



Academic Mobility Of Foreign Language Students In The Credit System Of Higher Education

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ABSTRACT

The article deals with the role of academic mobility in the credit system of higher education, with the use of level differentiation and a multi-level approach to teaching foreign languages. The article describes the international relations of the Mukimi KSPI and the peculiarities of its division into subgroups according to the level of language proficiency, which is the reason for the development of academic mobility.

KEYWORDS

Credit, credit score, Memorandum, academic mobility, differentiation, foreign textbooks, entry into the international educational space, level of knowledge of languages, multi-level approach

INTRODUCTION

The creation of the European higher education area, as the main goal of the Bologna reforms (the introduction of a two-level system "bachelor – master"), makes it possible to study for one or more semesters in bachelor's and master's programs, study courses and individual modules, and obtain a

double diploma at a University in another country. The implementation of such conditions as the coordination of curricula and programs of Russian universities with foreign ones, the introduction of a credit system of disciplines and modules (ECTS) allows us to successfully implement these opportunities.

ECTS (European Transfer and Accumulating System) is a European Transfer and Accumulating credit system based on the assessment of a student's academic performance necessary to achieve the goals of a particular program. These goals are described in terms of established learning outcomes and competencies.

One of the priorities of credit technology training is academic mobility. At the same time, we are seeing a significant increase in the number of foreign and private universities, and the competition of universities both within the country and in the international arena is increasing.

In today's conditions, academic mobility plays a significant role in the process of transition to the credit system of higher education in Uzbekistan and entry into the international educational space. By providing access to better educational programs and research opportunities, it is seen as a contributing factor to improving the quality of education and creating a new workforce.

MAIN PART

Academic mobility is the transfer of a student, researcher, or teacher to another educational institution that has a compatible program of study or research for a long but limited period of time (semester, academic year). Academic mobility is carried out both between universities in the same country and between universities in different countries, but unlike an internship, a person participating in this process takes a full course of study and, upon returning to the main University (the University where he entered and where he plans to get a diploma), this course of study is counted as a completed semester or year [2].

By guaranteeing the right to choose the main and additional disciplines and forms of

education, as well as the right to self-determination in the content of education, the parameters of the Bologna process ensure the level of academic freedom that is necessary to create a creative atmosphere for students, as well as the use of the latest teaching methods.

Academic mobility can be external or internal.

1. External academic mobility – training of students, conducting research and work of teachers and employees of domestic universities in universities and research institutions abroad.
2. Internal academic mobility – training of students, conducting research and work of University teachers and staff in leading Russian universities and research centers (possibly with the involvement of foreign professors).

Academic mobility contributes to the formation of educational and professional experience of its participants, as through classes with foreign teachers and professors, students receive information about other educational technologies, as well as have the opportunity to improve their skills of direct communication with representatives of other countries [3].

However, the problem of insufficient level of language proficiency among students stands in the way of realizing the limitless opportunities that are currently open to young people in terms of obtaining and improving their education. A high level of foreign language proficiency is a prerequisite for students to participate in short-term or long-term study programs abroad. In a non-linguistic University, the number of students willing to take advantage of the opportunities provided is very small. Experience shows that the low level of foreign language proficiency of students and graduates of Russian universities can become a deterrent to the growth of

international activity of universities in General and the development of international cooperation between faculties, departments, students, postgraduates and scientists of Russian and foreign universities, participation in exchange programs and internships [4].

I would like to focus on the methodological aspect of this phenomenon. The practice of teaching a foreign language both at school and in higher education, which has been established for many years, was based to a large extent on the use of the grammatical-translation method. As noted by S. G. Ter-Minasova: "Of the four language skills (reading, writing, speaking, listening comprehension) only one thing developed, passive, oriented to "recognition" – reading" [5]. In addition, the number of training hours in the working curricula of bachelors and specialists, the low intensity of classes (no more than 2 hours per week), as well as a significant differentiation in the level of language knowledge among school graduates in large cities and those who come from rural areas do not contribute to optimizing the learning process. It is known that in the absence of an entrance exam in a foreign language, the number of students who have a high level of language competence and have the skills and abilities sufficient to become a participant in academic mobility is calculated in units. Effective application of innovative educational methods is required to solve the urgent problem of wider coverage of students who are able to participate in international programs.

RESULTS AND DISCUSSIONS

Today, changes in higher education in the Republic have also affected the Kokand state pedagogical Institute named after Mukimi. Memoranda have been signed with more than 40 foreign universities around the world, joint

educational programs have been opened with Russian universities, professors from foreign universities come to give lectures in all areas of undergraduate studies, teachers are trained in advanced training courses at foreign universities, and students are exchanged. [8]. The following priority areas are planned:

increasing the number of foreign students;

search for partners, write applications for participation in international projects;

participation in international Olympiads;

development of innovative programs for teaching foreign languages [6].

To date, the following work has been done:

The project " RUECVET: Ecvet experimental-experimental test in the National professional system of Russia and Uzbekistan " is a means of strengthening mutual trust and increasing mobility in secondary special, vocational education.

The global objective of the project is to create a basic platform for the European system of test units (ECVET) on the basis of experience and testing personnel for the NGO, both horizontally (within the system) and vertically, between secondary special, vocational education, and on the basis of higher and secondary special, vocational education.between secondary special, vocational and vocational education.

