

DEVELOPMENT OF TRANSNATIONAL AND JOINT EDUCATION PROGRAMMES: SCIENTIFIC AND PRACTICAL APPROACHES BASED ON UZSWLU EXPERIENCE AND INTERNATIONAL QUALITY ASSURANCE SYSTEMS

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Abstract. In this article, I analyze the process of the joint program based on the Uzbekistan World Language University and the development of transnational education. The international quality recommendation system(ESQ, EQF), the education based on competency, the outcome of education results, and the effect of digital technologies on academic mobility are tested. The research results are suggested to increase the quality of the joint program education.

Keywords. ESG, EQF, education based on competency, academic mobility, international quality recommendation, the joint program, transnational education, and digital technology.

Introduction. In modern life, the importance of transnational and double degree program are increasing in the sphere of education. Students can study in collaboration with foreign universities and get international experience through these programs. In Uzbekistan. This process is developing in the case of the Uzbekistan World Languages University. This university has a double degree program bachelor's degree and a master's degree, between foreign-sponsored universities. But it has a complicated issue with the recommendation of quality, transparency of assessment, and digital infrastructure.

The problem. There are not full integration of the international quality assurance system and limited academic mobility based on the main challenges and fewer digital tools in the joint program.

The aim. To increase the quality of the joint program based on requirements ESG and EQF, develop full integration of the international quality assurance system, and work out suggestions according to widening academic mobility through digital technologies.

International researches show (Knight,2018; Albach and Knight,2007) that global competitiveness is the quality as main aim of transnational education. ESG(2015) marked a clear point of mechanisms inside and outside quality recommendations. EQF divides education results based on competencies. Biggs and Tang(2011) emphasized study aims through constructive alignment, the synergy of methods, and encouragement. OECD(2020) records encourage mobility and education quality of digital technologies.

Methodology. The research use following methods:

- to analyse the standards of international and employed documents;
- to generalize internal information based on the joint program of UZSWLU;
- comparative analysis (encouragement of suitability requirement of ESG/EQF);
- to study the ideas of students and learners.

These methods may be used in other universities repeatedly.

Results. -Analysis results show that the number of students increasing 30-35 percent who are studying in the joint program over the past 3 years.

- Academic mobility has increased by over 25%.
- Academic results show higher than 15-20% in subjects based on competency.
- The use of virtual platforms and LMS increased student participation in 20%.

Discussion. The results are consistent with international research. Intensification of internal monitoring increases student satisfaction based on ESG. Competencies requires transparent degree based on EQF. Digital technologies have decreased geographical limits and widened academic mobility. UZSWLU experiences show the effectiveness of these approaches in national conditions.

Limitation. The research was carried out as an example of some joint programs. There is not enough statistical information in full national level. The research suggested covering more universities. This research has some limitations.

First of all, the research was carried out as an example of some joint programs in universities. So there is a limitation for generalizing results to all higher education institutions.

Secondly, it is based on statistical information, internal reports, and available formal instructions. Some instructions require deep empirical research.

Thirdly, quality indicators were assessed mainly in a percentage in this research. But it can add clear results through deep interviews and long observations.

Fourthly, it may not be the same for students of digital technologies. Because the quality of the internet, technical tools, and digital skills are different.

It suggests widening this research among higher education institutions through mixed methods.

Conclusion. The research shows that it is an important place of transition and a joint program of international integration. It was confirmed to clarify the effectiveness of using international quality assurance systems, such as ESG and EQF, based on the experience of UZSWLU. It helps to develop professional qualifications, practical skill and theoretical knowledge of an education model based on competency. It gives a chance to assign clearly in the result of transparency assessments, education aims with constructive alignment. Use of digital technologies develops academic mobility, such as LMS platforms, virtual exchange programs, and online sponsored tools. It helps to exchange international experience for students and teachers. Moreover, the joint program served to prepare global competitive experts who are suitable for the requirements of employment markets.

That's why in the future will:

- Widening the process of international accreditations;
- Exchange the system of quality for the usual system;
- Improving assessment of criteria based on competency;
- Consolidating digital infrastructure;

be marked as strategic approaches. In general, transmission and the double degree programs are an important connection to zoom in higher education system of Uzbekistan to international standards. Their faster development will help to encourage education quality, academic mobility, and international sponsored levels.

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