text{capability} \quad (2)$$

Once the weighted score column is generated, it can be sorted out by descending order. In this ordered column, the first five factors are considered as top strengths or opportunities.

To identify the top five threats and weaknesses, it is required to calculate the difference between the importance level and capability values of corresponding factors. Calculated difference values are sorted in descending order and the first five of them are known as the top five threats or weaknesses.

$$\text{Difference} = \text{importance level} - \text{capability} \quad (3)$$

The most important point is to use internal factors to find top five strengths and weaknesses whereas external factors are used to identify top five threat and opportunities.

### **THE MAIN OBJECTIVE OF THE STUDY**

The objective of the study is the following:

- Using a SWOT analysis, to bring attention to critical issues in Uzbek state technical higher education.
- Conducting a SWOT analysis to determine the elements that influence state technical higher education.
- To learn about the threats to Uzbekistan's state technical higher education.

### **INFLUENCING INTERNAL FACTORS**

Variety of things can have an impact on the state technical higher education institute's internal operations and performance. The majority of them are based on the higher education institute's previous success, student-faculty relationships, and campus characteristics.

**TABLE 1.**

<b>Internal Factors</b>	<b>Description</b>
Past performance	Past performance in terms of accredited programs and successful graduation rates
Employee categories	Varying perceptions of appropriate proportions of major employee categories (faculty, staff, and administrators)
Campus mission	Faculty and staff support the campus mission
Fiscal uncertainty	Fiscal uncertainty in managing some processes
Positive reputation	Positive reputation in the external community
Resource limitation	Limited resources for faculty and staff development
Positive experience	Positive experience with those who interact with the campus
Student support	Proactive student support such as access to services, faculty involvement with students and student leadership programs
Bureaucracy	Operational structure or bureaucracy
Sluggish responsiveness	Sluggish responsiveness to student and community needs
Competitive market	Highly competitive market for diverse faculty and staff
Learning and student-faculty interaction	Learning communities developing to enhance learning and student-faculty interaction
Unequal workloads	High and unequal workloads faculty & staff
Dedicated and Expert faculty	Dedicated and experienced teaching staff in a specific industry area
Healthy governance	Healthy shared governance
Residential Campus Development	Residential Campus Development in the territory of the institute
Hire and retain	Ability to hire & retain faculty
Campus characteristics	Friendly and safe campus characteristics such as medium size campus with small class size
Meaningless reporting	Reporting perceived as a ritual and meaningless
Fresh student ability	Student preparedness at the entrance
Campus in plan	Campus wide involvement in planning
Research expectation	Match between research expectation & support

## **INFLUENCING EXTERNAL FACTORS**

The state technical higher education institutions in Uzbekistan are subject to a variety of social forces and influences from the outside world. External impacts may come from one of two directions. Economic changes and demographic factors are examples of major societal issues that influence the direction and realities of higher education. The second derives from the requirement to account for, and in certain cases, control, financial expenditures, research type and scope, and other university operations, as required by funding sources, government agencies, and others.

**TABLE 2.**

<b>External Factors</b>	<b>Descriptions</b>
Tuition payments	Tuition fees provided by students
Governmental funds	Funds provided by the government to cover operating costs
Research grants	Grants and contracts for research and training from a variety of external agencies
Income-generating projects	Established Spin-off companies under number of faculties based on specialties
Competitive curriculum	It can influence attraction of potential applicants
Quality degree offerings	It is the number one criteria in competitive market in education industry
Facilities	It should be well equipped with necessary facilities (laboratories, auditorium)
Partnerships	Partnerships in support of institute initiatives
Diversity of region	Diversity of region regarded on student-industry
External relationships	External relationships in terms of academic programs, cultural activities,
Covid-19 Pandemic	Applied lockdown due to quarantine and shock in transferring study from offline to online.
New construction	To build new constructions to expand
Technological advances	Technological advances are the needs of the century
State budget crisis	State budget crisis directly affects the financial situation of the institute
Negative public perception	Increasing corruption rate causes negative public perception
The establishment of a new university in the area	It is a simple market demand and supply rule in the area.
Lack of knowledge about institute	Historical lack of knowledge about the institute
Stockton	development of university park, large student pool, increased interest in university connections

Global initiatives	Increased interest in global initiatives
Expanded workplaces in the area	It leads possibilities for the workforce in the area
Societal trends	Increased value of higher education completion and Growing demand for graduates

## Results.

Based on the listed internal and external factors, analysis have been done by

Appendix 1. External Environmental Factor Analysis						
	External factors	Importance level (a)	Capability (c)	Weight (b)	Weighted score (b) x (c)	Difference (a) - (c)
11	Covid-19 Pandemic	8	2	0.0625	0.125	6
14	State budget crisis	6	1	0.0469	0.046875	5
5	Competitive curriculum	8	4	0.0625	0.25	4
16	The establishment of a new university in the area	8	4	0.0625	0.25	4
13	Technological advances	7	3	0.0547	0.1640625	4
3	Quality degree offerings	10	7	0.0781	0.546875	3
6	Research grants	9	8	0.0703	0.5625	1
4	External relationships	9	8	0.0703	0.5625	1
9	Tuition payments	9	8	0.0703	0.5625	1
10	Governmental funds	8	7	0.0625	0.4375	1
7	Facilities	7	7	0.0547	0.3828125	0
1	Income-generating projects	8	5	0.0625	0.3125	3
20	Expanded workplaces in the area	5	8	0.0391	0.3125	-3
8	Partnerships	5	5	0.0391	0.1953125	0
15	Negative public perception	4	6	0.0313	0.1875	-2
12	New construction	3	8	0.0234	0.1875	-5
18	Stockton	4	5	0.0313	0.15625	-1
17	Lack of knowledge about institute	3	6	0.0234	0.140625	-3
21	Societal trends	1	9	0.0078	0.0703125	-8
2	Diversity of region	4	2	0.0313	0.0625	2
19	Global initiatives	2	4	0.0156	0.0625	-2
	<b>Total</b>	<b>128</b>		<b>1</b>	<b>5.578125</b>	
		Threat				
		Opportunities				

excel analytics tool. At the end, following top 5 Strengths, Weaknesses, Opportunities and Threats have been identified. TABLE 3

### Results of External Factor Analysis to find Top 5 Threats and Opportunities.

According to assessments and analyses of impacting external factors on state higher technical education institutes' activities, the top five opportunities for them include *research grants, external relationships, tuition payments, quality degree offerings, and governmental funds*. Where there is a consideration of external academic relationships with other foreign institutions, economic items dominate the top three opportunities. However, in terms of capability, quality degree offerings and government funds must be enhanced.

*Covid-19 Pandemic, state budget crises, competitive curriculum, the establishment of new non-state higher technical institutions in the area, and*

*technological advances* are among the top five threats to state higher technical education systems' operations, as shown in the Figure 1. Growth potential is a high-risk component among the top five threats. Because this component is really important, however the capability of growth potential is not adequately addressed.

**TABLE 4.**

<b>Appendix 2. Internal Environmental Factor Analysis</b>						
	<b>Internal Factors</b>	<b>Importance level (a)</b>	<b>Capability (c)</b>	<b>Weight (b)</b>	<b>Weighted score (b) x (c)</b>	<b>Difference (a) - (c)</b>
7	Positive experience	9	9	0.05143	0.4629	0
1	Past performance	9	8.5	0.05143	0.4371	0.5
14	Dedicated and Expert faculty	9	8.2	0.05143	0.4217	0.8
20	Fresh student ability	9	8	0.05143	0.4114	1
5	Positive reputation	10	7	0.05714	0.4000	3
15	Bureaucracy	9	2	0.05143	0.1029	7
12	Unequal workloads	8	2	0.04571	0.0914	6
16	Meaningless reporting	8	2.9	0.04571	0.1326	5.1
21	Fiscal uncertainty	7	2	0.04000	0.0800	5
17	Sluggish responsiveness	8	3.1	0.04571	0.1417	4.9
10	Healthy governance	10	6	0.05714	0.3429	4
22	Research expectation	9	5	0.05143	0.2571	4
18	Campus characteristics	8	6	0.04571	0.2743	2
8	Student support	8	6	0.04571	0.2743	2
19	Learning and student-faculty interaction	8	7	0.04571	0.3200	1
13	Campus in plan	8	7	0.04571	0.3200	1
9	Residential Campus Development	8	7	0.04571	0.3200	1
3	Campus mission	7	6	0.04000	0.2400	1
2	Employee categories	6	5	0.03429	0.1714	1
4	Hire and retain	7	7	0.04000	0.2800	0
11	Competitive market	6	7	0.03429	0.2400	-1
6	Resource limitation	4	5	0.02286	0.1143	-1
	<b>Total</b>	<b>175</b>		<b>1</b>		
		<b>Strengths</b>				
		<b>Weaknesses</b>				

#### Results of Internal factor analysis to find Top five strengths and weaknesses

Based on excel calculations and factor assessments, it is concluded that among 22 internal factors *positive experience, past performance, dedicated and expert faculty, fresh students' ability and positive reputation* are found as top five strengths of the state technical higher education institution in Uzbekistan.

In line with this, the analysis showed that *bureaucracy, unequal workloads, meaningless reporting, fiscal uncertainty, and sluggish responsiveness* are the top five weaknesses of state technical higher education systems in their activities and operations. The most significant factor that needs to be addressed is bureaucracy in the system. Moreover, the remaining weaknesses are also critical in terms of future growth in all directions.

## **Discussion.**

Discussing external factors influencing the development of state technical higher education systems, the top five opportunities and threats have been identified. Based on the identified top 5 factors, state technical higher education institutions should focus more on the COVID-19 pandemic because it is a serious threat. Research grants, on the other hand, are one of the most advantageous factors in terms of opportunities. State technical higher education institutions should make better use of it.

Coming to the internal factor analysis, the paper found out the top five strengths and weaknesses of state technical higher education institutions based on more than 20 internal factors. In fact, state technical higher education institutions need to avoid bureaucracy and unequal workloads while keeping in progress in positive experience and past experience in terms of accredited programs and successful graduation rates.

