

Some areas of development of foreign cooperation in the higher education system

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Abstract. In this paper presents the essence of international cooperation in the higher education system, the content, opportunities, some directions and aspects of developing effective relations based on this joint cooperation relationship, and the methods of its implementation are sufficiently described on the example of the system of higher education institutions in our country. Also, research idea and implemented results aimed at interdependently harmonizing, integrating, coordinating and improving foreign cooperation relations between high education organizations of the two countries in the higher education system are highlighted. Also, the conclusions aimed at the development of educational-cooperative relations of students in foreign countries in the higher education system are stated, the results of the questionnaire survey conducted among students are highlighted, and the usability aspects of cooperative relations are proposed based on these results.

1 Introduction

A number of regulatory legal acts have been adopted in order to make the development of the educational sphere a priority of countries and to make this sphere widely progressive. Relations in the field of education are strengthened, especially relations with foreign countries and cooperation are carried out. Educational reforms are deepening and contributing to the development of the economy of countries. In the Republic of Uzbekistan, new and modern approaches to the field of Education and measures have been implemented to improve the quality of education in this regard. Setting priorities for the systematic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified staff with modern knowledge and high spiritual and moral qualities, thinking independently to a qualitatively new level, modernization of Higher Education, in order to develop the social sphere and sectors of the economy based on advanced educational technologies, the decree of the president of the Republic of Uzbekistan dated October 8, 2019 “on approval of the concept of development of the higher education system until 2030” PD-5847 was adopted [1].

The concept of development of the higher education system of the Republic of Uzbekistan until 2030 in order to improve the quality of Education, train competitive staff, effectively organize scientific and innovative activities, develop international cooperation on the basis

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of ensuring a strong integration of Science, Education and production, arising from the needs of the social sphere and economic sectors, also developed on the implementation of the decree of the president of the Republic of Uzbekistan “on measures to introduce new principles of management into the higher and secondary special education system” of July 11, 2019 PD-4391 [2]. As noted by the president of the Republic of Uzbekistan on raising the education system to a modern level: “...Improving the quality of education is the only correct way of development of New Uzbekistan [3].” Indeed, since the direction that determines the development of our country in the New Uzbekistan is the field of education, it serves as an important task to develop cooperation relations in order to make it widely progressive on the basis of modern requirements.

2 Material and methods

In this study, methods such as induction and deduction, questionnaire-survey, analysis and synthesis, as well as Comparative and statistical ones were widely used in order to develop foreign cooperation in the educational organizations.

Scientists of the world have guided research work on the effective implementation of educational ties in the world. In particular, cooperation relations in the field of higher education are distinguished by their special importance. On the content of this issue, V.Nikiforov and N.Nikiforovs said that “international cooperation in this regard is changing its forms and activities. It is formed in three main areas: achieving a higher education level that meets the needs of modern society; improving the national education system; training qualified personnel for innovative development” [4]. Therefore, today, on the basis of the modernization of Education, Collaborative Education is established, which is characterized by having its own characteristics.

Some sources consider higher education and the government's attitude towards international higher education and student mobility from a humanitarian perspective [5]. On the basis of cooperation in higher education, there is the issue of internationalization. Since the beginning of the 20th century, efforts have spread to internationalize educational content for students of governmental and non-governmental educational institutions [6]. As a result, a system of integration of the educational sphere into modern society is formed, through which it is possible to solve various issues. In this regard, the development of education in modern conditions as the most important mechanism of development cannot be carried out without taking into account the main socio-cultural trends and socio-economic and political problems that exist in the world of the individual, society and civilization as a whole [7]. Indeed, in order to develop an educational system, it is necessary to solve the existing problems in it. This assumes the implementation of a direct collaborative education system. The main place in the implementation of these tasks is occupied by students. Collaborative learning serves both language and content curriculum objectives by providing different ways of introducing students to academic content and creating different situations in which they experience and discuss academic content.

Through collaborative learning, language comprehension and production are improved, and both of these results help achieve subject goals [8]. Basically, various factors influence the implementation of cooperation in higher education institutions. At the same time, the University occupies a special place in the implementation of cooperation in higher education. The university must be representative of fundamental values such as trust, democracy, honesty, humility, justice and freedom [9]. These factors are aimed directly at the implementation of cooperation relations in higher education institutions.

The purpose of cooperation in higher educational institutions of our republic is to develop a modern educational system. The formation of a perfect system is an important condition

for the development of Uzbekistan. For this, the reform of the educational system serves as the main issue, and the most important priority should be the development of its legal and conceptual directions as the development of higher educational institutions. Its basis is served by programs aimed at the development of the industry and developed directly. In particular, in 1995, UNESCO developed a program called “reform and development of Higher Education”, which describes the worldwide trend and tasks of the development of higher education in the era of the exchange of centuries [10].

