

**FOREIGN ASSESSMENT OF ENGINEERING EDUCATION RESULTS
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Introduction

Uzbekistan has begun to reconstruct its higher education system in the direction of comparison with the higher education systems of other European countries, therefore the role of comparative pedagogy is increasing, because the transformative function of comparative pedagogy is not only with the development of fundamental research. , but also determined by the practical results of the study of positive foreign experience, which will ensure the transfer of the found solutions to the current problems to the educational practice of another country.

Among the European countries, it is necessary to point out France, which is a leader in the development of European integration processes, it has a centralized education system, which affects the dynamics of the development of higher education. The presence of clearly expressed features is typical for the French higher education system: a clear system of diplomas and scientific degrees, a separate division into educational cycles, a special attitude to the diplomas of public educational institutions, which are more prestigious than private educational institutions.

This country, which is the only one of its kind in Europe, which is constantly fighting for the preservation of national and cultural-historical traditions in education, nevertheless, within one academic year, " "Declaration on the Harmonization of the Architecture of the European Higher Education System" was able to be restructured to meet the requirements.

The tendency to update the quality control system and procedures of higher education is typical for European countries. In some cases, uniform assessment systems are established for all sectors of higher education. In others, preference is given to assessment bodies specialized in each discipline. The main positive changes achieved within the framework of the development of the Single European Education Area include the creation of a European network of Higher Education Quality Agencies.

A systematic approach to the evaluation of foreign pedagogical experience implies consideration of both separate invariant-integrative aspects of the

educational process and the educational systems of different countries or regions, including their unity and internal relations. Systematic analysis allows to determine the trends and conflicts of educational development, the factors influencing this development, to select the most successful experience, to implement its assimilation and change in practice. In this, not only to determine the positiveness of the experience, but also to determine the content and trends of didactic research; it is important to understand the fundamental rules of building the educational process developed in the world theory and practice of education. In order to use a systematic approach, it is necessary to highlight the features that fully reflect the essence of the system. At the same time, it is important to determine the trends reflecting the trends and conflicts in the development of world educational practice, as well as the factors characterizing this development. In this case, the most valuable positive aspects for pedagogy can be identified in the experience of a specific national education system.

In this regard, the foreign scientists whose names are listed below have conducted their research work in connection with our scientific work. We will increase the effectiveness of our innovative approach to the educational system by comparing the mutual analysis.

- works on modern comparative pedagogical research method (Ye.I.Brajnik, B.L.Wulfson, A.N.Djurinsky, L.S. Ilyushin, M.V.Klarin, I.R. Lugovskaya and others);

- research on the problems of a systematic approach to learning and understanding education as a complex self-developing structure interconnected in its main elements (I.V. Blauberger, M.S. Kagan, V.V. Kraevskii, I.R. Lugovskaya, L.M. Pancheshnikova, M.N. Skatkin, et al.);

- works revealing the essence of the competence approach in modern education (O.V. Akulova, A.G. Bermus V.I. Baydenko, I.A. Zimnyaya, V.A. Kalney, V.V. Kraevskiy, V.A. Kozyrev, N.F. Radionova, A.P. Tryapisyna, S.A. Pisareva, A.I. Surygin, SE. Shishov, Yalalov F.G. and others);

- works determining the essence of monitoring educational results (V.S. Avanesov, V.P. Bepalko, V.A. Kalney, G.S. Kovaleva, A.O. Tatur., S.Ye. Shishov, Abrecht R., Astin Alexander W., Cardinet J., Coste D., Moore D. Ellordt R., Jorro A., Lussier D., Tagliante C, Thelon C, Walvoord V. Et al.);

- Studies on the development of university education in France and European countries (Yu.S. Alfyorov, S.A. Belyakov, SV. Vladimirova, B.L.

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Wolfson, A.I. Galagan, SA. Golovko, N.A. Ireskaya, A.V. Iresky, T.V. Melnik, L.G. Mojaeva, G. Niv, N.D. Nikandrov, Ye.Ya. Orehova, L.P. Ryabov, M.D. Sushchinskaya, Yu.G. Tatur, L.V. Khoreva, K.N. Seykovich and many others) i integratsionnym protsessam v evropeyskom obrazovanii (Ye.I. Brajnik, M.V. Klarin S. Krol, L. S. Malakhovskaya, T. V. Melnik, V. A. Myasnikov, et al.).

