



Theoretical and Methodological Foundations of Research on the Development of Intellectual Mobility in the Conditions of Internationalization of Higher Education in Pedagogical Science

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ABSTRACT

The article is devoted to the study of the theoretical and methodological foundations of the development of intellectual mobility in the conditions of internationalization of higher education in pedagogical science. The article presents various positions of scientists that reveal intellectual mobility in the conditions of internationalization as a rather complex, multidimensional personal education reflecting the willingness of a person to quickly find, analyze, productively apply growing flows of information, produce new ideas and accept innovations with tolerance.

INTRODUCTION

To date, dynamic trends in the development of new technologies, intensive flows of information encourage

pedagogical theory and practice to look for better ways to develop intellectual abilities, the formation of professionally important qualities of future specialists. This problem has



been and remains one of the priorities in pedagogical science. In this regard, one of the main tasks facing the process of training future specialists is the education of their active attitude to obtaining knowledge, learning to think independently, make decisions quickly, develop intellectual and creative abilities, skills, i.e. to be an intellectually mobile specialist. In addition, modern practice shows that today the problem of internationalization of higher education is also one of the priority areas of development, which results in the formation of multicultural competence of all subjects of educational activities of higher educational institutions, allowing them to function successfully in the political, legal, economic, scientific and cultural space of a globalized society. In this aspect, modernization of its content becomes a rather important direction of internationalization of modern education. At the same time, finding out the real state and trends of internationalization of the content of higher education requires an appeal to the scientific heritage of various scientists, whose works make it possible to substantiate the theoretical foundations of the phenomenon under study.

MATERIALS AND METHODS

In the above aspect, according to P.V. Terebina, intellectual mobility is determined by the creative potential of the individual, as well as a number of personal qualities: efficiency, optimality, prudence, ability to make independent decisions. Among the highlighted list of qualities, the author highlights efficiency, which is manifested in the fact that the student is concerned about finding a solution and finds it in any difficult situation. In turn, the optimality lies in the fact that a person is able to find such a way of action that accelerates the acquisition of the desired result, and with the least expenditure of effort and resources. Prudence as a quality of practical thinking is the ability to foresee the consequences of certain decisions. The ability to make independent decisions significantly affects the ability to solve problems quickly, manifests itself in the amount of time that passes from the moment the problem arises to its practical solution. The decision-making process includes: setting a goal, identifying a problem, formulating a hypothesis, substantiating arguments, forecasting and choosing a solution. In addition, the researcher draws attention to saving time as a characteristic feature of an intellectually mobile personality. This characteristic has always been an urgent issue, but it is of particular

importance now – in the period of accelerating scientific and technological progress, intensification of labor and production, the leading role of the human factor. At the same time, there is a certain dependence between time and the activity that fills it. The more significant and better organized the activity, the higher the efficiency of time use. The specifics of the organization of work of student youth is that you can neither hurry nor delay in learning, because the human body can only work effectively at a certain pace, mode. It is very important for a student of a higher educational institution to learn to understand how the work is going in time, to accurately determine different time intervals, for example, how much time is spent on preparing for the corresponding practical lesson. It is equally important to learn how to determine the time spent on performing a particular job as a whole, to set in advance the duration of an event, phenomenon, etc. [8, p. 204].

I.A. Odenbach in his research notes that intellectual mobility is an important characteristic of the intelligence of a modern personality. Intellectual mobility is associated with the newest (post-industrial) vector of higher education development - its intellectualization. At the same time, the most important areas of intellectualization of the content of education are:

universalization of knowledge - modern higher school does not shrink, but increases the specialty, ensuring the development of interdisciplinary connections;
fundamentalization is the mathematization of knowledge, the development of new paradigms of knowledge organizations, according to which students in the learning process should not only gain systemic knowledge in a certain field of science, but also form a modern scientific worldview, develop analytical, critical, communicative and other intellectual skills;
humanization and humanitarization of education - orientation to the development of individual abilities and opportunities, creation of conditions for creativity;
informatization - application of new information and telecommunication technologies, multimedia technologies and virtual reality, formation of information culture of the future specialist;
innovatization - educational innovations, scientific and technological innovations, managerial innovations;
integration of educational, research and entrepreneurial activities - to replace the usual, teaching university



universities are coming that direct training to stimulate the future entrepreneurial activity of their graduates; transnationalization of higher education - creation of branches, educational units, educational institutions abroad [6, p. 115].