3 Results

Today, targeted measures have been implemented aimed at developing foreign cooperation in the higher education system of our republic. In this regard, in the last 3 years, a total of 1,611 professors of higher education institutions of the Republic were provided with internships and training in foreign higher education institutions. In the framework of international cooperation, a total of 112 young people were admitted to study the master’s degree at foreign higher education and scientific institutions and a total of 51 to their doctoral studies.

As a direction for the development of foreign cooperation in the higher education system, its initial basis is occupied by the implementation of corporate management relations in higher educational institutions. In particular, the analysis of approaches to the definition of corporate governance in higher education institutions makes it possible to formulate it in micro - and macro-education.

Governance in macro lever is government regulation, the introduction, modification and adaptation of corporate governance methods, models and best practices in higher education, the introduction of public-private partnership mechanisms to increase the independence of higher education institutions and increase socio-economic efficiency.

Microdistrict management is the use of effective corporate governance mechanisms that ensure the interests of these stakeholders and create conditions for long-term cooperation with the business community, which contributes to the fulfillment of the educational institution's mission and the preservation of the academic values of Higher Education.

In our opinion, it is advisable to organize corporate governance in order to develop foreign cooperation in the higher education system.

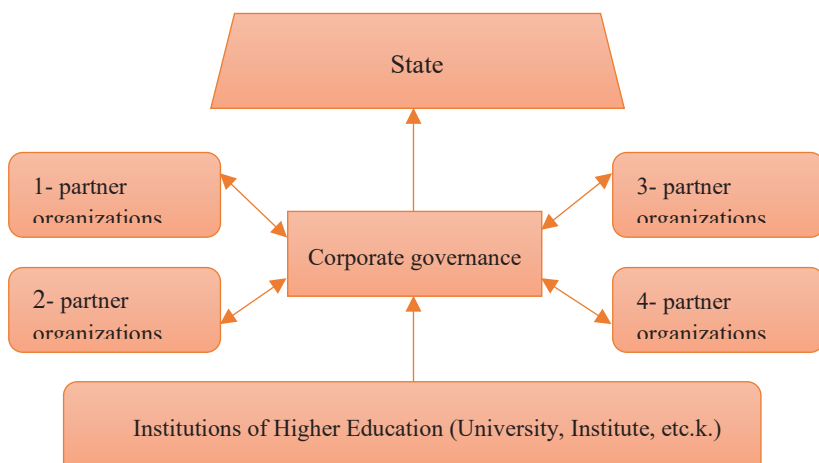


Fig. 1. Organizational structure of effective corporate governance in strengthening cooperation relations

Based on the picture, corporate governance is carried out by institutions of Higher Education (University, Institute, etc.k.) under the influence of the state, on the basis of which 1-, 2-, 3-, 4-partner organizations should sleep. The purpose of this management should be different.

International internship helps to develop the cultural potential of students, as internship participants receive information about the host country, its cultural characteristics, customs and norms of behavior before and during the trip [11]. The practice also helps to form cross-cultural competence, as participants on the trip interact with representatives of other cultures, also acquiring knowledge and communication skills necessary to communicate with locals and other foreign students.

Today, as a way to effectively develop foreign cooperation, the implementation of a mobility program between universities of the two countries is considered. In this regard, memorandum of cooperation with more than 110 foreign higher education institutions has been signed at the Urgench State University, on the basis of which students are given lessons and practices on the basis of the mobility program to foreign higher education institutions. We have tried to observe this program among students with the aim of studying its importance and impact. In particular, among a total of 201 students studying at the Faculty of economics of Urgench State University, a survey aimed at determining their interests within the mobility program was carried out in the form of a questionnaire, the final results of the questionnaire-survey were fully answered by 201 students, the information about them was summarized in the form of the following table (Table 1):

Table 1. Composition and socio-economic content of the survey-survey conduct

1	Age groups	9	Level of knowledge of a foreign language
☼	Under-20	☼	C1-C2
☼	21-25 years old	☼	B2
☼	26 and over	☼	B1 and below
2	Living area	☼	I don't know
☼	Urgench city	☼	other
☼	Urgench district	10	The presence of a desire to study in different states within the framework of the mobility program
☼	Khonqa district	☼	USA
☼	Khiva district	☼	European countries
☼	Khiva city	☼	Asian countries
☼	Bogot district	☼	other
☼	Gurlan district	11	Goals to go abroad under the mobility program
☼	Hazorasp district	☼	learning the language of the country
☼	Tuproqqala district	☼	study of the customs, culture and history of the country
☼	Shovot district	☼	work to country libraries
☼	Qoshkopir district	☼	lecture with scientists on scientific topics
☼	Yangiariq district	☼	other
☼	Yangibozor district	12	The desire to invite other foreign students to our country during the period of study in foreign countries
3	Field of study	☼	“yes”

