

РАЗВИТИЕ ПРОЦЕССОВ ИНТЕРНАЦИОНАЛИЗАЦИИ В ФЕРГАНСКОМ МЕДИЦИНСКОМ ИНСТИТУТЕ ОБЩЕСТВЕННОГО ЗДОРОВЬЯ

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Аннотация: Рассмотрено развитие процессов интернационализации в Ферганском медицинском институте общественного здоровья. Представлена краткая история возникновения и развития университетов в Узбекистане. Раскрыты основные факторы влияния процессов глобализации на современную высшую школу. Проанализирован рост выпускников вузов во всем мире. Показаны основные цели и задачи вузов в обеспечении повышения степени интернационализации.

Ключевые слова: интернационализация, высшая школа, факторы влияния, история, состояние, перспективы.

FARG'ONA JAMOAT SALOMATLIGI TIBBIYOT INSTITUTIDA XALQAROLASHTIRISH JARAYONLARINI RIVOJLANTIRISH

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Annotatsiya: Farg'ona jamoat salomatligi tibbiyot institutida xalqarolashtirish jarayonlarining rivojlanishi ko'rib chiqiladi. O'zbekistonda universitetlarning paydo bo'lishi va rivojlanishining qisqacha tarixi keltirilgan. Globallashtirish jarayonlarining zamonaviy oliy ta'limga ta'sirining asosiy omillari ochib berilgan. Butun dunyoda universitet bitiruvchilarining o'sishi tahlil qilinadi. Xalqarolashtirish darajasini oshirishni ta'minlashda universitetlarning asosiy maqsad va vazifalarini ko'rsatadi.

Kalit so'zlar: baynalmillalashtirish, oliy ta'lim, ta'sir etuvchi omillar, tarix, holat, istiqbol.

DEVELOPMENT OF INTERNATIONALIZATION PROCESSES AT THE FERGANA MEDICAL INSTITUTE OF PUBLIC HEALTH

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Annotation: The development of internationalization processes in the Ferghana Medical Institute of Public Health is considered. A brief history of the emergence and development of universities in Uzbekistan is presented. The main factors of the influence of globalization processes on modern higher education are revealed. The growth of university graduates around the world is analyzed. Shows the main goals and objectives of universities in ensuring an increase in the degree of internationalization.

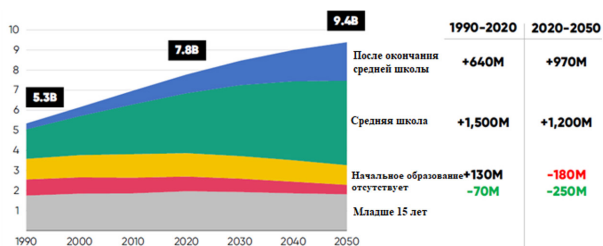
Keywords: internationalization, higher education, factors of influence, history, state, prospects.

Introduction. The globalization processes taking place in the world in one way or another affect all spheres of human society (including the existing education system), manifesting itself in the strengthening of interethnic and interstate communications of people.

Historical approach to the emergence of universities. Educational institutions working for the needs of the population, in the course of the development of human civilization, arose quite a long time ago [8]. Thus, in ancient Greece, higher schools have been known since the 5th century BC. BC, in ancient China in

the II century. BC. The Imperial Nanjing University was founded on the territory of modern Iran in the VI century. the academy of Gondishapur worked, and in India in the 5th century. - Nalanda University. In Central Asia, higher education (in the modern sense of the term), as a rule, was received in madrasahs (which appeared here at the end of the 8th - at the beginning of the 9th centuries), the most famous of them were in Bukhara, Samarkand, Khiva, Kokand and Tashkent. In 2020, the 600th anniversary of Samarkand State University, founded in 1420 by the great scientist and statesman Mirzo Ulugbek, was celebrated.

Factors of influence of globalization processes on higher education. The current global processes of globalization and internationalization [5,6], which have widely covered all areas of the existing society, have particularly strongly affected the modern system of higher professional education (primarily due to a sharp increase in university graduates - Fig. 1), thereby determining the emergence of fundamentally new approaches to the structure and organization of international activities of higher educational institutions [7].



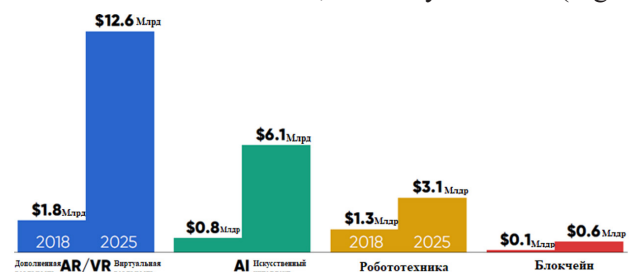
Rice. 1. Growth of university graduates worldwide [9]

At the same time, in various national education systems, there is a process of convergence of the main goals and practical tasks of universities, as well as a certain similarity of their development trends and emerging problems. Thus, the ongoing internationalization of higher professional education and, as a result, the entry of national universities into the international market of educational services, very significantly actualized the need to develop their international cooperation.

The purpose and tasks of universities in the processes of increasing the degree of internationalization. The purpose of universities in providing modern processes of increasing the degree of internationalization is not so much to simply become known to them as some kind of international institution, At the same time, the tasks of the international activity of universities are determined, first of all, by the requirements for higher education at the present stage of its development, taking into account all the significant challenges that arise in society and the changes that accompany them. but rather to fully use the emerging opportunities for integrating international, intercultural or global aspects, which are the main means of improving the quality provided to the population, the necessary education.

