

INTERNATIONALIZING UNIVERSITIES AND STUDIES**Kakharova Madina Bahodirovna**

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ABSTRACT

After post empire collapse, study abroad eligibility has appeared and private companies who offer foreign university programs are mushroomed, yet, the specific designed and curriculum -linked, especially, interdisciplinary program, which included underrepresented majors like sport and music was not offered in market.

Keywords: collapse, interdisciplinary program, chat clubs

INTRODUCTION

Uzbek universities seek global education in international relations and developmental studies, instill global awareness into student’s minds, to be compatible with foreign fellows and to cultivate globally practiced personnel, who are aware of intercultural skills. International Center endeavors to internationalize universities campus, brand the programs, fulfill student needs. Interdisciplinary Development Studies Abroad program of Uzbek universities intend to enrich the curriculum with extra-curricular activities and components, like cultural excursions, guest speakers in panel discussions, orientations, social events, chat clubs and other elements that nurtures students’ intellectual and professional development.

METHODS AND DISCUSSION. INTERNATIONALIZING EDUCATION

There is a need to internationalize Uzbek educational institutions. Uzbek universities also need to increase their credibility through providing equal access to students with different physical, social and financial resources. The program presented in this capstone project is created to protect students’ interests and specific needs, through involving them directly in the experiential learning process and enriching their cultural awareness. The program emphasizes non-traditional ways of learning, such as interactions with real professionals and involvement with workshops. Additionally, the program focuses on internationalizing education through the use of guest speakers, panel discussions and creating portfolios. One of the most commonly held working definitions of the term “internationalization” is offered by Jane Knight: “Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution,” (1999a as cited in Hans de Wit. 2002, p. 115). In discussing the internationalization of education, Naidoo (2006, p 335) who states: “The surge in international student mobility at the tertiary level under the ‘trade’ rationale has meant that education has become one of the largest dynamic service industries”. Also, in the same article, the author argues that the changes within the education industry have occurred in terms of three different time intervals. In the short- term, institutions it gained a status quo. In the mid-term, the same institutions increased competition. Lastly, in the long-term, internationalizing education has helped institutions build the capacity for development. In their publication entitled “Students abroad: strangers at home” Kauffman et. all (1992, p.2) illustrate the following reasoning for students to study abroad: “How to make a university education relevant in a global society.... study abroad is one of the most powerful tools available for internationalizing the curriculum”. Schriewer (2009) enriches this reasoning: “Study abroad is considered to have an impact on: 1) intellectual development (including language learning) 2) expanded international perspectives, and 3) personal development.” As these quotes infer, study abroad opens access between global and local societies (national level); empowers university curriculum and brings to brand the university (local

level); provides intellectual and personal development and gears to boost participant perspectives (individual level). Through participating in these programs, students develop their personalities, perspectives, global awareness and critical thinking capabilities. All of this learning occurs as students engage in language learning, meeting people and becoming involved with local communities. Schriewer alludes to a valuable point when he explains changes in students' behavior patterns. In making this point, author writes: "Basic ways in which students change are identified: 1) in the perception they have of the host culture and in their understanding of it; 2) in the way they perceive their own culture 3) in what the authors call 'global understanding' " (Schriewer J. ed., 2009, pp. 2-3). Therefore, predeparture and re-entry orientations are essential to assist students to digest study abroad experiences and effectively reemerge with their local culture. Internationalization in Uzbek universities is sending current students to study abroad by government scholarships, admitting international students from abroad, especially scholars. Supporting students to earn foreign exchange and international scholarships, permitting to go abroad, especially US with Work and Travel Program, or other summer, internship programs. This internationalization of Uzbek university campuses can be improved by designing more stand-alone and curriculum linked study abroad programs, and by finding internships abroad for students, by partnering with foreign universities and by exchanging students. In answering the question of why to internationalize higher institutions, Platt (1977, as cited in Hans de Wit. 2002, p. 89) mentions the benefits of "aid to and cooperation with developing countries; foreign policy; educational and cultural enrichment; prestige; profit". Today, the rationales also be affected by how an internationalized campus has become a standard Culture, Adventure, Language Boost and Authentic Knowledge 16 of judgement. Furthermore, Aigner, Nelson, Stimpfl (1992 as cited in Hans de Wit. 2002, p. 89), added another answers to this question: such as security, economic competitiveness, international understanding. Roberts Scott (1992 as cited in Hans de Wit. 2002, p. 89), stated economic competitiveness, labor market, national security, mutual understanding to rationalize the same query. The most relevant quote to reason the current programming may be the quote about rationalization by Wachter, Ollicainen and Hasewend's (1999 as cited in Hans de Wit. 2002, p. 89): "economic considerations, foreign cultural policy, promotion of peace, global responsibility, regional integration, development". De wit makes additions to the latest division: "National security, technical assistance, national and regional identity, national educational demand, financial incentives for institutions and governments; social-cultural and academic rationales: providing an international dimension to research and teaching, extension of academic horizon, institution-building, profile-status, enhancement of quality, international academic standards" (Hans De Wit. 2002, p. 85). The above stated list by De Wit could apply to potential programming proposal and their shifts may occur in rationales. It is high time to internationalize Uzbek university campuses. This proposal intends to offer study abroad options to students are not just for luxury, but accessible and inclusive to all. Also, including extracurricular activities sport and music is one step forward to social justice in education, where program represents students, who are in those underrepresented majors and traditionally were left without choice in study abroad programming. The purpose of including underrepresented majors (Spencer & Tuma, 2007, p. 7-8), as music and sport is to create wide access to students with different backgrounds and to be successful in recruitment.