☼	Economics	☼	“no”
☼	digital economy	☼	other
☼	marketing	13	Students know about the benefits provided within the mobility program
☼	accounting and audit	☼	“yes”
☼	tourism	☼	“no”
☼	organization and management of the hotel business	☼	other
4	Year of study	14	The composition of the amount spent on students going to study under the mobility program
☼	1 st	☼	own expense
☼	2 nd	☼	funds of relatives and acquaintances
☼	3 rd	☼	sponsor funds
☼	4 th	☼	public funds
☼	5 th	☼	other
5	Form of Education	15	Duration of stay through the same program when going to study abroad
☼	daytime	☼	up to 6 months
☼	extramural studies	☼	during one academic year
☼	evening	☼	during the two academic years
☼	remote	☼	I don't know
6	Mobility program awareness	☼	other
☼	“yes”	16	The amount of funds that students take when they go to study abroad is
☼	“no”	☼	up to \$500
☼	other	☼	\$501-1000
7	The presence of a desire to study abroad under the mobility program	☼	\$1001-3000
☼	“yes”	☼	more than \$3,000
☼	“no”	☼	other
☼	other	17	The desire to buy books while abroad under the mobility program
8	Degree of deep knowledge of one of the foreign languages	☼	“yes”
☼	English	☼	“no”
☼	German	☼	other
☼	French	18	The opportunity to get books of what content to sell while abroad
☼	Spanish	☼	scientific
☼	Turkish	☼	artistic
☼	Arabian	☼	detective
☼	Korean	☼	can't buy
☼	Chinese	☼	other
☼	Japanese	19	What things do you want to buy abroad when returning home

☼	other	☼	suviner products
☼	do not know a foreign language	☼	clothing
		☼	household appliances
		☼	other
		20	Improving mobility software proposals made
		☼	“yes”
		☼	“no”

Based on the results of the questionnaire, 105 people under the age of 20 (or 53.3 percent), 90 people between the age of 21-25 (or 45.7 percent), and 2 people (or 1.0 percent) at the age of 26 and older were among the youth who fully participated in the questionnaire.

The result of the analysis of students' residence area shows that 42 students (or 21.2 percent) live in Urganch city, 37 students (or 18.6 percent) in Urganch district, 18 students (or 9.0 percent) in Khanka district, 6 students in Khiva district. people (or 3.0 percent), 6 people (or 3.1 percent) in Khiva city, 11 people (or 5.5 percent) in Bogot district, 9 people (or 4.5 percent) in Gurlan district, 10 people in Hazorasp district people (or 5.0 percent), 1 person (or 0.5 percent) in Tuproqkala district, 12 people (or 6.0 percent) in Shavat district, 20 people (or 10.1 percent) in Koshkopir district , 7 people (or 3.5 percent) in Yangiariq district, 12 people (or 6.0 percent) in Yangibozor district. The remaining shares belong to other regions. 107 students (or 55.2 percent) study economics, 16 students study digital economy (or 8.2 percent), 10 students study marketing (or 5 2 percent), accounting and auditing 7 people (or 3.6 percent), 27 people study tourism (or 13.9 percent) and 27 people (or 13.9 percent) are students of hotel management organization and management.

53 of the surveyed students (or 26.6%) had 1 course, 81 (or 40.7%) had 2 courses, 64 (or 32.2%) had 3 courses, and 1 (or 0.5%) had 4 courses (all of them in day education). Of these, 99.5 percent or 197 students reported attending full-time. In response to mobility program awareness, 69 students (or 34.8 percent) answered yes and the remaining 126 students (or 63.6 percent) answered no. Others have expressed opinions of varying content. Under the mobility program, 160 students (or 80.8 percent) answered yes and the remaining 34 students (or 17.2 percent) answered No, and others did not give a clear answer.

In terms of proficiency in one foreign language, 159 students (or 80.3%) reported proficiency in English, 12 (or 6.1%) students reported proficiency in German, 14 (or 7.1%) students reported proficiency in French, and 23 (or 11.6%) students reported proficiency in Turkish. However, while students in the remaining 5 percent spoke Spanish, Arabic, Chinese, Japanese, Russian, Tajik, 24 students (or 12.1 percent) reported language proficiency. In terms of foreign language proficiency, 9 students (or 4.5 percent) reported having a grade of C1-C2, 76 (or 38.4 percent) students had a grade of B2, and 76 (or 38.4 percent) students had a grade of B1 and below. The remaining 29 students (or 14.6%) in this question admitted that they did not speak a foreign language, and the rest reported different answers.