As is clear, metrics connected to professors are the most essential variables in enhancing educational quality, followed by indicators related to students, educational material, and educational technological equipment [8]. The current study suggests the following guidelines to improve educational quality:

1. Familiarity with and mastery various teaching methods by professors.
2. Striking a balance between content and carefully chosen resources on the one hand, and teaching subject and students' skills on the other.
3. Fostering a climate of respect and trust for students and their innovative ideas.
4. Creating and following a well-organized syllabus, as well as opportunities for discussion and encouraging students to think.
5. Increasing teachers' and students' access to the internet.
6. The impact of a professor's educational and research experiences on teaching effectiveness.
7. Adding fresh content to pamphlets and enriching their contents.



8. Increasing students' focus on education by increasing acceptance of their ideas about lessons, familiarizing students with their weaknesses and strengths, and balancing curriculum content with students' mental abilities.

9. Having classes with a reasonable and consistent number of students in relation to the number of professors.

10. Setting goals and clarifying the importance of subjects and their application in student's future life and job.

11. Creating an environment where professors see their educational and research activities as valuable and worthwhile.

12. Presenting a variety of resources for each subject and focusing on course content to assist students develop their analytical skills.

13. Provide institutions with audio and visual aids as well as teaching aids.

14. Providing job security, financial security, and professional support to professors.

15. Providing a foundation for instructors to become familiar with new and advanced teaching approaches.

16. Professors should encourage students to use equipment in their classroom lectures and use instructional media (videos, laptops, slides, and so on) when presenting course material.

17. Students that are innovative and exceptional are rewarded.

18. Creating a database that includes recent studies conducted within or outside the country (Uzbekistan) and valuing professors' educational and research services.

According to the above information, if the authorities of Uzbekistan's state technical higher education institutions want to use students' opinions to improve the educational quality of their institutions, they should follow the above-mentioned criteria in order of priority.

## **SWOT MATRIX**

		<h1>SWOT Analysis</h1>		
		“Strengths, Weaknesses, Opportunities, and Threats.”		
		Helpful	Harmful	
I N T E R N A L	<u>Strengths (S)</u>	<ul style="list-style-type: none"> <li>Positive experience</li> <li>Past performance</li> <li>Dedicated and Expert faculty</li> <li>Fresh student ability</li> <li>Positive reputation</li> </ul>	<u>Weaknesses (W)</u>	
			<ul style="list-style-type: none"> <li>Bureaucracy</li> <li>Unequal workloads</li> <li>Meaningless reporting</li> <li>Fiscal uncertainty</li> <li>Sluggish responsiveness</li> </ul>	
	E X T E R N A L	<u>Opportunities (O)</u>	<ul style="list-style-type: none"> <li>Research grants</li> <li>External relationships</li> <li>Tuition payments</li> <li>Quality degree offerings</li> <li>Governmental funds</li> </ul>	<u>Threats (T)</u>
				<ul style="list-style-type: none"> <li>Covid-19 Pandemic</li> <li>State budget crisis</li> <li>Competitive curriculum</li> <li>The establishment of a new university in the area</li> <li>Technological advances</li> </ul>

**FIGURE 3.** SWOT matrix for state technical higher education systems in Uzbekistan

**Conclusion.**

In conclusion, it is recommended to focus more on after Covid-19 Pandemic complications. Because, it is considered as a significant threat in the analysis. Research grants are one of the best factors in terms of opportunities. Especially, successfully applied international scientific research projects are considered as preference of the institutions. Uzbek STHEIs should make better use of it. On the other hand, it was found that STHEIs need to avoid bureaucracy and unequal workloads while keeping in progress in positive and past experiences in terms of accredited programs and successful graduation rates. Industry–Institute Interaction (III) improves collaboration between institutions and manufacturing companies in the area. To keep up with world-recognized universities and adapt to new

educational trends, Uzbekistan will need to restructure some of its STHEI's policies, infrastructure, procedures, and processes. There needs to be a lot of liberty, experimentation, trust, courage, dynamism, and faith in the ecosystem. In low-income areas state technical universities and institutes should be given special subsidies to strengthen their infrastructure and foster innovation, allowing them to gain international recognition. The mentioned weaknesses such as unequal workloads and bureaucracy in state technical higher education institutions are considered as research gaps in the particular field of study.

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## **BRIDGING CULTURES: HOW ERASMUS+ EMPOWERS YOUTH FOR A GLOBALIZED FUTURE**

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**Keywords.** *Uzbekistan, cross-culture, academic experience, socioeconomic injustice, intercultural communication, cultural differences.*

**Annotation.** *This essay examines how the Erasmus+ program empowers young people in a world that is becoming more linked and promotes cultural interchange. Erasmus+ began as a European student mobility program in 1987 and has now grown into a complete program that supports youth participation, education, and training globally. The program improves participants' academic chances, personal growth, and language proficiency by promoting cross-cultural contacts. Moreover, explores the background of Erasmus+, its importance in fostering compassion and understanding, and its function in tackling global issues including environmental sustainability and social inequity. It highlights the program's benefits to local communities and its emphasis on inclusion and diversity, especially for marginalized groups, via case studies, testimonies, and an analysis of technical breakthroughs. Also, addresses the difficulties that participants can have, such as linguistic and cultural limitations, and how the program offers assistance in overcoming these issues. The essay demonstrates how Erasmus+ develops engaged global citizens who are dedicated to having a positive effect on their communities by highlighting the long-term advantages of cultural exchange. In order to develop future leaders and promote a more inclusive global society, the article's conclusion highlights the necessity of sustained investment in youth mobility and cultural interchange. The Erasmus+ program continues to be a crucial forum for fostering youth understanding, cooperation, and creativity as the world changes.*

## **Introduction.**

It has never been more important to comprehend and value cultural variety in a world growing more interconnected by the day. One of the European Union's flagship programs, Erasmus+, is essential for empowering youth and fostering cross-cultural understanding. Since its start, Erasmus+ has given students innumerable chances to learn, study, and work overseas, promoting not just intellectual but also cultural and personal development. The Erasmus program was first created in 1987 with the goal of promoting student mobility throughout Europe. At first, it concentrated on higher education, giving students the

opportunity to study abroad, experience other cultures, and acquire priceless global knowledge. As the program has developed over time, it now includes youth exchanges, athletics, and vocational training, making it Erasmus+. This development demonstrates how education is evolving and how the value of cross-cultural interaction is becoming more widely acknowledged in a world that is becoming more interconnected by the day.

Fundamentally, Erasmus+ seeks to foster intercultural communication and collaboration among youth. Building empathy and respect for all cultures is crucial to building a peaceful global community in an era of many problems, including socioeconomic injustice and political unrest. In addition to promoting academic learning, the program helps participants cultivate critical thinking, communication, and flexibility—all of which are vital life skills. The Erasmus+ program's focus on language acquisition is one of its main advantages. Being multilingual might help individuals stand out in a crowded work market. As a result of their extensive experiences abroad, Erasmus+ participants frequently report notable gains in their language proficiency. Learning a new language requires more than just memorizing grammar and vocabulary; it also entails comprehending the customs, culture, and social mores of the speakers. Particularly for young professionals who will operate in diverse settings, this cultural sensitivity is priceless. Cultural interchange cultivates respect and empathy, two traits that are becoming more and more crucial in today's interconnected world. Young people gain a more comprehensive view of the world via their interactions with people from other backgrounds. They get an understanding of the importance of variety and cultural quirks. More inclusive communities are made possible by this knowledge, which aids in the fight against prejudice and stereotypes.

Additionally, Erasmus+ offers participants chances for both professional and personal growth. Many young people encounter difficulties when they go from school to the employment. They are better prepared to handle these obstacles because to the knowledge and expertise they have acquired during the program. Students who study overseas, for example, frequently return with increased self-

esteem, better problem-solving skills, and a stronger feeling of independence. These qualities not only help children develop personally, but they also increase their employability. Erasmus+ offers substantial academic advantages. The initiative improves students' academic experience by giving them access to a variety of educational systems. Participants frequently get the opportunity to work together on projects with peers from different nations, expanding their knowledge and comprehension of a variety of topics. Critical thinking and creativity, which are vital for success in any subject, are fostered in this cooperative learning environment. Erasmus+'s signature joint degree programs considerably expand academic options.

Through these programs, students can obtain degrees from many different universities, giving them credentials that are respected across the world. Because it shows a dedication to study and the capacity to adjust to various educational settings, this academic accreditation is extremely desirable in today's global employment market. Erasmus+ has a beneficial effect on local communities in addition to its individual participation. Students from many nations contribute their distinct cultures, viewpoints, and life experiences when they join together. The host community benefits from this cultural interchange, which fosters understanding and social cohesiveness. By taking part in cultural events and activities that promote intercultural communication, locals frequently interact with international students.

Cultural differences have been effectively closed by Erasmus+ through a number of initiatives. Themes like innovation, social inclusion, and sustainability are the subject of many programs. Projects that tackle climate change, for instance, not only inform youth about environmental problems but also motivate them to work together to find answers. These programs enable young people to take an active role in creating a sustainable future. It is impossible to ignore how technology may improve the Erasmus+ experience. Digital tools have revolutionized how students interact with their classmates globally and approach their education in recent years. Students may now collaborate on projects without

having to go physically thanks to the growing popularity of virtual exchanges. A feeling of global community is fostered by these online connections, which offer chances for cross-cultural conversation and learning. But even with all of Erasmus+'s advantages, there are still problems. Effective communication might be hampered by language issues, which makes it challenging for participants to completely integrate into their host culture. Preparatory language classes and cultural orientation workshops are frequently offered to assist participants adjust to their new surroundings in order to overcome this problem. Support systems at host universities are also essential for helping international students get used to their new environment. Challenges during the exchange experience may also arise from cultural differences. Young individuals could run across strange societal mores and traditions, which might cause miscommunications. In order to adequately prepare participants to deal with these disparities, programs that foster cultural sensitivity and understanding are crucial. Erasmus+ promotes constructive encounters and relationships by giving youth the tools they need to converse politely with individuals from different cultural backgrounds. Erasmus+ has a significant effect on youth empowerment. After their encounters, participants feel more purposeful and have a better grasp of their responsibilities as global citizens. Many graduates say they feel more inspired to change their communities and more involved in social causes. This feeling of civic duty is essential for encouraging social engagement, supporting democratic processes, and tackling urgent global issues.

