



**IMPLEMENTATION OF ADVANCED FOREIGN EXPERIMENTS ON THE DEVELOPMENT OF ACADEMIC MOBILITY IN STUDENTS**

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**Annotation:** This article analyzes the impact of foreign languages, especially English, on the mobility of teachers and students, as well as strategies for developing academic mobility. First of all, the differences in the education systems of Russia and European countries, the role of foreign languages in teaching, and how new curricula are implemented on a global scale are considered. The article also discusses the initiatives of states and universities aimed at developing international education systems, the creation of new courses, and practical measures such as language courses for students. The article also analyzes the effectiveness of international education systems, such as the credit-module system and joint educational programs. Innovative approaches used to improve the quality of education in Europe and other regions, as well as existing opportunities for developing academic mobility, are highlighted. The article generally demonstrates the transparency, comparability of the global education system, and effective tools for developing academic mobility.

**Key words:** academic mobility, European education system, curricula, Bologna process, foreign languages, English, academic mobility, education system, global education, credit-module system, international education programs, improving the quality of education, joint education programs, European credit transfer system, educational innovations, internationalization of education, European universities, study load, curriculum

**Introduction.** The idea of promoting academic mobility involves overcoming obstacles to free movement, paying particular attention to the following:

- for students - access to educational and professional training opportunities;
- for teachers, researchers and administrative staff - recognition and credit for time spent on research and teaching in Europe, without prejudice to their rights established by law.

**Research object:** the current education system and issues of its development, and the use of foreign experience and reforms in this process, how to implement them.

**Methods used:** interview, observation, experiment, test.

**The main part.**

One of the most important factors hindering the mobility of both students and teachers is the lack of good knowledge of foreign languages, especially English. Many Russian universities have almost no courses taught in English or other internationally used foreign languages, while many European universities have recently launched a large number of English-language programs, which is one of the most important factors in the struggle to attract intellectual resources.

Expanding the mobility of teachers and administrative staff is possible with the support of the authorities. The aim of such initiatives is to develop the European aspects of new curricula and to cooperate in subject areas. Such public policies help to improve the quality of education through comparison and internationalization of the latter [1].

Governments and universities are developing international strategies, which clearly indicate the quantitative and qualitative indicators they need to take action on:

- number of joint educational programs with partner universities;
- number of foreign students;
- academic programs;
- mobility;
- adaptation programs for foreign students;
- language courses for potential participants of mobility programs, etc.

The number of credits accumulated by the student in the educational program of the higher education institution is considered equal to the number of credits acquired in accordance with the established learning outcomes at another higher education institution.

Students are assessed based on the assessment criteria established by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, which strictly observes the form of training within the framework of the curriculum. The academic year lasts 36 weeks, of which 30 weeks are allocated to the academic period, 2 weeks to register for the selection of subjects, and 4 weeks to certification. The duration of the academic year may be determined differently by the decision of the council of the higher education institution in accordance with the academic schedule.

In the credit-module system, 1 credit is equal to an average of 25-30 academic hours of study load. That is, a student must master a certain amount of study load in order to accumulate the corresponding credits in a particular subject. The study load is divided into 40-50% classroom hours and 50-60% independent work hours for undergraduates, and 30-40% classroom hours and 60-70% independent work hours for master's degrees (excluding internships and graduation projects). The number of credit hours and the amount of the study load are determined by the council of the higher education institution and are posted in a transparent manner on the website of the higher education institution.

In bachelor's and master's programs, a student is usually required to accumulate 30 credits per semester and 60 credits per academic year.

The number of credits that a student must acquire during the semester includes the compulsory and elective subjects indicated in the curriculum. When forming his/her personal educational trajectory, the student should take into account the acquisition of subjects in the amount of 30 credits per semester, which must include compulsory subjects in the exemplary curriculum. A student must accumulate 180 credits over a minimum of 3 years of undergraduate study, and 240 credits over a minimum of 4 years of graduate study. A master's degree requires 60 credits over a minimum of 1 year of graduate study, and 120 credits over a minimum of 2 years of graduate study.

The credit-module system requires the organization of a student registration service. The registration service helps the student to achieve a high level of knowledge, skills and qualifications in his chosen specialty.

The British government is pursuing an active policy in this direction. Today there are two main sources of funding:

- Global Global Challenges Research Fund ;
- Newton Fund.

Both funds are supported and are intended to be supported by the UK government. The British Council in 2016 showed that the number of countries involved in the internationalization of higher education is growing: 23 countries have effective ways to develop academic mobility of students. The most famous countries are Australia, Germany, Great Britain and China [2].

