

PEDAGOGICAL CONDITIONS FOR ORGANIZING ACADEMIC MOBILITY WITHIN THE FRAMEWORK OF INTERNATIONAL COOPERATION

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Annotation: This article analyzes the pedagogical conditions for the effective organization of academic mobility within the framework of international cooperation. The content of academic mobility, its role in the personal and professional development of students, and its importance in increasing the competitiveness of the education system are highlighted. Also, the role of conditions such as the coherence of educational programs, knowledge of foreign languages, intercultural dialogue, psychological preparation of students, wide use of information and communication technologies, international cooperation relations, and a modern material and technical base is considered on a scientific basis. The article also analyzes the practical effects of academic mobility on the example of international programs (Erasmus +, DAAD, Fulbright, etc.) and discusses the prospects for its further development in the higher education system of Uzbekistan.

Keywords: Students, Academic mobility, Educational methodology, Educational system, International cooperation, Global integration, Modern technologies, Interactive teaching methods, Scientific research, Academic exchange, Improving the quality of education, Teaching methods, Educational innovations, The role of universities, Training of specialists, Educational mobilization, Academic relations, Improving the skills of students, Integration in education, International exchange of experience, Innovative educational technologies

Introduction. In today's globalization process, the development of the higher education system is closely related to the effective establishment of international cooperation and academic mobility. Academic mobility is the process of students, professors, teachers and researchers receiving short-term or long-term education, exchanging experience and conducting scientific activities in other countries. The organization of academic mobility within the framework of international cooperation serves not only the personal and professional development of the student, but also increases the competitiveness of the entire education system.

In recent years, various programs to support student mobility have been widely used worldwide - Erasmus+, DAAD, Fulbright, as well as national grants and scholarships. Through these programs, students gain foreign experience and bring new knowledge and approaches when they return to the local educational process. As a result, academic mobility programs organized on the basis of international cooperation serve as an effective bridge between countries in the fields of education, science and culture.

The full implementation of academic mobility requires the presence of certain pedagogical conditions. In particular, the harmonization of educational programs, the development of language competence, preparation for intercultural communication, material and technical base, the use of ICT capabilities, and the psychological preparation of students are the main factors in this process. Therefore, this topic is relevant in the process of international educational integration and requires a scientific and practical approach.

Main part. In today's era of globalization, one of the most important tasks facing the higher education system is to expand international cooperation and develop academic mobility of students. Academic mobility allows not only students, but also professors and teachers to conduct scientific research, study best practices and introduce new approaches to the educational process. Therefore, it is important to create a number of pedagogical conditions for the effective organization of academic mobility.

First of all, it is necessary to dwell on the concept of academic mobility. Academic mobility is a period of study, scientific research or exchange of experience by a student or teacher at a foreign educational institution. By its nature, it serves to improve the quality of education, enrich scientific and pedagogical potential, develop intercultural dialogue and ensure integration into the global educational arena. However, the success of such a process depends on the presence of the necessary pedagogical conditions in the educational system.

One of the first and most important factors of pedagogical conditions is the compatibility of curricula and their adaptation to international standards. In order for students to have the opportunity to continue their education in their home country at universities abroad during the process of academic mobility, there must be harmony between the programs. In particular, if the content of subjects, the workload, the amount of credits and the assessment systems are not ensured, the knowledge and results of students obtained in foreign educational institutions may not be recognized by the national system.

In this regard, the introduction of the credit-module system is one of the main mechanisms for ensuring academic mobility. The credit-module system allows the student to freely choose subjects, individualize education and take into account the knowledge acquired internationally. For example, the recognition of the results of a subject studied in one country in another country helps the student to continue his education without losing time and resources.

The process of adaptation of curricula also requires interdisciplinary integration. Because in different countries, the curriculum or content of certain subjects differs from each other. In such situations, educational institutions need to work together to develop joint programs, define common competencies, and ensure consistency between curricula. This not only creates convenience for students, but also ensures the stability of the quality of education.

In addition, the consistency of assessment criteria is also an important factor. Unified criteria should be developed so that the grade or credit given to a student at a foreign university is recognized in the national system. This is done through rating systems developed on the basis of international cooperation, assessment mechanisms based on common competencies.

Thus, the compatibility and adaptation of educational programs is one of the methodological foundations of effective organization of academic mobility, and this process serves as a key factor in achieving the universality, recognition, and quality criteria required in the international arena of education.