A memorandum was signed with the National Pedagogical University of Kazakhstan named after Abay and agreements were made on future student exchanges and trips dedicated to the study of foreign experience of professor teachers.

Within the framework of the Erasmus+ Program "Mobility for learners and staff –High Education student and staff mobility", professor Isabella, who visited Adam

Mikeevich University of Poland from April 30 to may 5, 2018, conducted seminar trainings for students and professors of the Faculty of Foreign Languages of the Cystic Institute.

On November 21, 2018, employees of the US embassy in Uzbekistan visited the Kokand State Pedagogical Institute and held an event on the US education of students and professors.

On November 30, 2018, a specialist from the University of Colorado in the USA gave lectures on "English speech" to students of the Department of English language and literature education

The issue of improving the level of foreign language proficiency is particularly raised.

Setting and implementing radically new, practically significant tasks requires applying fundamentally new approaches to the organization of the educational process, to new forms of teaching a foreign language to an audience that should be interested in the practical use of the acquired knowledge and skills

Practical work on the implementation of a multi-level approach to teaching a foreign language in a non-linguistic University in the context of solving urgent problems of academic mobility is especially important.

To do this, you must:

1. The separation of the flow of students in learning by subgroups, and the level of knowledge and internal motivation
2. Transition to teaching using a single technology, a limited number of programs, and
3. The use of modern foreign textbooks
4. The motivation of the students

Students are divided into language subgroups "Level-A", "Level-B", "Level-C" based on

computer testing and interview results, which gives an equally objective picture of language proficiency. During the first academic month, "horizontal movement" of students between groups is allowed in order to clarify the specific level of individual students. After that, training is conducted according to the General program, but in groups of various levels from elementary to advanced. Learning in a group of "your" level creates a favorable and comfortable psychological atmosphere, which helps to increase motivation and interest in the language being studied. Setting feasible tasks for a student radically changes their attitude to the subject.

This experience was used at Kokand University in the 2019-2020 academic year and gave positive learning results.[8]

Positive competition is created, which makes students of the "Level-A" group feel like an equal participant in the learning process, as well as a student of the "Level-B" group. Thus, at this stage, the important task of overcoming the language barrier and acquiring communication skills in groups of all levels is solved – a factor that is of great importance in introducing young people to the ideas of academic mobility. We called this method the level differentiation method.

It is important to choose the right textbooks by level of study. For example, this is student's Book and Workbook, as well as electronic Resources such as iTutor DVD-ROM and Student website. Choosing a suitable course that meets the goals and corresponds to the scope of the discipline in the curriculum hours, undergraduate program. Teachers of the Department chose the textbook Headway, and for the Humanities-Market Leader and other Business English courses (levels from Elementary to Upper-Intermediate). [9]

Indispensable from the point of view of formation of communicative and intercultural competences of the teaching-methodical complexes make such distinctive features as:

- Topics that meet the interests of young people and reflect the realities of the modern world;
- Availability of sections that develop cross-cultural communication skills;
- The language portfolio;
- A variety of project-based training tasks.

The division of students by level of language training makes it possible to identify a group of the most active participants in student mobility from the first day of their studies, for whom a foreign language – the subject of study – becomes a source of information and a means of communication. On the other hand, the task of increasing the motivation of students in this group is more difficult than in the "Level-A" and "Level-B" groups. There is no doubt that classes in groups of "their own level" allow students to maintain their existing level of language skills, but for further growth they need qualitatively new, motivating goals. The question remains open. According to the author, the choice of preparation for the international exam as a training program for students of advanced groups should be truly innovative, promising and promising. For any student of this level, obtaining an international certificate can be a very tempting practical goal. [8]

Existing training courses are educational and methodological complexes that are "sharpened" to develop such skills and abilities that make the language functional, that is, make it possible to use it in real life. Today, IELTS is one of the most popular international tests and exams in the Republic. For students of the KSPI faculty of foreign languages, the program of preparation for this exam is the

most acceptable, since it has two versions: Academic and General. In addition, the 2014 edition of Headway Academic Skills (IELTS Study Skills Edition, level 1) makes it possible to set such an ambitious task as passing an international exam for Elementary students.

Students, preparing for the exam, face such difficulties as: the

Need to learn to think in English;

The problem of understanding other native students;

Difficulties in everyday communication;

Problems of cross-cultural differences;

Problems with nonverbal communication;

Lack of self-confidence. [7]

In order for a student who is a future specialist or a participant in an international program to feel confident in a real – life situation, they must also be placed in such conditions in the classroom that they can solve specific professional tasks. The use of authentic textbooks makes it possible to implement the tasks of forming communicative and intercultural competencies in the most efficient and cost-effective way. The presence of an ethno-cultural pragmatic component in the structure of a textbook at any level greatly facilitates the student's adaptation to a foreign-language social environment.

CONCLUSION

Complex events organized and conducted by the Department of international relations of KSPI contribute to the creation of a motivating environment in the University as a whole. The work is carried out by creating an accessible language environment through international relations between universities, lectures and practical classes of invited English-speaking

teachers, student and scientific conferences in English.

In conclusion, we can say that all the components of a multitiered approach: forming groups based on actual knowledge level of the student, the involvement of world learning experiences through hi-tech tutorials, unified communication programs and the creation of the English working atmosphere in the international conference, bring a process to the solution of one of the most actual tasks of modern education – increase the level of motivation of students and the formation of foreign language competence is necessary for modern people to integrate into the world educational space.

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