The following are the means of promoting academic mobility:

- The European Credit Transfer System - ensures the transparency, comparability of the material being studied and the possibility of obtaining academic recognition of qualifications in a relevant manner. The system was created in 1988 within the framework of the European ERASMUS program. The comparability of curricula allows students to choose programs that match their

qualifications, which, upon successful completion, are considered equivalent to the materials studied at their home universities.

**Results:** Improving the quality of education: Innovative approaches are used in teaching methods through the study of international experiences, improving the quality of education. This helps to make the learning process of students more effective.

2. Increasing the level of student achievement: The level of student achievement increases through the integration of international educational standards and teaching methods.

3. Universality and compatibility of education: Educational methods developed on the basis of international experience are common in many countries. For this reason, students have the opportunity to successfully apply their knowledge in other countries.

In many European universities, teaching, research and the organization of academic programs in English have gained significant importance in recent years. For example, in Germany and the UK, many master's programs and scientific courses are conducted exclusively in English. This, in turn, allows students and teachers to establish contacts with the scientific community in different parts of the world. At the same time, universities in Europe, especially through the ERASMUS+ program, are creating opportunities for students to study and improve their skills in other countries.

In the UK, for example, there are special grants for the development of international cooperation in higher education, including the Newton Fund and the Global Challenges Research Fund. The purpose of these programs is to support scientific and educational systems in developing countries and train highly qualified specialists. There are also various initiatives to strengthen cooperation in education and science between the UK government and the European Union. Such initiatives serve to unite global scientific communities, which allows students and teachers to be more successful in science.

Mobilizing teachers and improving the quality of education: The opportunities for academic mobilization of teachers and the development of their knowledge abroad have a positive impact not only on them, but also on the quality of the entire education system. In European universities, teachers have the opportunity to improve their knowledge and introduce new pedagogical methods by conducting scientific research, conferences and seminars abroad. This, in turn, helps to improve the quality of education. In Russia and other countries, the issue of academic mobility of teachers is still partially limited. This is sometimes due to the lack of funds for advanced training and updating educational methodologies.

Various grants, investments and special programs should be introduced to improve the skills of teachers internationally. For example, in Europe, there are programs such as "Erasmus+" and "Horizon 2020" for academic mobility of teachers. Through these programs, teachers have the opportunity to develop their knowledge globally and join research projects at other universities.

Expanding academic mobility: Credit-module system and international education: The credit-module system plays an important role in increasing academic mobility. Many universities in Europe have created study opportunities based on this system. For example, through the Erasmus program, students can study in one country and continue their education in another. This system, in turn, introduces students and teachers to new research opportunities in other countries and serves to establish more international relations. At the same time, opportunities for obtaining double degrees have been introduced in Europe and other countries. This opportunity creates the opportunity for students to study at several universities and receive two degrees. Such joint

educational programs not only increase academic knowledge, but also ensure competitiveness for students in the global job market.

**Adaptation courses and linguistic support for foreign students:** Adaptation programs and English language courses for foreign students help to facilitate education, especially in developing countries. Such courses facilitate students' adaptation to the educational process, facilitate intercultural exchange, and acquire the language necessary for scientific research. This, in turn, increases students' academic success and makes them internationally competitive.

For example, opportunities have been created for teachers to learn teaching methodologies in English, expand their knowledge, and introduce new pedagogical approaches. This process not only facilitates the language learning process for students, but also gives teachers the opportunity to introduce new methods.

Conclusion. Developing education in English and academic mobility not only contributes to the professional growth of students and teachers, but also to improving the quality of the entire education system. This process allows for the development of international scientific and academic cooperation, the introduction of new methods, and the acquisition of new knowledge on a global scale. Through the international education system and the credit-module system, student-teacher interaction will be further strengthened and the quality of education will be improved. In Russia and other countries, it is necessary to introduce special programs and investments to further expand these systems and support the study of foreign languages. This expanded article will further enrich the topic by adding new analysis, examples, and global trends to your original text. If additional changes or analysis are needed, please let me know. From the first days of foreign students at a Russian university, they find themselves in an unfamiliar socio-cultural, linguistic and national environment, and they need to adapt as quickly as possible. Therefore, successful management of the educational process for foreign students is an integral part of solving the problem of adaptation. Effective coordination increases the quality and level of education of foreign students, provides a high motivation to acquire knowledge, skills, and competencies.

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