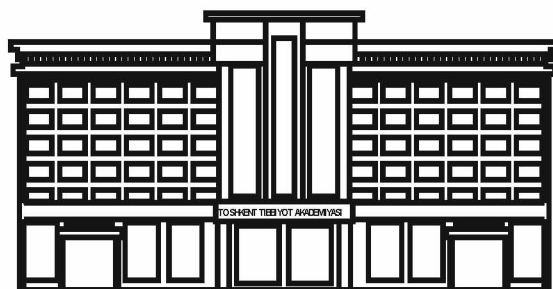


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ENHANCEMENT OF PROFESSIONAL COMPETENCE OF UNIVERSITY TEACHERS: EXPERIENCE OF COOPERATION WITH UNIVERSITIES OF EU ON THE BASIS OF INTERNATIONAL PROJECTS

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Концепция модернизации современного университетского образования заключается в формировании целостной системы в 4 категориях – знания, умения, опыта и компетенции, которые проявляются в самостоятельной деятельности студентов, в совершенствовании их навыков принятия решений как в стандартных, так и в нестандартных ситуациях. Развитие компетенций является объектом процесса обучения и образовательной программы Международное сотрудничество между университетами открывает новые возможности для распространения полученного передового опыта, в том числе опыта по разработке требований к компетентностям преподавателей современного вуза.

Ключевые слова: компетенция, эффект мультипликатора, рабочий пакет, студенческая и преподавательская мобильность.

The concept of modernizing modern university education is to form an integral system in 4 categories - knowledge, skills, experience and competence, which are manifested in the independent activities of students, in improving their decision-making skills in both standard and non-standard situations. The development of competencies is an object of the learning process and the educational program. International cooperation between universities opens up new opportunities for the dissemination of the advanced experience gained in developing requirements for the competencies of teachers of a modern university.

Key words: competence, multiplier effect, work package, student and teaching mobility.

Objectives. The concept of modernizing modern university education is to form an integral system in 4 categories - knowledge, skills, experience and competence.

Competence means a proven ability to use knowledge, skills and personal, social and/or methodological abilities in situations of work, learning and/or for professional and personal development.

What competencies should university teachers have in the formation of these categories, how will they be reflected in the professional training of future specialists, how to implement them in the educational process?

The development of competencies is an object of the learning process and the educational program.

International cooperation between universities opens up new opportunities for the dissemination of the advanced experience gained in developing requirements for the competencies of teachers of a modern university.

Developed and implemented by the project team of Fergana State University on TEMPUS / ERASMUS+ programs in 2005-2018. EUtraCeFer -Europa- Uzbek Training Center of Vocational Teachers (2007-2009), UnivEnt -Enhancement of Role of Universities in Transfer of innovations into Enterprise (2010-2013), ModeHed - Modernizing of Health Education in Universities (2015-2018) gaining rich experience of cooperation with universities of the countries, exchange of students and professors, creation of many specially equipped teaching and research laboratories, comparison and development of textbooks and teaching materials.

On the basis of the Erasmus+ project as ModeHed - we investigated the international cooperation with EU universities on the development and enhancement of

professional competence of universities teaching staff in Uzbekistan and Kazakhstan.

Outline.

Dealing partnership as a defining component of the life of ERASMUS+ projects: "Multiplier effect".

Partners from EU: Germany- HTWK Leipzig, (HTWK Leipzig)- Grantholder,

Slovakia-University Pavol Jojef Shafarik, (UPJS), Czechia Charles University of Prague (CUNI).

Partners from Uzbekistan: FerSU – local coordinator, TMA, Buhara State Medical Institute - BuhSMI, Uzbek Sport and Physical Culture Institute - UzSPHC, AndSU, NamSU, KSPI and two non academic organization - Uzbek Medical - Pedagogical Association - UzMPA, Center of Development of Medical Education within Ministry of Healthcare of Uzbekistan - CDME.

Partners from Kazakhstan: S.D.Asfendiyarov Kazakh Nat. Medical University - KNMU, South Kaz. St. Pharmaceutical Academy- SKPHA, Kaz St. Wumens teacher Training Institute - KSWTTI .).

The relationship of mutual cooperation continues during and after the end of the project and ensures the successful sustainability of the project, as well as achieve a "multiplier effect" of the project results, when the partners themselves are already conducting inter-partnership relations - academic exchange under the Erasmus+ program, which has already become traditional for European students and teachers after the end of the project.

As a result of the academic mobility of the teaching staff at TMA, BuhSMI, several textbooks for students were published together with international colleagues, namely with HTWK Leipzig, UPJS, CUNI. KNMU.



BuhSMI has been interacting with UPJS within the framework of the Erasmus+ program since 2016.

During this period, there have been multiple exchanges between teachers and students.

On April 29, 2019, a visit of a delegation began, which included Prof. Dr. S. Tomaschikova, Head of the Department of British and American Studies, Assoc. Prof. Timkova, Prof. J. Macheyova, The visit took place within the framework of the BGMI and Erasmus+.

During the meeting, issues of academic mobility of teachers and students, the possibility of students receiving a double diploma, teaching doctoral students and defending dissertations, conducting joint research, organizing and conducting scientific and practical conferences, joint development of teaching aids and educational medical literature were discussed.



Academic three-month student mobility of two undergraduates from February 2 to May 5, 2019 - N. Irgasheva and Z.Dadakhonova took place between FSU and UPIS, and in January 2019 academic mobility of two professors - D. Usmanova and N. Abbasova took place.