BRANDING

Globalization has undoubtedly influenced the theory and practice of international education. Schriewer (2009) states that globalization exposed students to "cultural pressure and problems that are beyond their individual capacities" (p 93). Because the effects of globalization have become such a major part of students' lives, higher

educational institutions are seeking to “brand” their programs differently by offering diverse components of the curriculum. For example, distance learning, study abroad programs, exchange programs, language courses, writing lab assistance, diverse campus events, pre-academic courses, and bilingual education are all aspects of different programs that help with branding. Harvard, Princeton, Yale, Stanford, Oxford and other universities are great illustrations for branding education and selling quality programs. Individuals try to be successful in building their careers, and so they will value productivity of programs and the highest quality of student services. Schriewer (2009) labels today’s higher education that transcends national boundaries as “civic education,” stating, “...interest in civic education is formed by a world emphasis on participation, rights, and the national value of enhanced productivity. As educational systems are globalizing and standardizing, each of the institutions are striving to preserve their sovereign identity and models, through which they can brand their programs.” In marketing, the stress on civic education traits, like encouraging student participation in civil society, offering education about rights and responsibilities, and teaching the strategies of enhancing national productivity will increase interest in a program. The primary advantage of branding institutions is that they empower individual students. Competition among universities is bringing development in all spheres and aspects of education, Culture, Adventure, Language Boost and Authentic Knowledge 18 (Bottani, 1996). As a result of branding and competition that globalization created, higher educational organizations are putting effort into individualizing the design of their programs, and therefore appealing to more students. Study abroad options are now a common need for global growth rather than just a luxury. Thus, it is time that UWED offers study abroad programs, and the program proposed in for this capstone project will be great pilot program to start. IDS & Civil societies in Uzbekistan The first decade of Uzbek independence (after 70 years of former USSR occupation) passed with deficits in the economy and high rates of unemployment. The condition has been changed and current government stabilized the situation, even though, the need for developmental and international relations fields in education and pursuing this majors have been ranked in utmost importance. During Soviets, politic and developmental studies has been restricted and threatened, as Soviets did not support to evolve national political perspectives. UWED has been formed in 1992 by current president Islam Karimov. There was not any political, developmental institution in the country until then. Until the Republic attained its stable economic and political condition, there were vacuum in international and local leadership, which led to deficits and raised poverty and mortality rates throughout the country. As a newly born and still on the way of development, the program in International Development Studies for future political-economical leaders of the country is highly valued and needed. USAID developmental projects in the country (medical childcare in post-disaster Aral Sea are, refugee camping help, preserving historical parts of the country, Medicare for young mothers, funds for primary education) are maintaining and mushrooming the interest in development and international studies. This is another trigger to take the IDS course abroad, especially when program offers meaningful face-to face panel discussions with experts in field. The Uzbek universities are a perfect home to implement this specific IDS program because all students are majored in international relations, politics, developmental and economic relations and other majors that future leaders of the country grow up there. It is quintessential fit to offer the program to this university because as in Uzbekistan, all civil, socio-economic and other changes will come through top to bottom (Education System in Uzbekistan. Institutional Types and Credentials, 2003). Even though this program will be project and property of the World Diplomacy University, it may also be implemented through third-party providers (private companies that offer foreign programs), and other higher educational institutions. The notable thing about program is that, for the first time, this service will be offered