The imperative of internationalization of universities. As a result, the modern internationalization of higher professional education is a process of international (global), scientific, technological and cultural integration taking place in order to improve the quality of university education and research

conducted by the population, in which students and teachers of a higher educational institution participate. Historically, the phenomenon of internationalization of higher education arose quite a long time ago and was associated with the existing evolution of universities: starting from their classical forms (XII-XIX centuries), postclassics (beginning of the XIX century - mid-XX century) and up to the emergence of modern, socially oriented, mass universities (mid-twentieth century - to the present) [2]. This circumstance turned out to be due to the sharp development and strengthening of the demographic factor, as well as the evolution of the international market of educational services, where the emergence of innovative technologies, including augmented and virtual reality (AR / VR), artificial intelligence (AI), robotization and blockchain, has a key influence (Fig. 2).



Rice.2. Financing of modern technologies in education [9]

In addition to the development of immersive learning technologies (using virtual and augmented reality, as well as voice interfaces), automation of learning processes (using the capabilities of artificial intelligence), certification (based on blockchain technologies), the trends in the development of the international education market [9] include technologies of inclusiveness and gamification, as well as personalization of the student learning process, a certain socialization of educational programs (including the exchange of user experience, uniting students according to their main interests and professional competencies, as well as working in common information databases and developing a team approach to learning).

Gamification is a fairly new concept of applying game design thinking to various learning tasks to make them more interesting and engaging [11]. Gamification creates a coherent learning environment in ED that significantly increases student engagement, motivation, and core competencies. In addition, the electronic format makes it easier to distribute and adapt educational materials [10], which stimulates the development of knowledge and the emergence of a significant number of new educational programs designed to take into account the possibilities of online education

and suggesting a shorter stay of students on campus. At the same time, the recent technical innovations in people's communication (Internet, mobile communications, etc.) and a sharp increase in the volume of profile information have led to fundamental changes in the existing approaches and opportunities for obtaining higher professional education. As a result, the average annual growth rate of the global academic mobility of students is currently almost 7% (of their total number). Increasing the international mobility of students should serve as an additional bonus for them in the process of developing and acquiring the so-called "21st century skills" [10].

Internationalization processes at the Ferghana Medical Institute of Public Health. In the Republics of Central Asia (Kyrgyzstan, Uzbekistan and Tajikistan), these processes became especially pronounced after 1991, as a result of their gaining state independence, as a result of the massive expansion of the provision of higher professional education services to the population [3,4]. The greater and broader autonomy of the universities of the Central Asian Republics was followed by an urgent need to strengthen their internationalization. At the same time, the Central Asian Republics need not only to maintain internationalization in universities at a certain threshold level, but also to constantly improve its quality in order for the national system of higher professional education to continue to remain competitive in the external markets of educational services, sensitively responding to their constant changes. The internationalization of higher professional education is manifested in the active interaction between universities in different countries. Thus, in 2018, the first Russian-Uzbek educational forum "New personnel for the new economy" was held in Tashkent, in which representatives of more than 100 Russian and Uzbek universities took part. Its continuation was the interregional conference of universities of Russia and Uzbekistan held in Astrakhan in 2019 "Modern realities, trends and prospects for the development of bilateral cooperation between Russia and Uzbekistan in the field of higher education." The leaders of 45 higher educational institutions of both countries took part in this conference [1].

Academic ties with other countries of the world also actively developed. So, in 2022, a national program was adopted in Uzbekistan, according to which, together with 22 foreign universities in Russia, Belarus, Poland, Germany, Italy, China, India, South

Korea, Turkey and Ukraine, the training of medical personnel under international programs for 12 areas of bachelor's degree, 10 specialties of magistracy and 8 specialties of clinical residency, carried out for the medical needs of the population of the republic. At the same time, there is a significant increase in the training (in terms of quantity and quality) of foreign students in the universities of the Central Asian Republics, i.e. the degree of internal internationalization of local universities is also increasing.

Currently, the Ferghana Medical Institute of Public Health provides a full package of quality educational services for foreign students: pre-university education, basic training (bachelor's and master's programs) and postgraduate education (internship, residency, postgraduate studies, specialization). In addition, the Institute has accumulated the necessary experience in organizing the educational process for the specialized training of foreign students, as well as created a proper human and material base, and developed special highly effective methods of teaching them.

In accordance with the objective laws of the development of the organization, the international cooperation of the PMIOH should be directed to the following aspects:

- full integration into the specialized international educational space;
- accelerating the exchange of modern specialized knowledge and technologies;
- development of innovative forms of medical education, science and healthcare (based on the use of accumulated significant international practical experience and theory);
- activation of multilateral mobility of students and teaching staff.

For this mThe Institute's international activities include:

- organization of various exchange programs and internships for teachers, graduate students and students;
- development of scientific, methodological and educational materials;
- organization and holding of joint scientific and practical conferences, seminars and trainings (in order to increase the scientific, practical and intellectual potential of the faculty of the PMIOH and students);
- implementation of joint scientific projects with foreign partners.

Conclusion. All these aspects of strengthening the international activities of the Institute suggest the need to encourage students to study foreign languages,

acquire intercultural competencies and deep civic education.

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