The Impact of International cooperation of the development of the professional competence

The European Council identifies five basic competencies in the context of preparation of university teachers:

1. Political and social competence;
2. Competence regarding life in the multicultural society;
3. Competence, determining ownership of oral and written communication;

4. Competences related to emergence of the information society;

5. Competence to implement the ability and desire to life-long learning.

In lectures, training demonstrations and presentations, and during visits to clinical laboratories at the study tour of November 20-30, 2016 at UPJS and CUNI project partners from universities of Uzbekistan have learned a lot about the European educational area, teaching health and social subjects for medical universities in the EU. Particularly open discussion after each presentation by Prof. D. Pell, Prof. A. Madarasova, Dr. I. Razhnikova, Prof. P. Krcho, Dr. P.Urdzik, Dr. R. Morochovich, Dr. J.Majernik were useful.



A large field for discussions, analysis and generalizations for implementers, who had long debates on the issue of development and introduction of the multimedia component of the upgraded training courses in CUNI, was given by a master classes conducted by a technical coordinator of CESNET, Eduroam, T. Kosnar - "Academic network Geant, Eduroam infrastructure", D. Horvath - "E-books and electronic information sources" (www.academia.edu, www.researchgate.net), Prof. J. Kofranek - "Interactive game blood circulation model" (www.physiomodel.org, www.physioe.org, www.physioe.cz/atlas/), Prof S. Stipek - "Medical faculties in education network (MEFANET)-Web of trust", C. Stuka - "WikiSkripta-open educational resource. The interdisciplinary Internet tutorial www.wikiskripta.eu/index.php/Home".

According to the project plan, on 4-5 April TMA and UzSPhCI, May 4, 2017 KSPI, August 4, 2017 on FSU conducted trainings devoted to placing of the multimedia section to the modernized courses.

improve the efficiency of the educational process

develop communication skills
develop (trainability, ability to self-education, self-development, creativity, ability to apply the acquired knowledge in practice)

take into account the individual characteristics of the student, inculcate skills with modern technology

3. Discussion: Multimedia vs. Traditional education

The ModeHed project aims to modernize 8 courses and to teach methods in health care, which are taught in universities:

"Valeology",

"Basics of medical knowledge",

"Age Physiology and hygiene", "Sports medicine and hygiene of physical culture",

"Physiotherapy and Hygiene of physical culture" for non-medical universities,

"Public health and public health management"

, "Improvement of pre-hospital first aid",

"Physiology" for medical universities.



According to the project work plan, layouts on modernized training courses are prepared aimed at improving the efficiency of the educational process; development (learning, self-education, self-development, creativity, ability to apply the acquired knowledge in practice) of communication skills. Feature of these training courses is the multimedia section for each chapter. However, it must be acknowledged that even the best multimedia tutorials, or electronic textbooks could not and should not be a substitute for real communication, they only are effective assistants, allowing to improve quality of education and make more objective and clear control of the learning material. Therefore, it is important to organize the work of the students. The use of multimedia can help boost their cognitive interest and promote and empower their independent work. However, it must be acknowledged that even the best multimedia tutorials, or electronic textbooks could not and should not be a substitute for real communication, they only are effective assistants, allowing to improve quality of education and make more objective and clear control of the learning material. Therefore, it remains relevant to create textbooks of a traditional format, namely traditional books, interaction with which the reader forms a special attitude to the study of the material, where an important component is the psychological component, which allows not only to see and hear the material, as provided in the multimedia textbooks, but also feel the educational material, passing it through your senses, namely through the touch, when the reader leaf's through the book, he feels every roughness of the pages, volume, weight of the book; through the sense of smell, when the smell of a book is perceived.

Implementation of results of the project.

December 12, 2017 at HTWK Leipzig in the Workshop of all Partners, it was concluded that professional competence is an integral concept, which includes the following types of competences:

- Educational-cognitive competence - a set of abilities and skills for cognitive activity;
- Information competence is the ability of using information technology to search, analyze, select, process and transmit necessary information;
- Communicative competence – it is a skills of interaction with other people, the ability for a group work, familiarity with different social roles.

Without the development of professional competence, it would be impossible for each participant of the project to make a good contribution to the pedagogical activity. Active participation in international projects, creative comparison of its professional competence and colleagues from EU universities, analyzes of this comparison leads to the conclusion that in the current conditions it is necessary to form not only competent but also competitive identity.

The following project participants received their degrees during 2016 – 2020 yy:

1. D.Yu. Yuldasheva, Doctor of Medical Sciences (TMA);
2. D.T. Kayumova, Doctor of Medical Sciences (TMA);
- 3.S. A. Ubaydullaeva, Doctor of Medical Sciences (CDME)
4. Sh.A. Inakov, Doctor of Philosophy in Medicine (TMA);
5. I. R. Urazalieva, Doctor of Philosophy in Medicine (TMA);
6. F. Alimov, Doctor of Philosophy in Philology (AndSU);
7. Z. Dumaeva, Doctor of Philosophy in Biology (AndSU);
8. M.Kholmiraeva, Doctor of Philosophy in Biology (AndSU);
9. P. Lutfullaev, Doctor of Philosophy in Pedagogy (NamSU).



Thus, the modern paradigm of the development of the higher education system makes special demands on the level of development of professional competence of university teachers, in which it is important to gain experience in cooperation with EU universities, domestic

universities and other organizations on the basis of international educational and social projects. Only under such conditions can the development of the higher education system and the training of competitive personnel for all spheres of society be ensured.

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