Furthermore, Erasmus+ has played a significant role in advancing diversity and inclusivity. Underrepresented groups are deliberately encouraged to participate in the program, guaranteeing equal opportunity for youth from a variety of backgrounds. For example, programs designed to assist students with disabilities contribute to the development of an inclusive atmosphere in which everyone may succeed. Erasmus+ creates a diverse tapestry of experiences and viewpoints by encouraging variety inside the program, which strengthens intercultural understanding even more. The Erasmus+ program is well-positioned to adjust to the evolving requirements of youth and the global community in the future. The



program will remain crucial in developing future leaders who are prepared to tackle global challenges as they arise. New projects and collaborations will probably be sparked by the focus on innovation, sustainability, and digitization, guaranteeing Erasmus+'s continued relevance and influence. It is imperative that we keep funding youth mobility and cross-cultural contact as we go forward. To increase the program's exposure and accessibility, organizations, educational institutions, and policymakers must work together. We can encourage more young people to take advantage of these possibilities and interact with the globe by increasing knowledge of the advantages of Erasmus+.

It has never been more important to comprehend and value cultural variety in a world growing more interconnected by the day. One of the European Union's flagship programs, Erasmus+, is essential for empowering youth and fostering cross-cultural understanding. Since its start, Erasmus+ has given students innumerable chances to learn, study, and work overseas, promoting not just intellectual but also cultural and personal development. The Erasmus program was first created in 1987 with the goal of promoting student mobility throughout Europe. Originally centered on higher education, it gave students the opportunity to study abroad, explore other cultures, and get priceless global exposure. As the program has developed over time, it now includes youth exchanges, athletics, and vocational training, making it Erasmus+. This development demonstrates how education is evolving and how the value of cross-cultural interaction is becoming more widely acknowledged in a world that is becoming more interconnected by the day. Fundamentally, Erasmus+ seeks to foster intercultural communication and collaboration among youth. Building empathy and respect for all cultures is crucial to building a peaceful global community in an era of many problems, including socioeconomic injustice and political unrest.

In addition to promoting academic learning, the program helps participants cultivate critical thinking, communication, and flexibility all of which are vital life skills.

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advantages. Being multilingual might help individuals stand out in a crowded work market. As a result of their extensive experiences abroad, Erasmus+ participants frequently report notable gains in their language proficiency. Learning a new language requires more than just memorizing grammar and vocabulary; it also entails comprehending the customs, culture, and social mores of the speakers. Particularly for young professionals who will operate in varied settings, this cultural sensitivity is priceless.

Cultural interchange cultivates respect and empathy, two traits that are becoming more and more crucial in today's interconnected world. Young people gain a more comprehensive view of the world via their interactions with people from other backgrounds. They get an understanding of the importance of variety and cultural quirks. More inclusive communities are made possible by this knowledge, which aids in the fight against prejudice and stereotypes. Additionally, Erasmus+ offers participants chances for both professional and personal growth. Many young people encounter difficulties when they go from school to the employment. They are better prepared to handle these obstacles because to the knowledge and expertise they have acquired during the program. Students who study overseas, for example, frequently return with increased self-esteem, better problem-solving skills, and a stronger feeling of independence. These qualities not only help children develop personally, but they also increase their employability. Erasmus+ offers substantial academic advantages. The initiative improves students' academic experience by giving them access to a variety of educational systems. Participants frequently get the opportunity to work together on projects with peers from different nations, expanding their knowledge and comprehension of a variety of topics. Critical thinking and creativity, which are vital for success in any subject, are fostered in this cooperative learning environment.

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Further, Erasmus+ has played a significant role in advancing diversity and inclusivity. Underrepresented groups are deliberately encouraged to participate in the program, guaranteeing equal opportunity for youth from a variety of backgrounds. For example, programs designed to assist students with disabilities contribute to the development of an inclusive atmosphere in which everyone may succeed. Erasmus+ creates a diverse tapestry of experiences and viewpoints by encouraging variety inside the program, which strengthens intercultural understanding even more. The Erasmus+ program is well-positioned to adjust to the evolving requirements of youth and the global community in the future. The program will remain crucial in developing future leaders who are prepared to tackle global challenges as they arise. New projects and collaborations will probably be sparked by the focus on innovation, sustainability, and digitization, guaranteeing Erasmus+'s continued relevance and influence. It is imperative that we keep funding youth mobility and cross-cultural contact as we go forward. To increase the program's exposure and accessibility, organizations, educational institutions, and policymakers must work together. We can encourage more young people to take advantage of these possibilities and interact with the globe by increasing knowledge of the advantages of Erasmus+. The testimonies of Erasmus+ graduates provide witness to the program's enduring influence. Numerous participants share life-altering events, such as becoming friends with people from other nations for the rest of their lives or finding new interests and professional

choices. These stories emphasize the value of cross-cultural interaction in promoting compassion, comprehension, and teamwork.

We see firsthand the transformational potential of education and cross-cultural interaction through the Erasmus+ program. By enabling young people to overcome cultural barriers, we open the door to a more sustainable, inclusive, and peaceful future. Each participant's trip serves as a reminder that, despite our differences, we all have similar hopes and aims as global citizens. Erasmus+ encourages young people to take action and bring about good change in their communities and beyond by promoting this sense of common humanity. A diverse array of activities aimed at improving the educational experience may be found when analyzing the individual elements of the Erasmus+ program. Among the activities covered by the curriculum are:

**Higher Education Mobility:** This enables students to spend a time studying overseas, usually for three months to a year. Both their academic record and personal development are improved by this encounter.

**Vocational Education and Training (VET):** Erasmus+ provides possibilities for vocational training students to work abroad, fostering employability and skill development.

**Youth Exchanges:** By bringing together young people from other nations for activities centered around certain topics, these programs promote intercultural communication and cooperation.

**Strategic Partnerships:** In order to develop and exchange best practices in education and training, Erasmus+ encourages partnerships between enterprises, organizations, and educational institutions.

**Building Capacity:** With an emphasis on raising the standard of instruction and training, the initiative helps organizations in partner nations build their capacity.

Each of these elements supports the main objectives of Erasmus+, which are to increase employability, encourage inclusion, and give young people a feeling of European identity.

Erasmus+'s strategic significance goes beyond education. The program helps the European Union achieve its goals of creating a society that is inclusive and united. Erasmus+ supports cultural understanding and youth empowerment, which is in line with larger EU initiatives that aim to strengthen social cohesion and counteract racism and extremism.

Addressing urgent global concerns like social injustice and climate change is another important function of Erasmus+. The program promotes sustainable behaviors and engages youth with environmental issues by including sustainability into its initiatives. Social inclusion initiatives provide excluded groups more influence and guarantee that all young people can take use of the program's chances.

Additionally, the necessity of robust educational frameworks was highlighted by the COVID-19 epidemic. Erasmus+ swiftly adjusted, adopting remote learning techniques and digital technologies to guarantee that youth could continue to gain from global experiences. Online cooperation and virtual exchanges become crucial elements of the program, showcasing Erasmus+'s flexibility and agility in the face of global problems. The Erasmus+ alumni network is a valuable resource for both present and prospective participants. In mentorship programs, alumni frequently share their knowledge and perspectives with new members. This network of peer assistance promotes a culture of ongoing learning and development as well as a feeling of community.

Fundamentally, Erasmus+ seeks to foster intercultural communication and collaboration among youth. Building empathy and respect for all cultures is crucial to building a peaceful global community in an era of many problems, including socioeconomic injustice and political unrest. In addition to promoting academic learning, the program helps participants cultivate critical thinking, communication, and flexibility—all of which are vital life skills. The Erasmus+ program's focus on language acquisition is one of its main advantages. Being multilingual might help individuals stand out in a crowded work market. As a result of their extensive experiences abroad, Erasmus+ participants frequently report notable gains in their

language proficiency. Learning a new language requires more than just memorizing grammar and vocabulary; it also entails comprehending the customs, culture, and social mores of the speakers. Particularly for young professionals who will operate in varied settings, this cultural sensitivity is priceless. Cultural interchange cultivates respect and empathy, two traits that are becoming more and more crucial in today's interconnected world. Young people gain a more comprehensive view of the world via their interactions with people from other backgrounds. They get an understanding of the importance of variety and cultural quirks. More inclusive communities are made possible by this knowledge, which aids in the fight against prejudice and stereotypes. Additionally, Erasmus+ offers participants chances for both professional and personal growth. Many young people encounter difficulties when they go from school to the employment. They are better prepared to handle these obstacles because to the knowledge and expertise they have acquired during the program. Students who study overseas, for example, frequently return with increased self-esteem, better problem-solving skills, and a stronger feeling of independence. These qualities not only help children develop personally, but they also increase their employability. Erasmus+ offers substantial academic advantages. The initiative improves students' academic experience by giving them access to a variety of educational systems. Participants frequently get the opportunity to work together on projects with peers from different nations, expanding their knowledge and comprehension of a variety of topics. Critical thinking and creativity, which are vital for success in any subject, are fostered in this cooperative learning environment. Erasmus+'s signature joint degree programs considerably expand academic options. Through these programs, students can obtain degrees from many different universities, giving them credentials that are respected across the world. Because it shows a dedication to study and the capacity to adjust to various educational settings, this academic accreditation is extremely desirable in today's global employment market. Erasmus+ has a beneficial effect on local communities in addition to its individual participation. Students from many nations contribute their

distinct cultures, viewpoints, and life experiences when they join together. The host community benefits from this cultural interchange, which fosters understanding and social cohesiveness. By taking part in cultural events and activities that promote intercultural communication, locals frequently interact with international students.