D.V. Litvinov considers intellectual mobility as the basis for the formation of personal mobility and manifested in its other forms. As the author points out, a person becomes a subject of life not only because she has consciousness, character, abilities, but also because and to the extent to which she applies her intellect to solve everyday life tasks, to curb her lower needs by the higher, builds her strategy of behavior as a whole. At the same time, intellectual mobility is defined as a certain criterion-indicator component of the intellectual culture of a person implementing any activity, the formation of which will generally ensure the personal and professional ability of a future specialist to improve ways of thinking in an atmosphere of intellectual freedom and information diversity. Today, at the current stage of development of the information society, only intellectually mobile individuals will be able to adapt to radical changes in the surrounding world and show their professional competence and the need for self-realization. Intellectual mobility determines success in learning, in mastering a new type of activity, as well as readiness to exchange ideas, opinions both in the professional environment and in everyday life [4, p. 496].

In the study of I.M. Mikova, the concept of mobility in the academic aspect is applied, by which the author understands:

the movement of educational technologies, teaching materials and even a technological product created in educational institutions of a certain country;

the form of existence of intellectual potential, reflecting the realization of its internal needs in the space of social, economic, cultural, political relations and interrelations;

the right of the student to freedom of choice of the place, forms and means of education, taking into account his potential capabilities and abilities to adapt to the systems of education in various educational centers, in other higher educational institutions for the purpose of continuing education, obtaining additional education, defending the qualifying final work, etc.;

the opportunity to study, train, conduct research in various universities of the world, acquire experience

and knowledge that are less accessible in domestic universities [5, p. 99].

Regarding the internationalization of higher education, the work of Yu.N. Ziyatdinova examines various forms of this process. These include student and teacher mobility, exchange programs, etc. The author believes that student mobility is an important factor in the development of the global market of specialists and highly skilled workers. In addition to coordinated exchange programs, spontaneous movement of students without any programs is widespread. It shows the desire of the trainees themselves to study other countries, national cultures and languages, conditions of higher education, as well as the interest of the universities themselves to expand the provision of educational services by attracting foreign citizens. At the same time, the activity of foreign higher educational institutions is also noticeable in the educational market of the post-Soviet space. At the same time, the low level of higher education in many countries and the limited number of specialties force young people to seek opportunities for higher education abroad [3, p. 347].

According to the statements of E.K. Zashchitina, the internationalization of higher education begins with the process of acquiring an international perspective by an educational institution, i.e. the implementation of future-oriented activities of an interdisciplinary nature. The vision of such a perspective is usually developed by the administration of a higher educational institution, as well as a system of motivation for a wide range of participants to participate in it. The author emphasizes the special importance of educational management, which must be aware of the essence of internationalization of higher education. The scientist believes that the internationalization of higher education is a special process of transition from a national to an international higher educational institution, aimed at including an international dimension in all components of the management process to improve the quality of training, achieve the desired level of competitiveness of future specialists. At the same time, the author notes that the formulated definition covers the goals of internationalization, etc., but has limitations on universities and countries that perceive internationalization more broadly than just training highly qualified personnel [2, p. 405].

