MODERN APPROACHES IN THE HIGHER EDUCATION SYSTEM

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Abstract. The article analyzes modern directions in reforming the higher education system, in particular digitalization, the credit-module system, and the student-centered model of education. It examines the role of innovative approaches in improving the quality of higher education, along with the existing problems in their implementation and possible solutions.

Keywords: higher education, digital education, credit-module system, quality of education, innovative approach, student-centered education.

Higher education systems around the world are changing at a rapid pace. The rapid obsolescence of knowledge, the changing demands of the labor market, and the penetration of digital technologies into all spheres and processes are placing before higher education institutions the task of fundamentally renewing the educational process. The reforms being carried out in Uzbekistan's higher education system in recent years are likewise being conducted in close connection with these global trends.

The introduction of the credit-module system serves to increase students' activity and independence in the educational process at the higher education level. Within this system, the student gains the ability to plan his study load and choose disciplines, which helps him form an individual educational trajectory suited to his professional interests.

The process of digitalization has led to the development of distance and blended forms of education in the higher education system. Electronic learning platforms, virtual laboratories, and online testing systems increase the flexibility of the educational process and create opportunities for students to acquire knowledge at any time and place. However, the effective application of such technologies requires improving the digital literacy of faculty members.

The student-centered model of education places the student's personality at the center of the educational process. Here, the instructor's task consists not so much of transmitting ready-made knowledge as of guiding the student toward independent learning, critical thinking, and creative problem-solving. Project-based learning, group discussions, and practice-based assignments are effective means of implementing this model.

Integrating research activity with the educational process at higher education institutions is likewise an important direction among modern approaches. Involving students in research projects, applied studies, and scientific-practical conferences develops their research skills and helps connect theoretical knowledge with practice.

This process, in turn, also has a positive effect on increasing the scientific potential of higher education institutions.

Aligning the quality of higher education with international standards, harmonizing educational programs with labor-market requirements, and strengthening the integration of science and production are among the priority directions of the modern higher education system.

Looking at international experience, the unified credit system (ECTS), developed within the framework of the Bologna Process aimed at forming the European Higher Education Area, serves as an important tool for ensuring the academic mobility of students and graduates. Similarly, the "STEM+" model of education, widely used in Southeast Asian countries, is aimed at increasing graduates' competitiveness by integrating science, technology, engineering, and mathematics with applied projects. Adapting and implementing this experience to national conditions will serve to further deepen the international integration of Uzbekistan's higher education system.

The introduction of artificial intelligence-based learning management systems (LMS) is making it possible to automate administrative and methodological processes at higher education institutions. Such systems create the opportunity to monitor students' level of achievement in real time, to identify at an early stage students at high risk of academic debt, and to organize targeted additional support for them. This, in turn, has a positive effect on reducing the student dropout rate.

Developing a new system of criteria for evaluating the work of faculty members is also one of the pressing tasks. It is advisable that the work of an instructor, traditionally assessed only by teaching load, should now be evaluated in a comprehensive manner, based on research results, participation in international cooperation projects, and feedback provided by students.

In order to improve the quality of higher education, the following measures are recommended: adapting the principles of the international credit system to the national credit-module system; introducing a unified digital learning management platform at all higher education institutions; regularly adjusting curricula to labor-market requirements through a permanent feedback mechanism between students and employers; and encouraging faculty participation in international professional development programs.

Conclusion. In conclusion, introducing modern pedagogical and technological approaches into the higher education system is one of the important conditions for improving the quality of education, expanding students' opportunities for independent learning, and preparing them as specialists possessing competencies suited to the requirements of the modern labor market. The credit-module system, digital and blended learning, the student-centered pedagogical model, the integration of research activity with the educational process, and the use of artificial intelligence capabilities serve to ensure the flexibility and effectiveness of the educational process. At the same

time, the effective implementation of these approaches requires the regular development of faculty members' digital and pedagogical competencies, the adaptation of curricula to practice and labor-market requirements, the improvement of modern digital infrastructure, and the establishment of effective feedback mechanisms with students and employers.

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