Cultural differences have been effectively closed by Erasmus+ through a number of initiatives. Themes like innovation, social inclusion, and sustainability are the subject of many programs. Projects that tackle climate change, for instance, not only inform youth about environmental problems but also motivate them to work together to find answers. These programs enable young people to take an active role in creating a sustainable future. It is impossible to ignore how technology may improve the Erasmus+ experience. Digital tools have revolutionized how students interact with their classmates globally and approach their education in recent years. Students may now collaborate on projects without having to go physically thanks to the growing popularity of virtual exchanges. A feeling of global community is fostered by these online connections, which offer chances for cross-cultural conversation and learning. But even with all of Erasmus+'s advantages, there are still problems. Effective communication might be hampered by language issues, which makes it challenging for participants to completely integrate into their host culture. Preparatory language classes and cultural orientation workshops are frequently offered to assist participants adjust to their new surroundings in order to overcome this problem. Support systems at host universities are also essential for helping international students get used to their new environment. Challenges during the exchange experience may also arise from cultural differences. Young individuals could run across strange societal mores and traditions, which might cause miscommunications. In order to adequately prepare participants to deal with these disparities, programs that foster cultural sensitivity and understanding are crucial. Erasmus+ promotes constructive encounters and relationships by giving youth the tools they need to converse politely with individuals from different cultural backgrounds. Erasmus+ has a significant effect on youth empowerment.



After their encounters, participants feel more purposeful and have a better grasp of their responsibilities as global citizens. Many graduates say they feel more inspired to change their communities and more involved in social causes. This feeling of civic duty is essential for encouraging social engagement, supporting democratic processes, and tackling urgent global issues. In addition, Erasmus+ has played a significant role in advancing diversity and inclusivity. Underrepresented groups are deliberately encouraged to participate in the program, guaranteeing equal opportunity for youth from a variety of backgrounds. For example, programs designed to assist students with disabilities contribute to the development of an inclusive atmosphere in which everyone may succeed. Erasmus+ creates a diverse tapestry of experiences and viewpoints by encouraging variety inside the program, which strengthens intercultural understanding even more. The Erasmus+ program is well-positioned to adjust to the evolving requirements of youth and the global community in the future. The program will remain crucial in developing future leaders who are prepared to tackle global challenges as they arise. New projects and collaborations will probably be sparked by the focus on innovation, sustainability, and digitization, guaranteeing Erasmus+'s continued relevance and influence.

It is imperative that we keep funding youth mobility and cross-cultural contact as we go forward. To increase the program's exposure and accessibility, organizations, educational institutions, and policymakers must work together. We can encourage more young people to take advantage of these possibilities and interact with the globe by increasing knowledge of the advantages of Erasmus+. The testimonies of Erasmus+ graduates provide witness to the program's enduring influence. Numerous participants share life-altering events, such as becoming friends with people from other nations for the rest of their lives or finding new interests and professional choices. These stories emphasize the value of cross-cultural interaction in promoting compassion, comprehension, and teamwork. Erasmus+ allows us to see firsthand the transformational potential of education and cross-cultural interaction. A more inclusive, peaceful, and sustainable future is

made possible by giving young people the tools they need to overcome cultural differences. Each participant's trip serves as a reminder that, despite our differences, as global citizens, we have similar objectives and aspirations. Erasmus+ promotes this common humanity, motivating youth to take initiative and bring about constructive change both inside and outside of their communities.

To sum up, Erasmus+ is a potent instrument for empowering young people and overcoming cultural divides. The program has a significant effect on local communities, individual individuals, and society at large. Erasmus+ gives young people the experiences and skills they need to succeed in a globalized society by boosting personal and professional development, improving academic possibilities, and cultivating cultural awareness. To guarantee that future generations may experience the transforming potential of cultural interaction, we must pledge to fortify and grow Erasmus+ as we commemorate its accomplishments. The accounts of Erasmus+ graduates provide witness to the program's enduring influence. Numerous participants share life-altering events, such as becoming friends with people from other nations for the rest of their lives or finding new interests and professional choices. These stories emphasize the value of cross-cultural interaction in promoting compassion, comprehension, and teamwork. Erasmus+ allows us to see firsthand the transformational potential of education and cross-cultural interaction. A more inclusive, peaceful, and sustainable future is made possible by giving young people the tools they need to overcome cultural differences. Each participant's trip serves as a reminder that, despite our differences, as global citizens, we have similar objectives and aspirations. Erasmus+ promotes this common humanity, motivating youth to take initiative and bring about constructive change both inside and outside of their communities.

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**ERASMUS+ DASTURI DOIRASIDA UNIVERSITETLARARO  
HAMKORLIK VA INNOVATSION MOBILLIK TASHABBUSLARI**

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*Institution: Samarkand State University.*

*Host institution: Josip Juraj Strossmayer University of Osijek.*

*Keywords: Erasmus+, international education, scientific cooperation, capacity building, intercultural exchange.*

***Annotation.** This analysis is about the project "Financial support for staff mobility" implemented within the framework of the Erasmus+ program. This project was established for the purpose of education and training in the 2023/2024 academic year, and its main goal is to promote international cooperation and professional development.*

### **Kirish.**

Mazkur tahlil Erasmus+ dasturi doirasida amalga oshirilgan "Xodimlar harakatchanligini moliyaviy qo'llab-quvvatlash" loyihasi haqida. Ushbu loyiha 2023/2024 o'quv yilida o'qitish va tayyorlash maqsadida tashkil etilgan bo'lib, uning asosiy maqsadi xalqaro hamkorlikni rivojlantirish va malaka oshirishga ko'maklashishdir.

### **Loyihaning umumiy ma'lumotlari**

Loyiha raqami: 2023-1-HR01-KA171-HED-000122182

Faoliyat turi: Oliy ta'lim

Sinfi: 605-01/24-01/01

Ro'yxatga olish raqami: 2158-60-03-24-351

Tomonlardan biri sifatida loyiha Osijekdagi Josip Juraj Strossmayer universiteti (HR OSIJEK01) bilan hamkorlikda amalga oshirildi.

Universitet manzili: Trg Sv. Trojstva 3, 31000 Osijek.

### **Loyihaning kutilayotgan natijalari**

Loyihaning asosiy maqsadlari quyidagilardan iborat:

1. Bo'limlar o'rtasidagi barqaror hamkorlikni rivojlantirish va uni universitet darajasiga kengaytirish.
2. Namibiya qishloqlarini rivojlantirish uchun mevalarni qayta ishlash va texnologiya transferi bo'yicha ko'nikmalarni oshirish.
3. Tadqiqot loyihalari bo'yicha hamkorlik imkoniyatlarini o'rganish.
4. Yangi loyihalarni amalga oshirish uchun kelishuvlarga erishish.
5. Olimlar o'rtasidagi harakatchanlikni oshirish.

6. Innovatsion ta'lim va tadqiqot natijalarini o'quv jarayonlariga integratsiya qilish.

7. Qishloq xo'jaligi fakultetida seminarlar tashkil etish orqali bilim va tajriba almashish.

### **Loyihaning asosiy faoliyatlari**

Loyiha doirasida bir qator amaliy ishlar amalga oshirildi:

1. Tadqiqotchilar tomonidan o'quv mashg'ulotlari tashkil etildi va dala joylariga tashrif buyurildi.

2. Laboratoriya faoliyati va o'quv jarayonlarida qatnashish orqali tajriba almashildi.

3. Oziq-ovqat mahsulotlarini qayta ishlash korxonalariga tashrif buyurildi va ularning faoliyati bilan yaqindan tanishildi.

4. Tadqiqot natijalari va xalqaro hamkorlik imkoniyatlari muhokama qilindi, kelajakda amalga oshiriladigan loyihalar belgilandi.

### **Loyihaning mobillik dasturi va maqsadlari**

Mobillik dasturi ingliz tilida olib borildi. Quyidagi umumiy maqsadlarga erishish rejalashtirildi:

- Xalqaro aloqalar va treninglar orqali yangi loyiha tashabbuslarini rivojlantirish.

- Namibiyada uzum va mevali daraxtlarni aniqlash bo'yicha ko'nikmalarni oshirish.

- Iqlim o'zgarishi ta'sirini yumshatishga qaratilgan loyihalarni ishlab chiqish.

- Mahalliy qishloq xo'jaligi mahsulotlariga qo'shimcha qiymat qo'shish orqali oziq-ovqat mahsulotlarini qayta ishlash bo'yicha tadqiqot ko'nikmalarini rivojlantirish.

- Universitetlar o'rtasidagi tajriba almashuvni davom ettirish va pedagogik dasturlarni takomillashtirish.

### **Loyihaning qo'shilgan qiymati**

Mazkur loyiha doirasida:

1. Texnologiya transferi va tajriba almashish rag'batlantirildi.
2. Universitetlarning ta'lim mazmuni va yo'nalishlari boyitildi.
3. Yangi xalqaro hamkorlik aloqalari yo'lga qo'yildi.
4. Ilmiy salohiyatni kuchaytirish orqali qishloq joylarini rivojlantirishga hissa qo'shildi.

### **Tayyorlash va qo'llab-quvvatlash**

Evropa Ittifoqiga a'zo davlatlar yoki uchinchi davlatlardagi Oliy Ta'lim muassasalari tomonidan quyidagilar amalga oshirildi:

- Talabalar va xodimlarni Erasmus+ Talaba Xartiyasi bilan tanishtirish.
- Grantlarni oldindan moliyalashtirish va dastlabki xarajatlarni qoplash.
- Turar joy topishda yordam ko'rsatish.
- Madaniyatlararo va til bo'yicha tayyorgarlikdan o'tkazish.
- Vizalar va sug'urta bo'yicha maslahatlar berish.

**Xulosa** Mazkur loyiha xalqaro hamkorlikni mustahkamlash, ilmiy salohiyatni oshirish va yangi innovatsion loyihalarni amalga oshirish uchun muhim qadam bo'ldi. Ushbu natijalar nafaqat loyiha ishtirokchilari uchun, balki butun universitetlar hamjamiyati uchun katta ahamiyatga ega.