The implementation of the tasks of internationalization of higher education, according to A.V. Rozhdestvensky,



requires a clear understanding of their factors. The scientist considers the factors of internationalization of higher education mainly as a multilevel complex of reasons that appear or change over time in accordance with the transformation of needs and trends. According to the nature of the influence in the scientific circles of the world, political, academic, social or cultural, economic factors of the internationalization of higher education are distinguished. These factors relate more to national than institutional perspectives. Historically, international education has been viewed as a benevolent tool for foreign policy, especially to ensure national security and peace between nations. In addition, cultural, scientific and educational exchanges between countries were often justified as a way of maintaining communications and diplomatic relations [7, p. 10].

According to L.V. Abrakova, in the conditions of constant growth of competition between the countries of the world and individual higher educational institutions, the internationalization of the content of higher education is entering. It should meet the requirements of the global labor market and be aimed at training specialists capable of performing professional duties in a globalized society. Internationalization of the content of higher education refers to the internal strategies of internationalization of education. As part of the internationalization of the content of higher education, curricula and programs are enriched with an international dimension, the introduction of new international training courses, the development and implementation of interdisciplinary programs, a variety of programs for studying modern languages, the use of the experience of international students to ensure international literacy. In the formation of internal strategies aimed at internationalizing the content of education, the principles of a coordinated approach should be taken into account, which consists in coordinating the efforts of the relevant committees (commissions) at various levels of the university structure, representatives of the university administration and teachers in developing a unified philosophy and value system [1, p. 20].

RESULT AND DISCUSSION

Consideration of the theoretical and methodological foundations of the study of the development of intellectual mobility in the conditions of internationalization of higher education indicates that

despite the extreme urgency, the problem of intellectual mobility of future specialists in modern conditions of higher educational institutions has not been sufficiently investigated. In addition, in pedagogical science there is a shortage of research on purely didactic aspects of the phenomenon under study among students. At the same time, the interest in the issue under consideration is primarily associated with a change in the understanding of the concept of mobility itself. There is a certain shift of emphasis on the essence of intellectual mobility from understanding in the aspect of intellectual migration and the exchange of opinions, ideas to understanding it as primarily a personal characteristic, a complex quality, a high level of formation of which becomes the basis of personal mobility and can manifest itself in various spheres of life of a modern specialist.

The analysis of studies concerning the internationalization of higher education shows that today, this issue is a priority area of development, which results in the formation of multicultural competence of all subjects of educational activities of higher educational institutions, allowing them to function successfully in the political, legal, economic, scientific and cultural space of a globalized society. At its core, internationalization in the modern world is a process of integrating the international, intercultural, global dimension into the goals and functions of higher education. It is advisable to characterize it as a long and steady process of enriching the international dimension of all areas of university activity and is not limited to its individual type. In addition, this understanding integrates various aspects of internationalization, such as institutional strategy, mobility of students and academic staff, curriculum and learning process, including also issues such as curriculum reforms and improving the quality of education, research activities, international development projects, staff development, etc.

CONCLUSION

Thus, based on the above, it seems appropriate to conclude that, based on the generalized opinions of various scientists, it is advisable to understand the intellectual mobility of student youth as an integrated personal education that characterizes their willingness to quickly find, analyze and productively apply growing information flows, produce new ideas and perceive innovations with tolerance, optimally choose effective



ways to perform tasks as reproductive, and of a creative nature, for an optimal period of time to change the types and forms of intellectual activity without reducing the effectiveness of the latter. The necessary conditions for the effectiveness of internationalization of the content of education are methodological, prognostic, organizational. Thus, methodological conditions include the choice of disciplines and courses, the development of personal multicultural competence, the development and introduction of interdisciplinary courses, the integration of curricula, etc. Among the prognostic conditions, most researchers include the introduction of material and psychological incentives for students and teachers, the unity and unambiguity of opinions and approaches regarding the clear formulation of tasks and the development of educational strategies for their implementation, the development of real university plans, the gradual implementation of programs and the distribution of obligations, the presence of a marketing strategy, etc. Organizational conditions provide for a high level of competence of teachers, in particular regarding the ability to combine academic and research interests, introduce new global knowledge into the content of lecture courses, adaptation to teaching new content, stable administrative staff, etc.

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