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ROLE OF FOREIGN EXPERIENCE IN USING INNOVATIONS IN HIGHER EDUCATION.

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Abstract

The qualitative and quantitative development of education is a decisive factor in improving Uzbekistan's innovation rating. Barriers such as corruption, ineffective governance, lack of funds for scientific research, and mismanagement of funds are hindering progress in this area. Corruption in the education sector undermines transparency and trust, and requires decisive measures to combat this widespread problem. Inefficient management practices hinder the effective use of resources and the achievement of educational goals. The lack of adequate funding for research and development is a serious obstacle to innovation, limiting the ability of educational institutions to conduct advanced research and implement innovative projects. In addition, the misuse of available funds exacerbates the problem, which requires a review of budget allocation mechanisms. To address these challenges, a comprehensive approach is required, including strengthening anti-corruption measures, introducing effective governance theory and practice, and using foreign experience to ensure adequate funding and their rational use. By adapting foreign experience to local conditions, Uzbekistan creates a favorable environment for education and innovation.

Key words: innovation, international rating, dual education, artificial intelligence, digital transformation, flexible platform.

Introduction

The Address of the President of the Republic of Uzbekistan to the Oliy Majlis recognized that our country has entered a stage of innovative development in order to achieve modern progress. “Innovation is the future. We must start building our great future... precisely on the basis of innovative ideas. It is not for nothing that we are moving towards innovative development and a digital economy. Because in this era of rapid development, who will win? The state that relies on new ideas, new ideas, and innovation will win.”¹

¹ Mirziyoyev Sh.M. Address of the President of the Republic of Uzbekistan to the Oliy Majlis. – Vol. 2018, pp. 19-20.

From an economic point of view, the issue of studying international experience in organizing and supporting innovative activities in the context of building a new Uzbekistan, based on the experience of developed countries, serves not only to train specialists at the level of business entities, but also to improve their innovative activities in higher educational institutions. A number of issues facing higher education institutions in Uzbekistan today require studying the experiences of countries that have achieved significant success in this area. International recognition for higher education institutions: issues such as improving their position in international rankings, digital transformation in attracting foreign students to the educational process, i.e. introduction of online education, artificial intelligence, and flexible platforms are important. At the same time, by studying the needs of students and employers, the transition from traditional education to hybrid education, project-based learning models, and the development of micro-skills, online courses increase the flexibility and convenience of education. Foreign experience helps to accelerate reforms and avoid mistakes made by other countries. We give examples of successful international models and practices that are actively being implemented in many countries. American (US) model. In this model, educational programs are flexible, practice-oriented, with a strong emphasis on entrepreneurship and the development of online education. Students can independently create their own curricula. Active cooperation between universities and industry, the possibility of developing internships and dual diploma programs, the presence of business incubators, the use of educational platforms such as Coursera and edX, and others are characteristic features of this model. European model. Dual education. Combination of theory and practice. In Germany, students can work in companies in parallel with their studies. The Finnish education model stands out as an open and flexible education that emphasizes independent learning, minimizing exams and increasing attention to project work. Great Britain is characterized by a student-centered, individual, mentor-supported education system. Asian experience. Digitalization of education. The Chinese government is actively introducing artificial intelligence, Big Data, and adaptive platforms in education. The South Korean education system is famous for its funding of strategic research of state importance, strict attention to discipline and efficiency, a rigorous system of exams and ratings, and at the same time high student motivation. Despite the effectiveness of foreign models, copying them directly can be problematic. A model that works well in the United States may not work well in another country. Adapting flexible curricula or online learning requires changes to the legislation. In addition, not all teachers working in an educational institution may be ready to work in new work formats. To avoid such problems, it is necessary to carefully adapt the experience to the local conditions of the educational institution. For this, it is

necessary to organize pilot projects and analyze their results. At the same time, it is also good for universities to use mixed models (European and Asian models) to create their own strategies. Along with the introduction of new, flexible programs, it is also important to adapt professors and teachers to new conditions and improve their skills. This includes the exchange of teachers and their participation in international research. In our opinion, from now on, we can see the future of higher education in the rise of online education and blended models, individualization of learning with the help of artificial intelligence, emphasis on interdisciplinary knowledge, qualifications, skills, bilateral programs and strong cooperation with business.

Conclusion

In conclusion, it can be said that foreign experience is a powerful tool for the development of higher education. However, its success depends on its proper adaptation to national realities.

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