## **THE ROLE OF GLOBALIZATION IN DEVELOPMENT OF TEACHERS: IN CASE OF ERASMUS + STAFF MOBILITY FOR TEACHING**

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*Host institution: John Paul II University in Biala Padlaska*

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**Keywords:** *Erasmus+, international education, scientific cooperation, mobility programs, educational practices.*

**Annotation.** *Globalization has profoundly influenced education systems worldwide, reshaping the way teachers develop professionally and personally. This article examines the role of globalization in teacher development through the lens of the Erasmus+ Staff Mobility for Teaching program. By fostering cross-border educational exchange, Erasmus+ has emerged as a vital tool for equipping educators with intercultural competencies, innovative teaching methodologies, and global perspectives. The findings underscore how mobility programs enhance educational practices and contribute to the United Nations Sustainable Development Goals (SDG), particularly Goal 4: Quality Education.*

### **Introduction.**

Globalization, characterized by the increasing interconnectedness of nations, has transformed education into a global endeavor. Teachers play a critical role in this transformation, as they are the conduits of knowledge and cultural exchange in an increasingly diverse and globalized classroom. Programs like Erasmus+ Staff Mobility for Teaching exemplify how globalization facilitates the professional growth of educators by enabling them to share and acquire knowledge across borders.

The United Nations, through initiatives like UNESCO's teacher mobility reports, highlights the importance of fostering teacher development as a means of achieving inclusive and equitable quality education. This article explores how the Erasmus+ program supports these goals, offering insights into its successes and challenges.

Globalization can contribute to the teacher development process. Numerous researches have been conducted to study the effects of globalization on development of teaching skills. Rizvi, F., & Lingard, B. (2009) focus on globalization's influence on educational policy and teacher development. Stromquist, N. P. (2002) researches teacher mobility and its role in global

education. While, Marginson, S. (2006) explores higher education in a globalized context, including staff and academic mobility. Results of those works points that globalization brings opportunities for teachers to expand their expertise by interacting with diverse educational systems. Exposure to different teaching methodologies, cultures, and educational challenges broadens their perspectives and enhances their ability to adapt to various classroom settings.

UNESCO emphasizes that teacher mobility is essential for addressing global education challenges. Its reports highlight that international exposure contributes to innovation and inclusivity in education systems (UNESCO, 2020). Through programs like Erasmus+, teachers gain access to this critical global learning.

Erasmus+ Staff Mobility for Teaching is a program that facilitates the exchange of educators across European nations, allowing teachers to experience different educational systems firsthand. This mobility fosters: professional growth, as teachers acquire new pedagogical techniques and strategies; intercultural competence, because interaction with different cultures enhances teachers' ability to navigate diversity in their classrooms; and networking opportunities, as teachers establish connections with peers globally, enabling collaboration beyond the mobility period.

The European Commission's evaluation of Erasmus+ confirms its impact on teacher confidence, adaptability, and innovative teaching practices (European Commission, 2021). The United Nations Sustainable Development Goal 4, which focuses on ensuring inclusive and equitable quality education, identifies teacher training and mobility as key strategies. Erasmus+ contributes directly to these objectives by, promoting lifelong learning via encouraging teachers to embrace continuous professional development, advancing equity in education via preparing teachers to address diverse student needs, and fostering innovation via sharing best practices across borders to create globally competent educators.

UNESCO's Global Citizenship Education framework reiterates the importance of such programs, highlighting their role in preparing learners and teachers for 21st-century challenges (UNESCO, 2015).



Despite its success, Erasmus+ faces challenges, including: limited accessibility - teachers from disadvantaged backgrounds may face barriers to participation; cultural adjustment - participants often encounter difficulties adapting to new environments.

To enhance its reach and effectiveness, the following recommendations are proposed: increase funding - broaden accessibility by subsidizing participation costs for underrepresented groups; provide cultural training - prepare teachers for intercultural engagement before their mobility period; strengthen partnerships - expand the program to non-European nations to foster global collaboration.

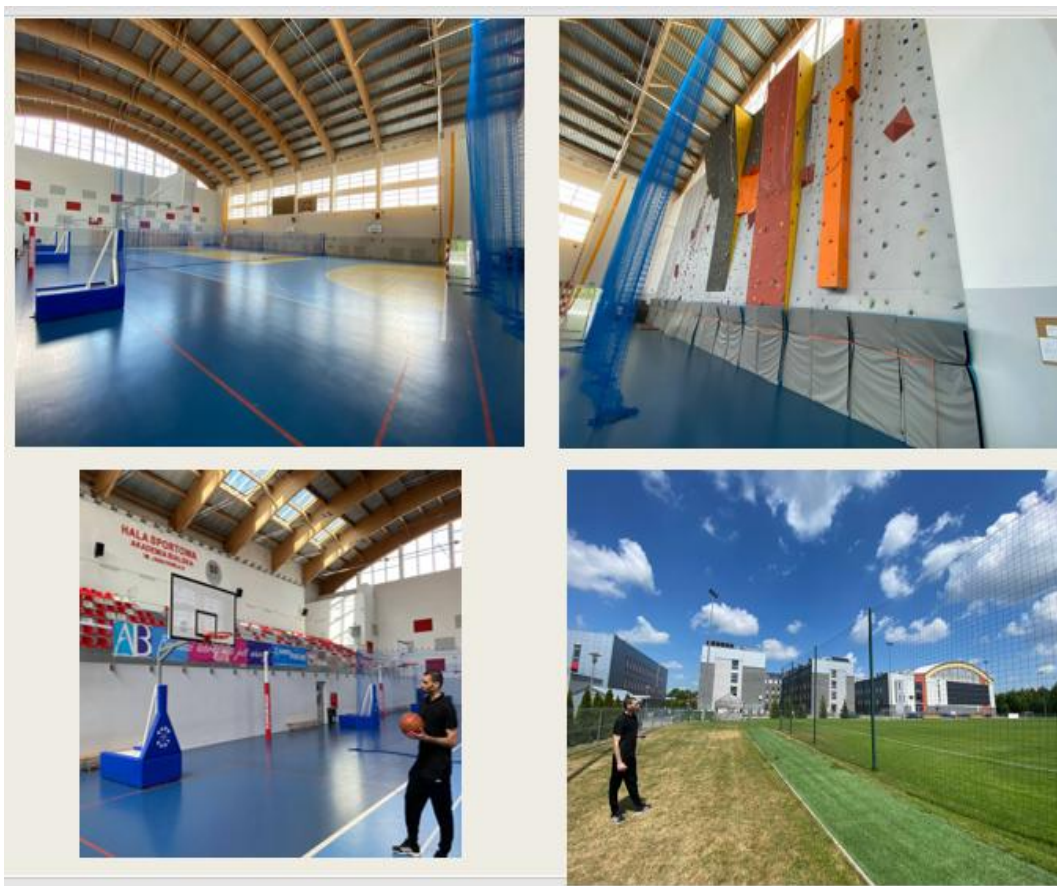
### **Conclusion**

Globalization has transformed teacher development, making programs like Erasmus+ indispensable for cultivating globally competent educators. By enabling teachers to engage in cross-border mobility, Erasmus+ aligns with the United Nations' vision of inclusive and equitable education. However, addressing the program's challenges will be crucial to maximizing its potential and ensuring its benefits are accessible to all educators.

### **Appendix**



**Photo 1:** Arrival at John Paul II Akademia Bialska University



**Photo 2:** Familiarizing with sport facilities of “Sport and Tourism” department





**Photo 3 and 4:** Providing lectures on the topic “Tourism potential of Khorezm”

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## ADVANTAGES OF CREDIT MOBILITY AND DOUBLE DEGREE PROGRAMS

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*Program Type: Double degree*

*Program Duration: 01/10/2023 – 01/03/2024*

***Keywords:** International credit mobility, Double degree program, University of Klagenfurt, Muhammad Al-Khwarizmi University, Artificial intelligence, Smart Cities, Big Data, Transport telematics, Academic mobility, Global education.*

***Annotation.** This article explores the impact of international credit mobility and double degree programs on students. Using the double degree program between Tashkent University of Information Technologies named after Muhammad al-Khwarizmi and the University of Klagenfurt as a case study, it examines the knowledge and experiences students gained, focusing on unique aspects such as mixed-level classes involving undergraduate, master's, and doctoral students. The article also highlights the benefits and challenges encountered during the program, offering insights into the value of international education in fostering collaboration and innovation.*

### **Introduction**

International education programs have become indispensable in today's globalized world, significantly contributing to students' personal and professional development. One successful initiative in this area is the double degree program jointly implemented by the Tashkent University of Information Technologies named after Muhammad al-Khwarizmi and the University of Klagenfurt in

Klagenfurt, Austria. This program not only provided students with an opportunity to gain in-depth academic knowledge and learn about cutting-edge technologies but also offered them the chance to experience a new culture, build international connections, and expand their global networks. The article discusses the admission process, knowledge and skills gained during the program, advantages, and challenges encountered.

### **Admission Process**

An announcement on TUIT's official social media accounts marked the start of the program's participation. Students who were interested had to fill out an application. The following steps were part of the selection process:

**Application Submission:** Students sent in their appropriate credentials, accomplishments, and academic records.

**Interview:** To evaluate the chosen candidates' academic abilities, research background, and suitability for studying abroad, they participated in an interview.

Official admission and access to the University of Klagenfurt system were granted to the successful applicants. To ensure a seamless transition to the host institution, help was given with paperwork preparation and visa application.

### **Acquired Information and Experiences**

In cutting-edge fields, the double degree program offered a platform for learning both theory and practice.

### **Core Subjects**

Transportation Telematics Advances: Digitalization, Automation, and Smart Logistics

Robotics Fundamentals

Seminar in Big Data, Predictive Analytics, and Automation

Smart Cities: Technology, Management & Governance

Privatissimum for Master and PhD Students

These subjects introduced students to advanced technological solutions and inspired them to pursue research in areas such as artificial intelligence, smart cities, and big data analytics.

### **Elective Courses**

In addition to core subjects, students could select elective courses, allowing them to tailor their learning experience to their career goals. Some students focused on algorithms in artificial intelligence, while others specialized in transportation system management and automation.

### **Unique Teaching Methods**

Classes at University of Klagenfurt were designed to foster collaboration among students at different academic levels, including undergraduates, master's students, and doctoral candidates.