Organization of higher education in this way led to changes and merger of university and non-university educational institutions. For example, in Greece, Finland, Norway, Malta, training at the level of higher education (CITE 5A) is recognized, although it is not organized at a university.

It should be noted that in most countries, the two-level education structure is mainly organized according to academic (theoretical) programs (CITE 5A). Preparation for bachelor's and master's degrees is carried out both by universities and other educational institutions.

Nevertheless, in some countries (Estonia, Cyprus, Poland, Slovenia) this structure is organized for two directions - academic and professional (CITE 5A and 5B). There are bachelor's and master's degrees in academic and professional fields. In Cyprus and Slovenia, students with a professional bachelor's degree can directly enter the second stage - a professional master's degree (CITE 5B). In Estonia and Poland, Master's degrees are always theoretical (CITE 5A), even though the first degree is a vocational degree (CITE 5B).

Modern studies show that not all countries actively participate in the Bologna process. For example, in Belgium and Luxembourg, measures to develop two-level personnel training in higher education are not being taken. Belgium and Spain have adopted legislation to promote higher education, but it has not yet been implemented.

In Greece, Finland, Norway, Malta, there is mainly a single-level - theoretical bachelor's - CITE 5A education. For example, in Norway and Estonia, there is a tendency to create a master's degree in the adult education system. In Finland, this applies to polytechnic education. In such cases, individuals with a bachelor's degree and 1 to 3 years of professional experience can receive such training.

In the higher education system of a number of European countries, there are master's and master's qualifications corresponding to various educational programs. Paying attention to these differences and bearing in mind that the qualification of the second stage of higher education used in the context of the Bologna process

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corresponds primarily to the qualification indicated by the term "master" in European languages, that is, when translated into Russian, "master" must be kept. This qualification may correspond in form and content to the qualification of a specialist with a diploma in Uzbekistan, while the master's degree (scientifically oriented qualification) available in the Republic of Uzbekistan is significantly different from it. A master's program can be for two years only in subjects that students begin studying as part of a formal higher education course, such as philosophy.

For example, in France, a bachelor is a person with a secondary education, and in modern France, the analogue of a bachelor's degree is a license (that is, it corresponds to a French, English, Russian or Uzbek bachelor). In order to adequately perceive information about the level and type of education, it is necessary to know this system of terminological correspondences. A detailed study of the newly introduced credit system is most important for our research.

Credit and performance

Credit (ECTS - credit) is literally a test, a certificate of completion of any course of an educational institution.

A credit or test unit is a unified system of measuring the amount of educational work.

In each country, units have been developed to measure student workload (weeks, hours, credits, test units). It is known that currently 3 most important credit systems have been formed:

US Credit System, British Credit Accumulation and Transfer Scheme (CATS) and European Credit Transfer System (ECTS).

The two main forms of using loans are collection and transfer of loans.

Transfer of credits. In 1997, the European Commission developed the ECTS credit system to measure and compare learning outcomes when a student moves from one university to another, from one study program to another. Within the framework of the Bologna process, ECTS facilitates the transition from one institution to another, which is understandable by all participants of the process, that is, to facilitate mobility, to increase the freedom to choose the educational path for European citizens more effectively, as well as to increase the competitiveness of the European higher education system. is the recommended system for Since most countries have changed their higher education legislation since the Bologna Declaration, the ECTS system or ECTS-compatible systems have often become central to national reforms. Austria, France, Germany, Italy, Hungary, Slovakia and

other countries implemented the mandatory introduction of the ECTS system at the same time as introducing two levels into the education system. In 2002, almost two-thirds of education ministries in European countries stated that their HEIs use ECTS as a credit transfer system. The use of ECTS for credit transfer in 2002 was highest in Greece and Sweden (80%), Finland and Poland (81.5%), Austria and Belgium (84%), Romania (87%), Norway (90%), Ireland and Denmark (93%).

Credit collection. The idea of using ECTS as an accrual system not only for those going to study abroad (mobile students), but also for all students, was referred to in the Bologna Declaration for the use of credits in the context of lifelong learning and approved in accordance with the Prague Communiqué. The main principle is to fill the educational load taking into account the specific features of the stage, the content of the program and, as a result, control the educational results within this level. This is in no way alien to the original idea of ECTS as a credit transfer system.

In conclusion, it should be said that modernizing the education system of our country by researching the higher education system of developed countries, and improving the assessment system for the formation of knowledge, skills and qualifications of future engineers with innovative approaches is the guarantee of the quality of Uzbekistan's education.

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