The second important pedagogical condition is excellent knowledge of a foreign language and the development of language competence. For students to successfully participate in international academic exchange, they need to have a deep knowledge of foreign languages,

especially English. Also, communication skills, translation skills, and the ability to quickly adapt to different cultural environments are of great importance. Therefore, innovative methods and communicative approaches to teaching foreign languages are the main supporting tools in organizing academic mobility.

The third pedagogical condition is to form a spirit of international cooperation and intercultural tolerance in students. In the process of academic mobility, students are in close contact with representatives of different nationalities, religions and cultures. This requires them to have a broad outlook, respect, tolerance and social adaptability. In this sense, higher education institutions should establish special courses and programs aimed at studying intercultural dialogue, global citizenship, and international values in the educational process.

Fourth, information and communication technologies are an important factor in the effective organization of academic mobility within the framework of international cooperation. Today, through distance learning, virtual conferences, international online projects and various webinars, students have the opportunity to actively participate in the global educational arena, regardless of geographical boundaries. The creation of a digital educational environment allows students to establish constant contact with foreign colleagues, collaborate in scientific research and present their knowledge on a global scale.

Fifth, for the effective organization of academic mobility, it is necessary for educational institutions to expand international cooperation. Inter-university memorandums of understanding, joint scientific research, faculty exchange programs, joint scientific journals and projects are one of the main pedagogical mechanisms that ensure academic mobility. Through this, not only students, but also academic staff will have the opportunity to gain international experience.

Sixth, the psychological and pedagogical preparation of students also plays an important role in the organization of academic mobility. The student will have to adapt to the new environment, make independent decisions, solve various problems, and overcome stress situations. Therefore, higher educational institutions should organize psychological counseling, trainings, and seminars for students preparing for mobility.

Also, another important pedagogical condition for the effective organization of academic mobility is the availability of a modern material and technical base in higher educational institutions. Because when students continue their studies at foreign universities or participate in virtual mobility programs, it is extremely important to create an educational environment that meets international standards for them.

First of all, libraries and electronic resources that meet international requirements are one of the main infrastructures supporting academic mobility. If a student has access to the world's leading literature, scientific journals and databases in the subject he is studying, this increases his scientific and professional potential. Therefore, many higher education institutions are currently paying attention to expanding the possibilities of subscribing to electronic libraries, international databases and using open educational resources.

In addition, the modern equipment of laboratories and practical training centers is also one of the factors determining the effectiveness of academic mobility. Students should have such opportunities in their higher education institution in their home country to consolidate the theoretical knowledge they have acquired abroad in practice. In particular, laboratories equipped with innovative technologies, modern equipment, and simulation programs serve to develop students' scientific research and professional skills.

Another of the most important factors supporting academic mobility today is distance learning platforms and digital technologies. Through international online courses, virtual classrooms, webinars, and video conferences, students have the opportunity to communicate with foreign professors and participate in international scientific projects regardless of geographical boundaries. This process also saves time and money and makes academic exchange more popular.

Therefore, the material and technical base is of particular importance in the effective organization of academic mobility. An educational environment that combines libraries, electronic resources, scientific laboratories, distance learning systems, and modern technologies not only ensures the international competitiveness of students, but also helps higher education institutions strengthen their position in the international educational arena.

The development of academic mobility within the framework of international cooperation also makes a significant contribution to the country's education system. After students return, having mastered foreign experience, they bring new methodologies, advanced pedagogical approaches and innovative projects to the local education system. This serves to increase the competitiveness of the entire education system.

Conclusion

In conclusion, it can be said that the effective organization of academic mobility within the framework of international cooperation is a complex and multifaceted process that requires close cooperation between educational institutions, state policy and the international community. First of all, the harmony of educational programs and the compatibility of the credit-module system create favorable conditions for students to continue their studies abroad. Also, the development of language competence, the formation of intercultural communication skills and the psychological preparation of students for a foreign environment are important factors ensuring the sustainability of academic mobility.

In addition, the widespread use of information and communication technologies, the creation of virtual mobility opportunities, participation in international online projects and joint programs will bring academic mobility to a new level. International relations and memorandums of understanding serve as a strong bridge between educational institutions.

Most importantly, only if this set of pedagogical conditions is effectively provided, academic mobility will not only increase the knowledge and skills of students, but also enhance their professional competitiveness and ensure their personal development. As a result, specialists with modern knowledge and experience who can operate in the international labor market will grow up.

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