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Professional Development and Career Opportunities in Higher Education

Профессиональное Развитие И Возможности Карьер В Высшем Образовании

NIYAZOVA Gulnorakhon Gulomovna¹

Abstract

Uzbek higher education is now at a point of transition: the number of people entering the system is growing and the profile of students is changing. Unemployment and changing patterns of work bring new urgency and a much greater emphasis on lifelong learning and upskilling. In the higher educational institutions in the worldwide, the training of the professionals is carried out with the aim of integrating the science and manufacture in accordance with educational standards People can learn in a variety of different ways, and the higher education system needs to be flexible in supporting and accrediting them all. While campus-based learning will continue to play a major role in higher education, the institutions will have to accommodate and serve the needs of an increasingly diverse student body, many of whom will need to engage flexibly with higher education

Keywords: Optimizing, higher education, integration, employability, career option, learning, serve the needs.

Аннотация

Узбекское Высшее образование сейчас находится на переходном этапе: число людей, входящих в систему, растет, а профиль студентов меняется. Безработица и изменение форм работы приносят новую срочность и делает гораздо большей акцент на обучение в течение всей жизни и повышению квалификации. В высших учебных заведениях по всему миру подготовка специалистов осуществляется с целью интеграции науки и производства в соответствии с образовательными стандартами. Люди могут учиться различными способами, а система Высшего образования должна быть гибкой для поддержки и аккредитации их всех. В то время как обучение в территории Университета продолжает играть важную роль в высшем образовании, учебные заведения должны будут учитывать и удовлетворять потребности растущего числа студентов, многим из которых необходимо будет гибко взаимодействовать с высшем образованием.

Ключевые слова: Оптимизация, высшее образование, интеграция, возможность трудоустройства, выбор карьеры, обучение, удовлетворение потребностей

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Uzbek higher education is now at a point of transition: the number of people entering the system is growing and the profile of students is changing. Unemployment and changing patterns of work bring new urgency and a much greater emphasis on lifelong learning and upskilling. A high proportion of the skills that we need now in the workforce are high-order knowledge-based skills, many of which can be acquired only in higher education institutions. With the tide of global and national trends demanding universities better engage with the ever complex worlds-of-work, they are now prone to the vicissitudes of market forces, the vagaries of politics, the risk of securing and balancing private and public funding, the demands from employers for “employable” graduates and, of course, the needs and desires of their primary interest: students. Indeed, there is an increased focus on learning outside of the academy, and recognition that workplaces can be rich sources of opportunity. This challenges traditional notions of academic work and the university constituency, but presents valuable opportunities for university career development practice. It is amidst this complex and dynamic environment that university career development practitioners contribute to institutional missions to produce positive graduate outcomes. To that end, in this paper we focus upon the role of career development practice in higher education.

In the higher educational institutions worldwide, the training of the professionals is carried out with the aim of integrating the science and manufacture in accordance with educational standards. The scientific-methodical support of the organizational-pedagogical stages of the educational process depends on their system of monitoring. These two elements are the factors, which improve the quality of education. The essential of monitoring based on the scientific-methodical support entails in meeting the education with world standards, creating an open educational environment, varieties and flexibility of teaching materials, due to the qualified customer demand, and in creating feasible conditions for joint preparation of teacher-specialists, which can be achieved by application of modern educational technologies and concordant interaction. On the basis of the results of the monitoring come management decisions, which allow improving the process of education, that is, they act as a feedback mechanism between a higher educational institution and the society.

Developments in information and communications technologies enable higher education to be delivered in ways never before possible, and allow students to access a wide range of resources, free from limitations of space and time. Access to learning has become very flexible, and students can choose from a blend of different approaches. The current trend in education and training identifies methods and tools for delivering just-in-time, on-demand learning opportunities tailored to individual students, taking into consideration their differences in skills level, perspectives, culture and other educational contexts. Students have a major contribution to make in influencing the design of curricula, and in reviewing and providing feedback on them.

All higher education institutions should have formal structures to ensure that students are involved in curriculum design and revision. Teaching in higher education is distinguished from teaching at other levels by its focus on the integration of research with teaching and learning. The integration of research with teaching and learning can take many forms. Teaching and learning can be:

Research-led: the curriculum is informed by the research interests of the teachers:

Research-oriented: the curriculum emphasizes the processes by which knowledge is produced:

Research-based: the curriculum includes activities in which students actually in which students actually conduct research, through projects and other course work:

Research-informed: the curriculum is informed by systematic enquiry into the teaching and learning process itself.

People can learn in a variety of different ways, and the higher education system needs to be flexible in supporting and accrediting them all. While campus-based learning will continue to play a major role in higher education, the institutions will have to accommodate and serve the needs of an increasingly diverse student body, many of whom will need to engage flexibly with higher education. In the years ahead, students will choose to learn in a variety of ways – full-time or part-time; classroom based, blended, online or accelerated learning. Some of this learning will take place through open and distance learning; some will take place in the workplace; and some will take place in outreach centres.