exclusively to Uzbek citizens, and will focus on branching out to maximize inbound international students' number in local universities eventually. The Uzbek government is funding large amounts of annual incomes to budget and develop education sector and educational activities. It is one of the program goals to call on and/or petition to government funds to sponsor top eligible students to give them chances of embracing study abroad options (Jahon Iqtisodiyoti va Diplomatiya Universitetida TEMPUS dasturi, 2013). Finding scholarships and providing international scholarship sources are also under consideration as well. The program type is "Pre-designed program" as Spencer and Tuma offers the program models, in their "Short-Term Study Abroad Programs" (Spencer S., & Tuma. K., Spencer, S. and K. Tuma, eds., 2007, p 42). According to their description, pre-designed program is designed by International Office and students are directly enrolled into the program, without any program providers' involvement. The reason for naming program as an "interdisciplinary program" is it involves many disciplines and intends to develop multi-skills and multifaceted knowledge and awareness of students.

Retention Tool- The exciting thing is, the current study abroad program that will be offered by us, is believed to be access to global community and the university prestige mark to increase enrollment rates. On top of that, program can serve as a retention increasing tool by encouraging exchanging experiences, which former students acquired in abroad. These students are expected to interact with their fellow course mates, who may not afford to study abroad in near future. Hagedorn (ed. by Seidman. A., 2005) in his "How to define retention" depicts that retention "...is staying in school until completion of degree and dropping out is leaving school prematurely." Also, he categorized the retention types and defined them, according to this categorization, our program may create a "retention within major or discipline". As diplomacy and development majors are not easy to succeed, some first-generation students or students who envision their patriotic-leadership activities in other careers, such as teaching or military; often change their majors by transferring their study from their program to another program in the same university and most of the times to another university. The program and its benefits will retain those students within their majors. The program provides the best discipline retention tool in the Uzbek universities. This retention will be supported through pre-departure and re-entry orientations; "buddy" and "conversation partner" components (all about partnering students to learn language or to stay safe; International Studies Council, 20012 and Program and events, 2012). Professional on-site, online, ongoing cultural and immigration advising will be offered and student retention rates will be maintained through flawless programming. After the end of the program and students' re-entry orientation, the participants will be encouraged to share their experiences in panel discussions or by organizing 'chat parties'.

Some theories to apply - The "International Education Analytical Inquiry Matrix" matrix categories of study abroad program design in "House of 1000 windows" by Rodman (Rodman, n.d.. pp 13-14), were helpful to analyze the program implementation plan for current proposal: • "Primary Field Foci"— the main focus of the field is to create study abroad option for higher education institution. The second foci of a project is to conduct non-traditional, experiential and interactive, embedded approach to language learning, interdisciplinary, curriculum-linked, meaningful short term courses; including underrepresented majors which are sport and music. • "IE variables"— are international education assessment factors, that helpful to evaluate the project. Variables of project will serve to develop academic underrepresented courses for studying abroad (such underrepresented fields will be intercultural communications, sustainable development, developmental studies). Second primary analyzed variables are program components and experiential, interactive ways of