### **Advantages of Mixed-Level Classes:**

**Experience Sharing:** Doctoral and master's students guided undergraduates, sharing their expertise and motivating them.

**Networking Opportunities:** The environment encouraged the formation of professional relationships that could lead to future collaborations.

**Innovative Learning:** Exposure to diverse perspectives enriched classroom discussions, fostering innovative approaches to problem-solving.

### **Benefits and Opportunities**

**Financial Support:** The program was fully funded, enabling students to focus solely on their education.

**Cultural Exposure:** Students interacted with peers from various cultural backgrounds, enhancing their cross-cultural understanding.

**Research Opportunities:** Access to state-of-the-art laboratories and participation in international conferences provided invaluable academic exposure.

**Travel Opportunities:** Studying in Austria allowed students to explore other European countries, broadening their global perspective.

### **Challenges Encountered**

**Language Barriers:** While classes were conducted in English, students needed German language skills for daily interactions and administrative tasks, highlighting the importance of learning the local language.

**Accommodation:** Finding and securing housing in Austria proved challenging due to administrative and logistical complexities.

**Academic Workload:** The rigorous curriculum required significant time management and effort from the participants.

### **Statistics and Facts**

A total of six students participated in this program, each achieving notable academic and research milestones. Research conducted during the program gained recognition at international conferences, showcasing the program's success.

### **Personal Reflections and Recommendations**

**Advice for Prospective Students:** To maximize the benefits of a double degree program, students should prepare thoroughly by mastering both the academic language (English) and the host country's local language (e.g., German). This preparation will facilitate cultural integration and enhance communication.

**Suggestions for Future Programs:** Expanding partnerships between institutions and encouraging students' involvement in international research projects can further enhance the effectiveness of such programs.

### **Conclusion**

International credit mobility and double degree programs are instrumental in shaping students into globally competent and innovative professionals. The collaboration between Muhammad Al-Khwarizmi TUIT and University of Klagenfurt exemplifies how such initiatives can create opportunities for academic growth and cross-cultural exchange, preparing students to address global challenges effectively.

## ADVANTAGES OF CREDIT MOBILITY AND DOUBLE DEGREE PROGRAMS

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*Erasmus+ ICM KA1717*

*16/02/2024-15/07/2024*

**Keywords:** *Erasmus+ International Credit Mobility, Paris Lodron University of Salzburg, GIS, geospatial technologies, cultural exchange, academic growth, drones, Agisoft Metashape, personal development, student mobility.*

**Annotation.** *This article reflects on my Erasmus+ International Credit Mobility experience at Paris Lodron University of Salzburg, Austria. It explores my motivations for joining the program, the enriching cultural and academic environment, and the personal growth I achieved. Key highlights include learning advanced GIS tools like drones and Agisoft Metashape, participating in the DEvision dissemination event, and contributing to collaborative projects. The experience was transformative, offering both challenges and opportunities that broadened my horizons and prepared me for future endeavors.*

### **Introduction.**

Studying abroad is a dream for many students, and I am fortunate to have lived this dream through the Erasmus+ International Credit Mobility program. My semester at Paris Lodron University of Salzburg, Austria, from February 16, 2024, to July 15, 2024, was an incredible journey that enriched my academic knowledge, exposed me to diverse cultures, and fostered personal growth. It was an experience filled with challenges, discoveries, and moments that I will cherish forever.

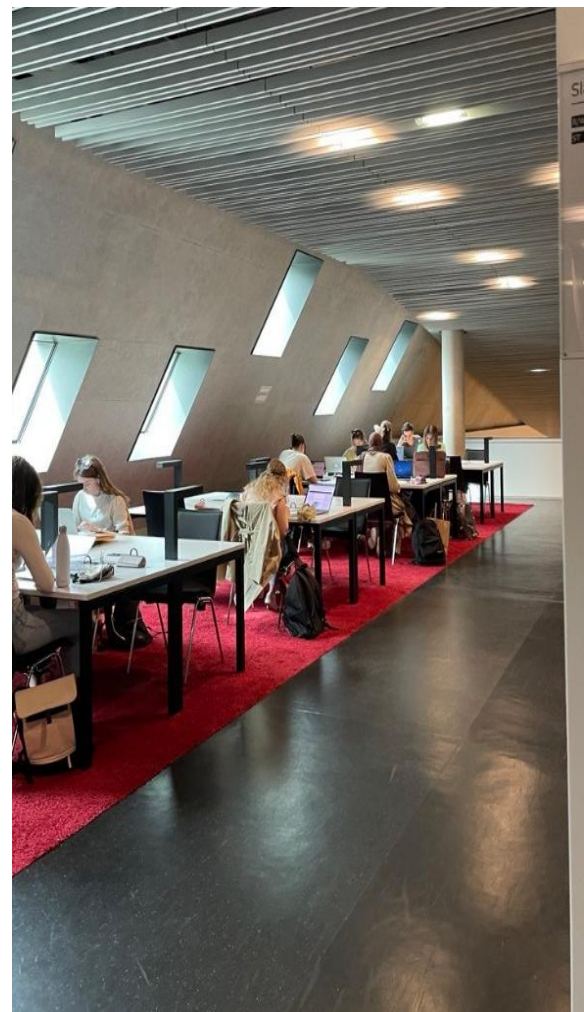
I applied for Erasmus+ because I wanted to experience a new academic environment, immerse myself in a different culture, and challenge myself to grow



personally and professionally. This program seemed like the perfect opportunity to expand my horizons and make unforgettable memories.

Paris Lodron University of Salzburg is renowned for its high academic standards and innovative research in various fields, including geoinformatics. The university's Department of Geoinformatics (Z\_GIS) is a hub of excellence, offering cutting-edge courses and state-of-the-art facilities. Studying in such an environment was both motivating and rewarding. The campus itself, located in the picturesque city of Salzburg, provided a vibrant and welcoming atmosphere for students. The university's commitment to fostering international collaboration and cultural exchange made it the perfect place for an enriching Erasmus+ experience.

Figure 1. University's library



Living in Salzburg introduced me to a new culture, language, and way of life. From learning basic German phrases to enjoying traditional Austrian dishes like schnitzel and apfelstrudel, I embraced every opportunity to experience the local culture. It was inspiring to study in a city rich in history and culture, famously known as the birthplace of Mozart and the setting for *The Sound of Music*. Interacting with fellow students from various parts of Europe and beyond allowed me to share my Uzbek heritage while learning about theirs. During my Erasmus+ experience at Paris Lodron University of Salzburg, I had the wonderful opportunity to participate in the International Cafe event organized by the International Office. This event provided students from diverse cultural backgrounds with a platform to share their traditional meals and learn about each



other's culinary heritage.

Figure 2. "International Cafee" event

As part of the event, I prepared plov, a beloved traditional dish from my home country. Sharing this meal with my peers allowed me to introduce a piece of my culture and engage in meaningful conversations about food, traditions, and the similarities we share despite our different backgrounds.

From February 19 to March 1, I participated in the Orientation Week at Paris Lodron University of Salzburg. This period was designed to help us settle in, meet fellow Erasmus+ students, and prepare for the academic semester. We attended campus tours, workshops on Austrian culture, and sessions on academic tools and resources. One of the best parts was meeting students from all over the world and building friendships that lasted throughout the program. Exploring Salzburg together, trying traditional Austrian cuisine, and learning a bit of German were some of the highlights of the week. On March 1, classes officially began, marking the start of an exciting academic journey.

As a student of geography and geospatial science at the National University of Uzbekistan, my Erasmus+ semester gave me the chance to immerse myself in an advanced academic environment. I attended courses and worked on projects that deepened my understanding of GIS while connecting with experts and like-minded students. The Department of Geoinformatics (Z\_GIS) at Paris Lodron University of Salzburg offered a variety of courses that perfectly aligned with my interests in GIS and remote sensing.



Figure 3. DEvision dissemination event

During my time there, I enhanced my technical skills by learning to use advanced tools such as GPS devices, drones, and Agisoft Metashape for spatial data collection and processing. These hands-on experiences complemented my coursework and allowed me to gain practical insights into geospatial technologies. I also had the opportunity to attend the DEvision dissemination event, where I

learned about innovative projects and research in the field of GIS, further broadening my knowledge and inspiring me to pursue new ideas.

Access to state-of-the-art laboratories and software tools such as ArcGIS and Google Earth Engine helped me explore new methodologies in spatial analysis. Engaging with professors and peers from diverse academic backgrounds broadened my perspective and inspired me to think critically about global challenges.

Erasmus+ challenged me to step out of my comfort zone. Navigating a new city, adapting to a different education system, and building connections in an unfamiliar environment required resilience and adaptability. These experiences not only boosted my confidence but also equipped me with skills that will benefit me in both my professional and personal life.

I am immensely grateful to Erasmus+ for providing this opportunity and to the professors and coordinators at both universities for their support and guidance. This exchange has reinforced my passion for GIS and environmental studies, motivating me to contribute to sustainable urban development in my home country and beyond.

As I reflect on my Erasmus+ experience, I realize it was not just an academic exchange but a journey of self-discovery and global citizenship. The friendships I have made, the knowledge I have gained, and the memories I have created will stay with me forever. I wholeheartedly encourage other students to embrace the Erasmus+ program and embark on their own transformative journeys.

# ERASMUS THE IMPORTANCE OF INTERNATIONAL MOBILITY WITHIN THE ERASMUS PROGRAM IN THE INTEGRATION OF SCIENCE

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*Host institution: Josip Juraj Strossmayer University of Osijek.*

*Keywords: Erasmus+, innovative mobility, international collaborations, pedagogical and curriculum design.*

*Annotation. This analysis is about the project "Financial Support for Staff Mobility" implemented within the framework of the Erasmus+ program. This project was established for education and training in the 2023/2024 academic year, and its main goal is to promote international cooperation and professional development.*

## **General Information About the Project**

- **Project Number:** 2023-1-HR01-KA171-HED-000122182
- **Activity Type:** Higher Education
- **Class:** 605-01/24-01/01
- **Registration Number:** 2158-60-03-24-351

The project was carried out in collaboration with the Josip Juraj Strossmayer University of Osijek (HR OSIJEK01).

