Promoting Global Academic Mobility for Sustainable Development

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Abstract: This article aims to investigate various aspects of the contemporary higher technical education system and its operation in the context of intricate interactions with individuals and groups worldwide. Over the last three decades, higher education has experienced unprecedented globalization, reaching new dimensions. The globalization of contemporary universities holds additional significance in the context of the Fourth Industrial Revolution. The study explores the interconnectedness of globalization and internationalization, highlighting the constructive synergy that arises from their interaction. Special attention is given to the primary features of combined higher education programs as powerful instruments for fostering intellectual mobility. The article presents a conceptual framework, methodological and organizational design characteristics, and shares experiences gained through collaborative international projects. Concrete examples of universities in Central Asia expanding their global presence are also described.

1 INTRODUCTION

Contemporary universities employ innovative technologies in their management practices, offering well-defined objectives and practical solutions to assigned tasks. At every level of education - national, regional, sectorial, and institutional - internationalization is embraced as a progressive management approach. This approach enables the expansion of educational objectives, functions, and procedures on a global scale. Education has now become an integral part of state policies to tackle political, social, and economic challenges.

Authors Hancherenok I. and Gorbachev N., in their book "Globalization 4.0," emphasize the need to enhance the educational system to effectively respond to present-day difficulties. These challenges will significantly shape the future, exerting global influence on economies, political alignments, and social interactions.

Countries are increasingly recognizing the importance of regulating the export of educational services and providing government support to the education sector, which has emerged as a substantial export industry with significant economic potential. Many nations are adopting policies and strategies to facilitate the growth of education exports, aiming to internationalize education and attract students from other countries. Moreover, policymakers are altering their approaches to education and the job market to attract a diverse student population from abroad.

However, the internationalization of higher education goes beyond the mere attraction of students. It involves collaboration, exchange programs, joint research projects, and the integration of international elements into curricula. The mobility of students, faculty, and educational programs has become increasingly crucial in diversifying educational services.

Promoting global academic mobility is vital for achieving sustainable development. The globalization and internationalization of higher education play a crucial role in fostering intellectual mobility and intercultural exchange. Through international collaborations, universities contribute to the development of a knowledge-based economy and prepare students to thrive in an interconnected world. It is imperative to recognize the interplay between globalization and internationalization and utilize effective management tools to ensure successful implementation. By promoting global academic mobility, universities can cultivate the skills and knowledge necessary for sustainable development in an evolving global landscape.

In practice, educational resources, programs, and institutions worldwide collaborate to address the

challenges associated with various types of internationalization in higher education. Based on the characteristics of the internationalization process and the positioning of countries in the global market of educational services, three orientations can be identified: import orientation, import-export orientation, and education export orientation. Consequently, educational services are delivered diversely, with increased mobility of students, teachers, educational programs, and institutions. This trend leads to greater overall mobility in educational programs and institutions.

2 INTERNATIONALIZATION AS AN INNOVATIVE TECHNOLOGY FOR MANAGING HIGHER EDUCATION

The current higher technical education system is represented by institutions that rely on complex connections with individuals and groups worldwide to function successfully. The concept of internationalization permeates all aspects of education and serves as a guiding principle for the development of contemporary technological systems in educational institutions, including universities. Academic mobility, involving incoming and outgoing students, graduate students, teachers, scientists, and administrative staff, is an integral part of internationalizing education. Joint educational programs leading to dual diplomas and degrees, collaborative research projects with international partners, joint activities at network universities, and hosting international forums are crucial components of internationalization. Active participation in the export of educational goods and services also contributes to this process. According to Salmi and Frumin (2013), the primary motivation for internationalization is not a lack of talented students, teachers, and researchers within a country, but rather the need to integrate these individuals into international networks to facilitate the exchange of advanced knowledge. With the increasing need for applied scientific research, technical universities are becoming more integrated into everyday life. Internationalizing technical education should encompass various forms of international cooperation, including individual mobility of students, faculty, and administrative staff for educational purposes, curriculum and institutional mobility, the development of international curriculum

standards, the incorporation of international elements and educational standards, as well as institutional cooperation aimed at forming strategic educational organizations and achieving common educational goals.

The concept of internationalizing higher education is commonly divided into "internal" and "external" aspects, emphasizing the importance of both domestic and international dimensions. Consequently, the internationalization of technical education is becoming a targeted policy in many countries. This policy aims to address national, political, social, and financial challenges while also enhancing the skilled workforce in those countries. The application of digital technologies and the development of a philosophy surrounding their utilization contribute to the practice of internationalizing education. These technologies empower us to engage in collaborative knowledge creation, embrace diverse perspectives from different contexts and worldviews, conduct advanced analyses, and enhance our ability to navigate and thrive in an ever-changing and diverse environment.