A positive first-year student experience is crucial to achieving the goals of higher education; failure to address the challenges encountered by students in their first year contributes to high drop-out and failure rates, with personal and system-wide implications. While the first-year curriculum should continue to provide foundational subject material to be built on in later years, it must do more than that. It should serve as a foundation of learning activities entailing more inquiry-based formats and engendering employability and lifelong learning outcomes. Greater interdisciplinarity is also needed at undergraduate level. Some institutions have already begun to address this issue, by enabling and encouraging students to choose modules outside the area of their chosen specialization. The implementation of modularization and semesterisation, introduced under the Bologna process, provides the opportunity for greater interdisciplinarity in student learning – an opportunity that has not yet been fully exploited by Irish higher education institutions.

Measuring learning outcomes is more difficult than measuring inputs or processes. It requires enhanced capacity for measurement and evaluation, and this needs resources. Changing the focus from inputs to learning outcomes also requires changes in the way academics conceive of and organize their teaching and assessment. The undergraduate curriculum needs to place more emphasis on generic skills, especially those required for the workplace and for active citizenship. Creativity and entrepreneurship must be encouraged to a much greater extent; and institutions should facilitate reflective learning, applied knowledge, practical laboratory experience, and scientific skills.

There is evidence of gaps between the perspectives of students, graduates, employers and higher education personnel in how to approach the overall higher education experience for heightened employability. It is responsibility of educators to bridge these gaps. Many of stakeholders stated that the most employable graduates are those who have a broad-based experience, and are able to sell their own personal identity, brand and profile. And transferable skills and a broad-based student experience are more important than the particular discipline of study for impacting employability. Higher education personnel (private and public) believe they can bolster graduate employability by promoting/supporting extra-curricular and co-curricular activities and skill development (technical and transferable) through

work experience, internships and placements and other types of employability strategies. Students have a variety of needs, resources and capacities, such that extra-curricular and co-curricular activities and experiences may not be realistic and accessible to all; and there are barriers to employment, such as gender, ethnicity and socioeconomic background that may override employability strategies and supports.

Here follows some ways to enhance your students' graduate employability

1. Support increased opportunities for student work experience, placements and internships.

The number one graduate employability strategy-set emerging from education research is *work experience, placements and internships*. Teacher networks provide the top means of identifying and securing these opportunities for students. We use your discipline/ industry connections to build partnership opportunities for students, stay in close contact with the Career Development Centre and make introductions. Educators suggest opportunities to students and recommend students to industry contacts. They maintain a flexible, personalized curriculum and program offering, such that students who optimize their education experience through work experience, placement and internship opportunities are not disadvantaged by missing required subjects or sequences.

2. Explicitly articulate the relevant graduate employability skills in the learning outcomes for every subject.

Every University subject has a role to play in graduate employability. We must deeply consider how this subject aligns with graduate employability and discuss with students at the beginning and throughout every semester.

3. Know your disciplines' career options and outcomes and be explicit about career pathways.

When choosing a degree pathway, students and parents want to know about career outcomes, graduate pathways and success stories. It is important to stay in contact with graduates in order to inform yourself and your future students. However, this information is not only relevant to prospective or future students on a marketing basis, but to our current students. It is important to align lessons and assessment with industry trends and practices. We should know what is happening *in the field* to ease the transition and properly prepare students for these outcomes. Employment is constantly changing and new opportunities emerging. In order to adjust curriculum and learning experiences accordingly, it is vital to stay connected to industry.

4. Make the learning experience about knowledge, skills and attributes.

Before the printing press and then the proliferation of information via the internet, teachers were the rightful keepers of *the book* and thereby knowledge. It was appropriate that teachers read, recited or lectured long passages. They had the information and the students did not. The efficient means of passing on that knowledge was through verbal report to large groups of students. Now the students have access to most if not all of the necessary information through books, the web, video recordings and countless other sources. The teacher's role has shifted to one of helping students filter, evaluate and apply the information.

5. Invite employers to engage.

Higher institution authorities and must be interested in inviting employers as guest speakers or panelists. Educators review their curriculum and assessment with employers and ask for their feedback on whether, when and how they use this knowledge and these skills in their careers. They explicitly present this information to students when introducing a new module and/or new assessment. They ask employers to grade/rank/evaluate/provide feedback on submitted assessment.

6. Explicitly teach students how to be employable.

Educators should have conversations with students about employability at the beginning, middle and end of the semester. Here are the specific employability recommendations that emerged for students.

- Start early, such as in your first semester.
- Participate in work experience, placements and internships.
- Join in extra-curricular and co-curricular activities (e.g. student societies, clubs and competitive sport).
- Get to know your professors and your career development centre personnel.

Various surveys, nationally and internationally, show that students, academics and employers believe that higher education has an important role to play in preparing students for the workplace and for their role as citizens, and that undergraduate education should explicitly address the generic skills required for effective engagement in society and the workplace.

Finally we must admit and face the fact, that higher education students of the future should have an excellent teaching and learning experience, informed by up-to-date research and facilitated by a high-quality learning environment, with state-of-the-art learning resources, such as libraries, laboratories, and e-learning facilities. For this reason higher education institutions should put in place systems to capture feedback from students, and use this feedback to inform institutional and programme management, as well as national policy.

The mission of higher education in the 21st century must focus on optimizing learning for all students. In a shift from prioritizing effective teaching to active learning. All higher education institutions must ensure that all teaching staff are both qualified and competent in teaching and learning, and should support ongoing development and improvement of their skills.

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