

RECOMMENDATIONS

developed on the basis of the results of the activities in 2022 of the Higher Education Reforms Experts of Uzbekistan (2017-2022)

Recommendations presented at the Conference of Ministers of Higher Education of the countries of the European Union on November 19, 2020 in Rome:

Building of an inclusive, innovative and interconnected European Higher Education Area (EAHA) until 2030.

1) inclusive. Each student will have equal rights in obtaining higher education and will receive comprehensive assistance in improving their education and qualifications;

2) innovation. This makes it possible to introduce new and consistent methods and practices of learning, teaching and evaluation that are closely related to research;

3) interconnected. The common foundations and tools of the EU countries further facilitate and expand international cooperation and reform, knowledge sharing, and employee and student mobility.

The necessary conditions for the education of students with disabilities in physical and mental development are to focus on the principles of inclusiveness in education, creating an opportunity for education, creating a free, barrier-free environment in education, and training individuals with special needs for the profession.

For this purpose, the modernization of educational institutions, the redesign of classrooms and other equipment for the needs of all students, without exception. The introduction of new teaching methods, adaptation of educational programs, assessment methods, taking all the necessary measures to create the possibility of higher education for each person, regardless of their physical, social, emotional, mental, linguistic, intellectual and other specific characteristics.

The following conclusions were developed based on the experience gained by the national team of experts at international level meetings and capacity building events carried out in 2022:

1. Based on the requirements for improving the quality of higher education in Uzbekistan and ensuring its compliance with international standards, the development of new approaches, tools and mechanisms aimed at improving the level and quality of the educational process, revising the quality assurance system in universities taking into account the level and professional competence of educational programs and their relevance, the level and professional competence.

2. The introduction of a student-oriented approach in education is the main principle of Bologna reform in higher education, which implies the transfer of accents in the educational process from teacher to student. Because the main role of professors in education is to "translate" knowledge. The study and implementation of a flexible

educational trajectory is aimed not only at the volume of knowledge acquired by the student, but also at the basic competencies, creativity and self-education abilities of the student.

3. To ensure internal quality assurance and development quality standards, there is a need for specific institutional autonomy, which allows rapid decision-making and the development of an appropriate institutional strategy.

4. In the national system, quality culture as a commitment to quality by all members of the academic community comes from the constant professional training of university professors, leadership and students (including training in New quality assurance procedures) and the creation of conditions for implementation. Teachers are required to provide continuous technical assistance and quality assurance, particularly with relevant and usable learning resources across online platforms (materials size and variety) for digital skills training, online storage, sharing, and collaboration.

5. Improving the activities of bodies dealing with accreditation/attestation issues should be one of the main issues. Development of legislation and regulatory norms to create conditions for the development of National Quality Assurance organizations or professional associations.

6. To ensure the quality of online education, it is important to consider issues such as digitization policies and strategies, monitoring tools, compliance with digital tools, design and development of online courses, curriculum development, digital assessment methods, data protection, privacy and academic fair. In practice, the role of developing rules, support for employees and students, the creation of academic online communities and other methods of online communication channels is important.

7. Attention should be paid to activating the provision of natural internal quality, including the assessment of educational programs (quality), internal monitoring (control), its public review, ensuring the participation of students and employers (industry and civil society) in the publication results process.

8. The formation and implementation of the main competencies of the digital economy necessitates the full use of the potential of digital technologies to adapt the educational system to the needs of the digital economy, in particular, to focus the content of education on topical issues, to a certain extent modernize the educational process and to form student competencies that meet the needs of Digital transformation refers to the appropriate adoption of digital technology in educational services. In this case, cooperation between industry, government and educational institutions should be a characteristic sign (factor) of education in the digital economy. Higher educational institutions should clarify the task of updating the educational system under the influence of technologies, develop for this purpose comprehensive measures to be competitive and provide qualified graduates.

9. From the point of view of a changing higher education system, one of the most important tasks facing higher education institutions is to coordinate efforts aimed at developing the capacity for change and removing the constraints that prevent them from responding to the needs of a rapidly changing society.

Taking into account the widespread use of digital technologies (including within the framework of principles such as "Smart University", "Smart Campus", "Green Campus"), innovative, taking into account various opportunities and issues for new competencies, education, teaching and learning in accordance with a new digital culture (not taken into account) in the current curricula, it is required to build the architecture of the educational process in accordance with the real needs of the labor market..

10. Since January 1, 2023, it is recommended to establish the activities of the Department of Digital Transformation at the Ministry of Higher Education, Science and Innovation. This department is going to support structure the government of the Republic of Uzbekistan aimed at defining a single strategy for digital transformation and modernization through digital technologies, has powers to encourage and coordinate government actions (within the framework of legislation), implements the instructions of the Ministry in this regard, and ensures the coordination and implementation of digital transformation programs.