Under the mobility program, 59 students (or 29.9 percent) who had a desire to study in different states chose the United States, 104 (or 52.8 percent) students chose European states, and the remaining 19 (or 9.6 percent) students chose Asian states. The rest of the students said that they could not go to any state, and also made different opinions. Under the mobility program, 104 (or 53.6 percent) students reported learning the language of the country, 72 (or 37.1 percent) students reported learning the country's customs, culture and history, 20 (or 10.3 percent) students worked in the country's libraries, 81 (or 41.8 percent) students reported speaking with scientists on scientific topics, and the remaining 20 (or 5-6 percent) students reported

In response to the desire to invite other foreign students to our country during the period of study to a foreign ET, 180 students (or 91.8 percent) answered yes and the remaining 15

students (or 7.7 percent) answered no. About 19 students (or 9.6 percent) who knew the benefits provided under the mobility program answered yes and the remaining 178 students (or 89.9 percent) answered no. In terms of Student Mobility program spending, 60 students (or 30.6 percent) reported going to their own expense, 7 (or 3.6 percent) reported attending related and acquaintance funding, 67 (or 34.2 percent) reported that students went through sponsor funds, 157 (or 80.1 percent) reported that students went from public funds, and the remaining 3 (or 1.5 percent) said they would go through other funds and not go at all.

When going abroad, 40 (or 20.4 percent) students would stay for up to 6 months on the stay through this program, 52 (or 26.5 percent) students would stay for one academic year, 53 (or 27.0 percent) students would stay for two academic years, and the remaining 47 (or 24.0 percent) answered “I don’t know”, as well as the rest expressed other opinions. In terms of the amount of funds taken by students when they go abroad, 29 students (or 14.7 percent) reported up to \$ 500, 67 students (or 34.0 percent) reported up to \$501-1000, 41 students (or 20.8 percent) reported up to \$1001-3000, and the remaining 50 students (or 25.4 percent) reported taking more than \$3000, and those who thought differently. 177 students (or 90.3 percent) responded “Yes” to the desire to buy books abroad under the mobility program, and the remaining 14 (or 7.1 percent) answered “No”, and the rest thought differently.

122 (or 61.9 percent) students were reported to be able to sell books of what content while abroad, 86 (or 43.7 percent) students were reported to be in science, 77 (or 39.1 percent) students were reported to be buying detective books, and the remaining 14 (or 7.1 percent) students were not, but others made different opinions. In terms of what items you want to buy on the way home abroad, 112 students (or 57.7 percent) expressed a desire to buy suverized products, 121 students (or 62.4 percent) expressed a desire to buy clothes, and 75 students (or 38.7 percent) expressed a desire to buy household appliances. 54 students (or 27.6 percent) answered yes and the remaining 142 students (or 72.4 percent) answered No on suggestions for improving the mobility program. Based on the above analyzes, the chances of most students going to study in foreign countries on the mobility program are high, and in order to do this effectively, it is advisable to establish integrative joint cooperation in higher education institutions.

4 Discussion

International cooperation has become an agenda of increasing strategic importance for higher education institutions worldwide, including that of science and research, in response to both the threats and opportunities of globalization [12]. Because, the development of foreign cooperation in the system of higher education has different directions, in which the educational and scientific activities of two or more higher educational institutions will develop widely and create an opportunity for students from foreign countries to come and study [13-33].

5 Conclusions

In general, the development of foreign cooperation relations in the higher education system has different directions, some of their types, such as the implementation of a mobility program for students, cooperation based on corporate governance and the implementation of integrative relations, were studied and analyzed in this article. Also, the main directions of international cooperation in the field of higher education are implemented in its institutional aspects, on the basis of which the analysis of the higher education system makes it possible to draw the following general conclusions:

- over the past decade, international cooperation in the field of Higher Education has become an important and actively developing part of modern world political processes, and a large number of subjects are involved in it. This reinforces the integration trends of international cooperation at all systematic levels.

- the balanced development of international cooperation in the field of higher education at the universal, regional and local (university) level of interaction between its participants assumes the implementation of an integrated regional higher education system for forms of international educational activities.

- the development of international cooperation in the field of Higher Education, the solution of issues of objective differences in educational conditions in different countries and harmonization of the quality of education is ensured through the implementation of joint educational programs, making it necessary to use factors affecting them.

The development of cooperative relations in the higher education system allows to further strengthen relations between countries, to establish student exchanges, to carry out advanced training of professors and teachers in foreign countries, and to implement educational integration. This will serve to ensure that higher education institutions enter the world ranking in the future. As a result, the quality and efficiency of education will be improved.

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