conducting courses, which will be thoroughly designed and inspected before program starts. Other variables that will be helpful in evaluation process is quality of classes, access to amenities, the productivity of study abroad courses, flexibility and services, and so on. • “Scope”— the program represents many learners types and levels of education: global learners, cross-border leaders (macro), nation, community involvement (mezzo), universities (mezzo) and individual students (micro) their interests, needs, demands, potential learning outcomes are addressed and defined. • “Frame”— The researcher and stakeholders (faculty, university administrators, students, parents and other benefactors) will closely observe the frames of the program: academic, cultural, political, and economic. Specifically, academic improvements, distinct components that program may offer, the cultural enrichment level of students; the compatibility of the program with political conditions and its legitimacy; cost-effectiveness, affordability and accessibility and other range of aspects of study abroad will be addressed and inspected. This program is expected to bring transitional change to student lives, as after experiencing abroad, their life would change completely, by enabling them to independent learning and being globally aware. (Rodman, R. n.d., International Education GPS Matrix, p. 6 figure 4.1.) Additionally, this matrix could show that program implies to be formal, higher education. • Access — it will be open to all types of students. Students who can afford it, may apply to university and government scholarships, as the TNS is equally accessible university for all types of participants (has access to all facilities, including for differently abled students), which is impossible in Uzbekistan yet. Experiential Learning Theory in Practice Current curriculum proffers blended type of curriculum: both academic and experiential. Furthermore, it is paraformal and experiential, because most program components require students to reflect, to create - in other words, to rely on individual capabilities and acquisition practicing in authentic setting. Foshay (1980, p. 26) denotes that academic curriculum “claims high degree of objectivity and universality, tends to cumulate in discipline or subject-centered instructional design” and “experiential model of curriculum planning is subjective, personalist and heuristic and transactional. It theorizes that personal feelings attitudes values and experiences are critical curriculum content... it considers psychological and cultural characteristics and needs of learners.

CONCLUSION

Self-control of one’s educational experiences is a critical concern” The program is blended, because it presents both: it is discipline based and learner-centered, activity oriented. That quote above refers that IDS and English language class of this program will relate the study to participants: if in IDS classes students bring about regions developmental case details and will have group discussions, in English class they will speak to each other about their inner “I”, their lives, their feeling and their expectations in the future. As you see, participants are using language, learning language and learning is personalist, transactional- because program is helping students to know themselves, their expectations, their capacities. Also, when students write reflections, when students will have team projects (like researching one topic) they will get connected with large organizations and interview some of their staff; they will visit some actual organizations and gain knowledge of their success strategies; compare macro and mezzo regions, analyze their conditions, successes, failures and propose solutions to issues, and so forth. Program is hands-on with not stressing too much on paperwork, rather, it concentrates to organize classes around interactive methods of teaching, and relates curriculum both to academics of universities and to personal lives of students. Offering more insight on the subject that, Foshay identifies some key terms that describe experiential program traits, to count as a list: “experiential curriculum is... person and processoriented; it is objectives learn to relate to oneself, understand self; be involved in social activities;

understanding the heritages of learners, cultural conditioning; assessment of self needs; self -integration; undergo learning effects; uses individual experiences of learners; developing human qualities of learning, validity of educational experiences; self-control of one's educational experiences; exquisitely rational." Foshay (1980, p.127), typifies it as "humane curriculum" and Baxter & Magolda as "considered action for human development" (2011). To sum those definitions, program offers all above-mentioned features, and open up student minds to question everything they experience and learn. It is humane and may serve like self-assessment for needs of students, because it relates every topic and every activity to students and thus prolific and mutually beneficial. As the capstone project strongly envisages to utilize experiential learning approach to the curriculum development, founder of the concept of experiential learning D. Kolb's grouping of its steps and cycle is important to remind to the reader here. Kolb offers learning cycle, where 4 major steps are needed to be processed to practice the experiential learning, they are: "1. Concrete Experience (feeling), 2. Reflective Observation (watching), 3. Abstract Conceptualization (thinking), 4. Active Experimentation (doing)" (Kolb's Learning Styles Model and Experiential Learning theory, and Chapman, 2012). Participants will practice all these stages in their every class, besides, they will experience these steps in universities, they continue to reflect, think about their experiences, intercultural communications that they witnessed, cross-cultural distinctions and other new insights after they return to home institution and later. The same true about active experimentation stage: students will actively work on their study field during program, by participating, actively engaging to community, dialogues, other social events, and while creating portfolios. However, they will realistically experience actively working phase on concepts later in their careers while implementing various projects or running diplomatic relations.

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