



## Theoretical Basis For Modernization Of Higher Education

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### ABSTRACT

The article reveals issues such as the modernization of higher education, its content, different approaches, the theoretical foundations of the importance of the process of modernization in higher education.

### KEYWORDS

Higher education, modernization, competence, innovation, education, professional knowledge, skills, qualifications, analysis

### INTRODUCTION

The study of competency-oriented education-oriented tasks in higher education institutions cannot be carried out without a theoretical analysis of the content, essence, goals and directions of modernization of higher education. The theoretical substantiation of the modernization of higher education can be done by understanding its current state,

analyzing the features of the modernization of university education, defining the principles of development of higher education, identifying the main problems of training future professionals. As a result of theoretical justification, in the process of integrating the training of future specialists in the process of modernization of higher education, it is

necessary to identify the need to integrate their general cultural and professional competencies into higher education.

## THE MAIN RESULTS AND FINDINGS

Traditionally, the term “modernization” is understood as the transformation of something (system, structure, approach, content, conditions, etc.) into an alternative state based on the modern requirements placed before it. Therefore, in the theoretical analysis of modernization, the categories of “traditional” and “modern” will be of basic importance. Until the middle of the twentieth century, these categories were accepted as the opposite category in science.

In the 1960s, contemporary traditions and reality were interpreted as interrelated and interdependent events. From this point on, the process of developing a dialectical theory of modernization began. Within the framework of this theory, modernization began to be interpreted as a tool for designing the social situation, justifying and implementing certain practical activities for change in various fields.

Today, modernization is understood as a multifaceted macro-process of formation, distribution (implementation) and development of social institutions, practices, structural structures, technologies, approaches, etc., that is, the transition to modern society.

As modernization has taken place in various spheres of life, it has been incorporated into the study of various sciences and is now regarded as an interdisciplinary category. Therefore, it is logical to talk about

technological, structural modernization, modernization of social relations, education and so on.

However, an analysis of the scientific literature shows that there is a general basis for understanding the essence of modernization, which is based on the reflection of the characteristics of the specific industry that affect it. Under this general approach, modernization is understood as follows:

- The internal development of Western countries and the United States associated with the New Age of Europe;
- Modernization of countries that do not belong to the group of modern Western countries and the United States, but want to approach their level of development;
- The countries of Western Europe and the United States, which are already ahead of other countries in terms of development, including the processes of gradual development, ie, modernized by them.

The essence of modernization, including education modernization, can be identified by comparing the following concepts: “modernization”, “reform / reform” and “innovation”. Modernization of education is a continuous process, and education reform / reform is a process limited by time, purpose, or other boundaries. That is, the leading feature of modernization in this aspect of comparison is continuity, and reform / reform is completeness in accordance with the achievement of planned results over a period of time.

If we compare modernization and innovation, as the leading features in this, we determine the direction vector of these processes and the

value of the sample in their implementation. Innovation implies the development of a process or event from the present to the future, and modernization from the past to the present.

Analysis of psychological and pedagogical literature and normative documents on various aspects of the development of higher education allows to identify a set of interrelated areas of its modernization: structural modernization, modernization of educational content and modernization of pedagogical theory and methods of vocational education.

One of the important aspects of the modernization of pedagogical theory is the substantiation and implementation of the integration of general cultural and professional competencies of students in this higher education system. As mentioned above, the different integration options in universities and institutions vary by nature. As for the integration of general cultural and professional competencies of students in higher education institutions, it is based on the implementation of the principles of universality, integrity of worldviews and fundamentalism. This means that the formation on the basis of general cultural and professional competencies occurs entirely through the assimilation of the basic laws of nature in the "general - individual - individual" sense, on this basis - the laws of science, then - the principles of using the laws of nature and science in a particular field and technologies for implementing principles in specific types of professional activities.

The content of education, which is mastered by future professionals in the institutes, is primarily characterized by professional

orientation and variability. Here the volume of theoretical sciences is significantly reduced, which does not allow for the full implementation of the principles of universality, the integrity and validity of the world picture. This type of educational organization is tasked with training personnel to perform certain labor functions in enterprises and organizations of a particular sector of the economy or social sphere.

It is more difficult to do this than professional competencies because professional knowledge is different from subject knowledge. Moreover, a single professional competence is formed in the context of mastering several disciplines by a student, i.e. it is combined, i.e. it is almost impossible to fully describe its components such as knowledge and skills based on the content of a particular subject.

Professional knowledge is a set of theoretical concepts and insights required for the quality performance of formal tasks to achieve defined results, awareness in a particular area of activity. Knowledge on a subject is knowledge of real, abstract, or deified objects.

It follows from the above that the essence of professional knowledge is practical, the effectiveness of their application can be assessed only in practice. This makes it difficult to measure and evaluate professional competencies as an integral part of integrated learning outcomes.

## CONCLUSION

It is possible to evaluate the effectiveness of the application of subject knowledge in the learning environment. As for the components of general cultural and professional

competencies such as qualifications and knowledge (practical experience), as in the case of general and subject competencies, as set out in the Bologna Declaration, they can be defined in general for a module or curriculum.

Our interpretation of the above competencies is of a normative nature as a whole as a result of teaching in higher education institutions, as they are enshrined in the documents. The pedagogical features of general cultural and professional competencies for higher education are quite diverse, with their theoretical considerations allowing them to model and design different options for shaping, evaluating, and measuring.

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