- **University Address:** Trg Sv. Trojstva 3, 31000 Osijek.

Associate Professor Gavkhar Abdukarimovna Dushanova of the Department of Genetics and Biotechnology at the Biochemistry Institute, Samarkand State University named after Sharof Rashidov, and doctoral candidate Sevara Abdumanovna Khalilova participated in a professional development program as part of the Erasmus+ Staff Mobility Financial Support project for the 2023/2024 academic year. The project, registered under number 2023-1-HR01-KA171-HED-000122182 (registration number: 2158-60-03-24-351), was hosted by the Faculty

of Agrobiotechnology at the Josip Juraj Strossmayer University of Osijek (HR OSIJEK01) from April 11 to April 21, 2024. Under the supervision of Professor Mato Drenjančević from the Faculty of Agrobiotechnology, the following tasks were outlined within the mobility program:

**Developing projects through international collaborations and training.**

Enhancing skills in identifying grapevine and fruit tree varieties in Uzbekistan.

Expanding knowledge and networks to design and implement new projects aimed at mitigating climate change.

Improving research competencies in food processing to add value to local grapes, fruits, and vegetables.

Strengthening cooperation and knowledge exchange between universities.

**Developing pedagogical and curriculum design skills.**

Promoting sustainable collaboration between departments and extending it to the university level.

Advancing skills in fruit processing and technology transfer to support rural development in Uzbekistan.

Exploring opportunities for collaboration on research projects.

Reaching agreements for the implementation of new projects.

Fostering academic mobility through strengthened collaboration among researchers.

Applying innovative educational methods in biological experiments and integrating research knowledge into academic curricula.

Organizing seminars for researchers and students at the Faculty of Agriculture to facilitate knowledge and experience exchange.

**Added value of the mobility program:**

- Encouraging technology transfer and experience sharing.
- Enriching and expanding the educational content and focus areas of universities.

- Establishing relationships with new partners and enhancing internationalization.
- Strengthening scientific potential through academic mobility aimed at commercialization and rural development.

**Activities implemented within the proposed mobility program:**

**1. Training sessions and field visits:**

Training sessions were conducted under the guidance of Prof. Mato Drenjančević, including visits to grapevine experimental field sites.

**2. Participation in university activities:**

The participants engaged in educational processes alongside researchers from Josip Juraj Strossmayer University. They actively participated in the operations of biochemistry, molecular genetics, chemical analysis, and zoology laboratories and familiarized themselves with laboratory equipment.

**3. Visits to food processing facilities and research fields:**

The participants visited food processing sites and companies, including experimental vineyard sites of the University of Pécs, Hungary, where they explored operations and established connections with experts.

**4. Discussions and planning:**

Research results and the status of international collaborations were discussed, and tasks for the development and implementation of new projects were defined.

**Significance of the Erasmus+ project activities:**

During the seminar-training program, the importance of technological reforms in agriculture, their application in production, and the collection and development of grapevine varieties were emphasized. Special attention was given to producing wine, maintaining grapevine collections, and enriching these collections with Uzbekistan's native grapevine varieties. Developing a catalog of grapevine collections and focusing on the genofund of Uzbekistan's grape varieties were identified as key priorities for future project development.

**References**

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2. <https://www.unios.hr/en/>

**ERASMUS+ И ФОРМА ПОВЫШЕНИЯ КВАЛИФИКАЦИИ НА  
«LATE SUMMER SCHOOL 2024» В TU DRESDEN**

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*ERASMUS + staff mobility*

*19/09/2024 – 27/07/2024*

*Keywords: Erasmus+ ICM, устойчивое образование, международная мобильность, межкультурная компетенция, педагогика, симуляционные игры, цифровые технологии, музейная педагогика, профессиональное развитие, международное сотрудничество, TU Dresden.*

**Annotation.** *В статье представлен опыт участия автора в международной программе «Late Summer School 2024», организованной Техническим университетом Дрездена (TU Dresden) в рамках программы Erasmus+ International Credit Mobility. Основной темой мероприятия была «SPARKLES FOR SCHOOL», с акцентом на устойчивое развитие, педагогические инновации и развитие межкультурной компетенции. Автор делится впечатлениями о работе в международной команде, где участники обменивались образовательными подходами и интегрировали культурные особенности в свои проекты. Особое внимание уделено Carlowitz Simulation Game — уникальной симуляционной игре, направленной на моделирование устойчивого лесопользования и торговли древесиной. Игра позволила участникам развить навыки стратегического планирования, анализа рисков и принятия решений в условиях, максимально приближенных к реальным. Также рассмотрены элементы программы, такие как лекции, семинары,*



*практические занятия и культурные мероприятия. Автор подчёркивает значимость полученного опыта для профессиональной деятельности, планируя адаптировать учебные программы к культурному разнообразию студентов и разрабатывать эффективные международные образовательные проекты. Программа показала, что устойчивое развитие и межкультурное взаимодействие являются ключевыми аспектами современного образования.*

## **Введение**

В сентябре 2024 года мне посчастливилось принять участие в «Late Summer School 2024» по программе Erasmus+ International Credit Mobility, которая проходила в Техническом университете Дрездена (TU Dresden). Темой мероприятия было «SPARKLES FOR SCHOOL», акцент сделан на устойчивое развитие, инновации в педагогике и развитие межкультурной компетенции. В данной статье я хотел бы поделиться своим опытом, подробно осветить основные мероприятия программы и подчеркнуть её значимость для развития международного сотрудничества в сфере образования.

Участие в международной команде предоставило мне уникальную возможность взаимодействовать с людьми из различных культурных контекстов. В процессе совместной работы мы обсуждали образовательные подходы и делились практиками, характерными для наших стран. Это позволило мне глубже понять, как культурные различия влияют на методы преподавания, восприятие учащихся и организацию учебного процесса. Особенно ценно было наблюдать за тем, как другие участники интегрировали свои культурные особенности в образовательные проекты, что стало для меня источником вдохновения.

Применение этих знаний в моей профессиональной деятельности позволит адаптировать учебные программы к культурному многообразию студентов. Я планирую использовать полученные идеи для создания курсов,

которые будут учитывать уникальные потребности учащихся из разных культурных групп. Это не только повысит качество обучения, но и будет способствовать развитию толерантности и межкультурного понимания среди студентов. Кроме того, накопленный опыт поможет мне в будущем строить более эффективные международные образовательные проекты.

Late Summer School 2024 проходила с 19 по 29 сентября 2024 года и была организована Центром междисциплинарного обучения и преподавания (ZLSB) при TU Dresden. Основной целью мероприятия было объединение участников из разных стран для обмена знаниями и опытом в области устойчивого образования, внедрения цифровых технологий и педагогических инноваций.

Программа была насыщенной и включала лекции, семинары, практические занятия, экскурсии и культурные мероприятия. Основные аспекты программы:

**1. Симуляционные игры:** Carlowitz Simulation Game — уникальный формат, где участники моделировали процессы устойчивого лесопользования и торговли древесиной. Это позволило не только изучить основы устойчивого предпринимательства, но и развить навыки стратегического планирования и принятия решений. Carlowitz Simulation Game представила участникам уникальный формат обучения, основанный на моделировании реальных процессов устойчивого лесопользования и торговли древесиной. Основная цель игры заключалась в том, чтобы познакомить участников с принципами устойчивого предпринимательства через практические задания и принятие решений в условиях, максимально приближенных к реальным.

Участники выступали в разных ролях, включая лесничих, потребителей и консультантов, каждая из которых имела свои задачи и ответственность. Например, лесничие должны были управлять лесными ресурсами таким образом, чтобы их хватило для удовлетворения текущих потребностей и

сохранения для будущих поколений. Потребители принимали решения, основываясь на предпочтениях и экологической осведомлённости, выбирая между экологически чистой продукцией и более дешёвыми, но менее устойчивыми вариантами. Консультанты, в свою очередь, играли роль стратегических советников, помогая обеим сторонам находить баланс между экономическими и экологическими интересами.

Особенностью игры стало введение неожиданных событий, таких как экологические катастрофы, изменения рыночного спроса или введение новых политических регуляций. Эти сценарии стимулировали участников искать гибкие решения, анализировать риски и разрабатывать долгосрочные стратегии. Такой формат не только способствовал развитию навыков стратегического планирования, но и позволил участникам глубже осознать, как их индивидуальные действия и коллективные решения могут влиять на экосистему и экономику.

Carlowitz Simulation Game стала мощным инструментом, показывающим, что устойчивое предпринимательство требует комплексного подхода, учитывающего как экологические, так и социальные факторы. Участники покинули воркшоп с ясным пониманием, как применять полученные знания в своей профессиональной деятельности, будь то образование, управление или бизнес.

## **2. Семинары:**

Интеркультурная компетенция в преподавании (INTERACT) — участники изучали влияние культуры на поведение и восприятие, а также разрабатывали стратегии для эффективного взаимодействия с учащимися из разных культурных сред. Педагогика надежды — обучение, ориентированное на решения — обсуждение методик, позволяющих учащимся находить решения социальных и экологических проблем через обратное проектирование проблем.

Семинар INTERACT был посвящён изучению влияния культуры на образовательные процессы и формированию навыков межкультурного взаимодействия. Участники начали с анализа собственного культурного опыта и его влияния на восприятие и поведение. Эта рефлексия стала отправной точкой для обсуждения ключевых культурных моделей, таких как модель «Гофстеде» (культурные измерения) и их практическое применение в образовательной среде.

Основное внимание уделялось разработке стратегий, позволяющих учитывать культурные различия при взаимодействии с учащимися. Например, участники работали в группах, чтобы решить учебные кейсы, основанные на реальных примерах культурного недопонимания. Они обсуждали, как адаптировать преподавание к различным системам ценностей и ожиданиям учащихся. Было продемонстрировано, что культура влияет не только на способы коммуникации, но и на восприятие информации, подходы к решению задач и взаимодействие в команде.