Overall, the internationalization of higher education through innovative technologies is crucial for universities to thrive in a globalized world. It facilitates knowledge exchange, fosters collaboration, and prepares individuals for the challenges and opportunities of a rapidly changing society.

Furthermore, we are currently in an era characterized by abundant information and scientific knowledge, which presents new challenges for the education system in preparing students for life and careers in the rapidly evolving landscape of the information age. The objective goes beyond enhancing educational attainment levels; it encompasses fostering a new mindset that aligns with the dynamic economic, social, and informational trends of our time (Dronova, 2006).

The field of pedagogical informatics addresses the challenges of educating individuals who will live in an information society. It focuses on equipping people with the necessary skills to function effectively in an information-driven society. This includes computer literacy, information support for education through knowledge and databases, and individualized education using innovative computer learning technologies. The goals of education informatization include the development of intellectual abilities, humanization of education, and improving its accessibility. Multimedia, in particular, can play a significant role in facilitating the necessary paradigm shift in education. In today's society, students need to possess the ability to seamlessly

integrate social contacts and information flow into their activities, whether related to their professional field or not. As society becomes increasingly digital, technical universities should prioritize nurturing socially engaged individuals who are prepared and competent to participate in activities related to information and social interaction. To optimize the learning process, it is crucial to transition activities that directly support education to the university's information environment, ensuring effective control over access to information resources and services. This involves integrating the university's diverse resources into a unified network of open education.

Within the creative educational environment, an information flow management system is implemented to facilitate seamless collaboration among all stakeholders involved in the educational process, including teachers, researchers, students, librarians, and others. The overarching strategic objective of this collaboration is to equip specialists with the essential level of information training, empowering them with the necessary skills and opportunities for lifelong learning throughout their professional journeys. These skills and characteristics are highly sought after in a society undergoing rapid transformation and in a world where change is the only constant.

Joint educational programs play a crucial role in enhancing the teaching competence of foreign languages, especially in the ongoing reforms within Uzbekistan's higher education system. These programs are designed to improve the quality of education and align it with international standards, positioning Uzbekistan as a prominent hub for international education in Central Asia.

One notable example of internationalization is the joint educational program between Tashkent State Technical University (named after Islam Karimov) and Belarusian National Technical University, established through negotiations between the two countries. In accordance with the Decree of the President of the Republic of Uzbekistan NoPP-4524 20.11.2019, the objective is to establish a Belarusian-Uzbek interdisciplinary institute for applied technical education and vocational training. This initiative aims to cultivate a highly skilled workforce of engineers and technical personnel, directly contributing to the region's economy. The decree was issued on November 20, 2019.

However, the implementation of joint programs faces challenges due to differences in the regulation of higher education quality among participating countries. Harmonizing the competence potential of

educational programs becomes a critical and complex aspect in designing and executing these programs.

To achieve the goals of the joint program, students from Tashkent State Technical University spend two years studying at Belarusian National Technical University in Belarus, where they receive their degrees upon completion. This collaboration utilizes the expertise and educational programs developed in Belarus to meet the technical and economic needs of projects in Uzbekistan. Moreover, it encourages intercultural dialogue and fosters a broader understanding of diverse perspectives.

The Institute offers a unique educational approach with a high level of academic mobility, enabling students to gain diverse experiences and knowledge from different institutions.

3 CONCLUSIONS

In conclusion, the benefits of internationalization in education are undeniable. By embracing international collaboration, countries can achieve their strategic objectives, expand the export of educational services, and improve the quality of their programs. The exchange of ideas, expertise, and best practices among institutions from different countries enriches educational systems and drives innovation. International exposure and cultural immersion provide students with valuable intercultural competencies and a global perspective, equipping them for success in today's interconnected world. Furthermore, internationalization contributes to economic development by attracting international students and stimulating local economies. To fully leverage the advantages of internationalization, countries must address challenges such as ensuring quality assurance, providing support services, and promoting inclusivity. By doing so, they can establish themselves as leaders in education, foster cross-cultural understanding, and contribute to a more interconnected and prosperous future. The potential benefits of internationalization far outweigh the concerns, making it a crucial aspect of education in our increasingly globalized society.

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