



FOREIGN EXPERIENCE IN IMPROVING THE QUALIFICATIONS OF TEACHERS IN THE HIGHER EDUCATION SYSTEM

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Annotation

This article studies the experience of countries with developed education systems in terms of the need to improve the skills of teaching staff in the higher education system. It also presents an analysis of innovative approaches, aspirations for the development of pedagogical methodologies and policies aimed at improving education systems of countries that have achieved the highest level of education in the world.

Keywords: Finland, Sweden, Singapore, South Korea, Germany, Canada, efficiency, pedagogical methodology, interactive teaching methods, personalization of education, innovative approach

The future of society, tomorrow, is determined by the level of development of the education system, which is its integral part and vital necessity. Meanwhile, the reform and improvement of the continuous education system of our country, its raising to a new level of quality, the introduction of advanced pedagogical and information technologies into it, and the increase in the efficiency of education have been raised to the level of state policy. The socio-economic reforms underway in our country indicate the need to introduce specific changes and innovations in the education system.

Any educational process is constantly being updated and improved. In this case, there is a need to improve the skills of pedagogical staff. The world community, like all sectors of the economy, shows the need to enrich education with innovations, introduce new science and technology, develop new pedagogical technologies, and improve them. This, of course, creates a demand for improving the skills of pedagogical staff of the higher education system. Because the educators of the future are the pedagogical staff of the higher education system. For this reason, carrying out new reforms in the higher education system is considered a key factor in development in all countries today.



Staff development ensures the deepening and improvement of professional knowledge, qualifications and skills, contributes to the increase in the category, level, reserve and position of staff, the forms and terms of retraining and upgrading of staff qualifications are determined by the relevant state educational requirements. The world is paying special attention to providing quality education, democratizing education, encouraging innovation, and training personnel with the skills necessary for a competitive, rapidly changing world with a wide range of professional opportunities.

Countries that have achieved the highest levels of education in the world, along with their innovative approaches, policies aimed at improving education systems, and their desire to develop pedagogical methodologies, pay special attention to improving the skills of educators to ensure high quality education. These countries strengthen their education systems by personalizing education, applying scientific research, developing pedagogical innovations, and introducing modern technologies into the educational process, and with these experiences, they serve as models for many countries in improving their education systems.

We know that today Finland, Sweden, Singapore, South Korea, Germany, and Canada are among the countries with the highest education rankings. It is no secret that many countries are taking the experience of these countries' education systems as a model and implementing them in their own education systems. Naturally, where there is education, there is growth and development. One of the main reasons for the high quality and level of education in such countries is the attention paid to improving the skills of higher education teachers. They support the continuous professional development of teachers in order to ensure the effectiveness of the education system and provide high-quality education. The procedure for improving the skills of higher education teachers in each country was analyzed. According to him,

The Finnish education system places great emphasis on improving the skills of teachers. The reason is that there is a view here that "Teachers are the main engines of the country's education system." Teachers are highly qualified in their fields and actively participate in the development of the educational process. During the professional development process, teachers are improved through new innovative pedagogical approaches, advanced teaching methods, such as the use of various pedagogical technologies, interactive teaching methods, distance learning, and digital learning platforms.



In Finland, the system of professional development for higher education teachers is carried out by universities and specialized centers through continuous courses, seminars, and training. Teachers also have the opportunity to update their knowledge by conducting scientific research.

In Sweden, the importance of continuous professional development of higher education teachers is considered to be that teachers are familiar with the latest trends in their fields. In Sweden, there is a perception that professional development of teachers is a key factor in providing quality education to students and that teachers' continuous acquisition of new knowledge and skills further enhances educational success. Teachers in the country also gain competencies in modern pedagogical approaches and technologies through participation in advanced training courses. Advanced training programs for higher education teachers are organized by universities and training centers, which are aimed at improving their skills and introducing them to modern pedagogical methods.

The education system in Singapore is aimed at ensuring high quality, and improving the skills of teachers is considered an integral part of the education system. Because it is believed that qualified teachers can provide students with high-quality education. In Singapore, teachers are mainly trained to effectively organize the educational process using modern digital technologies. **In addition, special courses and trainings are organized to ensure the professional development of teachers, and their qualifications are constantly assessed. At the same time, teachers participate in distance learning and online courses, which allows them to master high-quality educational technologies and learn modern methods.**

The South Korean education system places great importance on improving the skills of teachers. Here, special attention is paid to the professional development of teachers, which allows to improve the overall quality of the education system. Also, the use of technology in education and the system of professional development using digital platforms are widespread, and teacher professional development programs are implemented by the Ministry of Education and universities. Teachers learn modern pedagogical methods and update their knowledge. Through professional development programs, teachers are constantly tested, which helps to determine and develop their skills.

In Germany, qualified teachers are considered to play an important role in improving the quality of education. For this reason, the education system attaches great importance to improving the skills of teachers and encourages teachers to participate in continuous professional development courses. Scientific research and



innovative pedagogical methods play an important role in the process of improving the skills of teachers. Germany provides teachers with the opportunity to update their pedagogical knowledge and skills through advanced training programs. High results in education are achieved through continuous professional development of teachers at universities and research centers and introduction to modern methods and technologies.

Canada has a very well-developed teacher training system, with teachers regularly participating in advanced training courses and training. The Canadian government believes that teacher training helps to use advanced pedagogical methods in the educational process, which in turn leads to improved student outcomes. The Canadian education system is focused on continuous professional development of teachers, providing them with opportunities to improve their skills through various seminars, conferences, and online platforms. Educators participate in special courses, learn modern technologies, and acquire new pedagogical knowledge.

An analysis of the experience of countries with high ratings in education shows that improving the skills of higher education teachers is necessary not only to improve the quality of the education system, but also to pay special attention to updating pedagogical methods, using innovative technologies, and continuously developing teachers. These countries implement the process of professional development systematically, consistently, and with high quality, which in turn helps to increase the effectiveness of student education.

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