Практические упражнения включали моделирование диалогов и ситуаций, требующих применения навыков межкультурной компетенции. Например, участники разрабатывали сценарии для уроков, где необходимо было учитывать культурные особенности учеников, такие как восприятие авторитета преподавателя, язык общения и способы мотивации. Эти навыки оказались особенно полезными для создания инклюзивной образовательной среды, способствующей равному участию всех учащихся.

### **3. Технологические инновации в образовании:**

Воркшоп «Создание объясняющих видео в школе» обучал участников использовать мультимедийные технологии для повышения вовлеченности учащихся и упрощения сложных концепций. Данный воркшоп был посвящён обучению созданию коротких объясняющих видео для образовательных целей. Ведущие мероприятия показали, как мультимедийные технологии могут быть использованы для упрощения сложных концепций, повышения

вовлеченности учащихся и развития их творческих навыков. С самого начала участники были вовлечены в процесс проектирования и производства видео, начиная от разработки идеи до её реализации.

Первым шагом было ознакомление с теоретическими аспектами: участники изучили ключевые элементы успешных обучающих видео, такие как визуализация, структура подачи информации и акцент на ключевых идеях. Участникам продемонстрировали примеры эффективных видео, которые были специально созданы для школьников, и объяснили, как использование таких материалов может повысить запоминаемость сложных тем.

Практическая часть включала создание собственных видео. Участникам предоставили все необходимые ресурсы, такие как планшеты, штативы, освещение, а также программы для анимации и редактирования видео. Основным форматом была техника стоп-моушен, которая позволила участникам экспериментировать с визуализацией и интерактивностью. Участники разбились на небольшие группы, каждая из которых выбрала тему и разработала сценарий, акцентируя внимание на чёткой и лаконичной подаче материала.

Кроме того, важной частью воркшопа стала работа с методическими рекомендациями, которые помогут учителям использовать видео в своей практике. Участники обсудили, как такие проекты можно интегрировать в школьные уроки, чтобы учащиеся сами создавали обучающие видео. Это способствует развитию их навыков самостоятельного обучения, креативности и цифровой грамотности. Итогом воркшопа стали не только готовые видеоролики, но и полезные рекомендации для дальнейшего внедрения мультимедийных технологий в образовательный процесс.

Таким образом, воркшоп не только обучил техническим аспектам создания видео, но и показал, как инновационные подходы могут трансформировать процесс обучения, делая его более увлекательным и эффективным.

**4. Практические занятия:** Посещение школ в Дрездене позволило участникам ознакомиться с современными образовательными практиками, а также обсудить применение инновационных подходов в преподавании. Посещение школ в Дрездене стало одной из самых значимых частей программы, позволив участникам погрузиться в реальную образовательную среду и изучить современные подходы к преподаванию. Каждому участнику была предоставлена возможность посетить несколько образовательных учреждений, различающихся по своим профилям, подходам и методикам. Это позволило получить представление о разнообразии педагогических практик, используемых в Германии.

Основной акцент был сделан на инновационных подходах в преподавании. Участники наблюдали, как внедрение цифровых технологий и интерактивных методик делает учебный процесс более увлекательным и эффективным. Например, во многих школах активно использовались планшеты, интерактивные доски и образовательные платформы для проведения уроков. Учителя демонстрировали, как они используют эти инструменты для создания индивидуализированных образовательных траекторий, соответствующих потребностям и интересам каждого ученика.

Одной из ключевых тем обсуждения стало устойчивое развитие в образовании. Участники наблюдали примеры интеграции экологического воспитания в школьные программы, включая проекты по управлению отходами, изучению местной экологии и обучению практическим навыкам для жизни в гармонии с природой. Эти практики не только способствуют развитию экологической осведомлённости у учащихся, но и формируют у них ответственность за окружающий мир.

После каждого посещения организовывались обсуждения, где участники делились своими наблюдениями и идеями о том, как можно адаптировать увиденное в своих образовательных системах. Особое

внимание уделялось вызовам, связанным с внедрением подобных инноваций, и возможным путям их преодоления.

Эти визиты предоставили участникам ценный опыт, который они смогут применить в своих странах, а также вдохновили на разработку новых проектов, направленных на улучшение качества образования. Практическая направленность занятий подчеркнула важность обмена опытом и международного сотрудничества в сфере образования.

**5. Практические занятия: Музейная педагогика в Немецком музее гигиены.** Музейная педагогика в Немецком музее гигиены предоставила уникальный опыт внеурочного обучения, акцентированный на устойчивое развитие. Посещение Немецкого музея гигиены стало ключевым событием, предоставив участникам уникальный опыт внеурочного обучения. Основной акцент был сделан на использовании музейного пространства для углубления понимания устойчивого развития и междисциплинарного подхода в образовании. Участники изучали, как экспонаты музея могут быть интегрированы в образовательные программы, чтобы стимулировать интерес учащихся к таким темам, как здоровье, экология, наука и технологии.

Программа включала интерактивные экскурсии, где участники наблюдали, как музейные педагоги организуют занятия, ориентированные на разные возрастные группы. Учащиеся вовлекались в практическую деятельность, включая анализ экспонатов, участие в научных экспериментах и обсуждение глобальных экологических и социальных проблем. Такой подход способствовал развитию у детей навыков критического мышления и осознанного восприятия окружающего мира.

В процессе обсуждения участники семинара пришли к выводу, что музейная педагогика является мощным инструментом для интеграции теоретических знаний с практическим опытом. Этот подход помогает учащимся связать абстрактные концепции с реальными проблемами, что делает обучение более увлекательным и значимым.

Вдохновившись опытом Немецкого музея гигиены, я задумался о том, что Самарканд, будучи городом-музеем с богатым историческим и культурным наследием, предоставляет огромные возможности для внедрения музейной педагогики. Уникальные архитектурные памятники, такие как Регистан, Биби-Ханым и Шахи-Зинда, могут стать основой для создания образовательных программ, направленных на изучение истории, культуры и устойчивого развития. Кроме того, музеи города, такие как музей истории Самарканда, могут быть использованы для проведения интерактивных уроков и семинаров, которые будут способствовать развитию интереса к национальному наследию и формированию у учащихся уважения к культуре.

Организация таких программ в Самарканде поможет не только повысить качество образования, но и привлечь внимание к сохранению историко-культурного наследия. Внедрение музейной педагогики станет шагом к интеграции традиционных методов обучения с инновационными подходами, укрепляя связь между поколениями и стимулируя развитие образовательного туризма.

**6. Международный контактный форум:** Международный контактный форум стал кульминацией Late Summer School 2024, предоставив участникам возможность подвести итоги программы, наладить новые связи и обменяться идеями для дальнейшего сотрудничества. Финальная сессия включала несколько ключевых мероприятий, каждое из которых способствовало развитию профессиональных и международных отношений между участниками из разных стран.

Первым этапом форума стали панельные дискуссии, в которых приняли участие ведущие эксперты в области образования, устойчивого развития и межкультурного взаимодействия. Темы дискуссий варьировались от внедрения инновационных методов обучения до роли международных обменных программ в развитии профессиональных компетенций. Особое внимание было уделено практическому применению полученных знаний и



возможности интеграции успешных международных подходов в национальные образовательные системы. Участники активно участвовали в обсуждениях, задавали вопросы и делились собственными наблюдениями, что способствовало открытому обмену идеями.

Вторым важным элементом стал сетевой формат знакомств (networking session), который предоставил участникам возможность установить личные контакты с коллегами, учёными и представителями образовательных учреждений из разных стран. Этот формат включал как структурированные встречи, так и неформальное общение. Участники обсуждали возможные совместные проекты, обменивались опытом работы в своих странах и разрабатывали планы для будущего сотрудничества, включая совместные исследовательские инициативы и образовательные обмены.

Форум также включал церемонию награждения, на которой были отмечены самые активные участники программы. Это стало символическим завершением мероприятия и подчеркнуло значимость вклада каждого участника в общий успех программы. Кроме того, награждение способствовало укреплению мотивации участников для дальнейшего профессионального развития и активного участия в международных образовательных инициативах.

Финальная сессия завершилась неформальной частью, которая включала ужин и культурную программу, что позволило участникам в дружеской атмосфере обсудить впечатления от мероприятия и наметить направления для дальнейшей работы. Многие из присутствующих отметили, что форум стал отправной точкой для долгосрочных профессиональных отношений и совместных проектов, которые будут способствовать развитию международного сотрудничества в сфере образования и устойчивого развития.

Таким образом, Международный контактный форум не только подвёл итоги программы, но и стал платформой для создания новых партнёрств, что

подчеркнуло важность таких мероприятий для укрепления международных связей и обмена профессиональным опытом.

Участие в программе стало для меня не только возможностью профессионального роста, но и важным этапом в развитии международных связей. Опыт межкультурного взаимодействия: Я работал в международной команде, что способствовало улучшению навыков коммуникации и пониманию культурных различий. Полученные знания помогут мне в будущем разрабатывать учебные программы, учитывающие многообразие учащихся.

Изученные на воркшопах методы, такие как использование симуляционных игр и создание обучающих видео, я планирую интегрировать в учебный процесс в Самаркандском государственном университете. Расширение научного сотрудничества: Благодаря контактному форуму я установил связи с коллегами из Европы и Азии, что открывает перспективы для совместных исследований и обменных программ.

Программа Erasmus+ International Credit Mobility играет важную роль в развитии устойчивого и инновационного образования. Late Summer School 2024 продемонстрировала, как международное сотрудничество и обмен опытом могут способствовать профессиональному развитию участников и внедрению передовых практик в образование.

Я рекомендую включать подобные мероприятия в стратегические планы образовательных учреждений Узбекистана, так как они предоставляют уникальные возможности для профессионального и личностного роста. Полученные знания и опыт я планирую активно использовать в своей работе, способствуя интернационализации образования в нашем университете.

Выражаю благодарность Техническому университету Дрездена, координаторам программы Erasmus+ и Самаркандскому государственному университету за предоставленную возможность участвовать в таком значимом мероприятии. Особая благодарность профессору Юлии Койновой-Цёлльнер за их поддержку и профессионализм.

