



American Journal of Research in Humanities and Social Sciences

ISSN (E): 2832-8019

Volume 29, | October - 2024

AS AN EXAMPLE OF FOREIGN EXPERIENCES ON TECHNOLOGIES OF WORKING WITH YOUNG PEOPLE IN HIGHER EDUCATION

Aripova Ziyoda Atkhamovna

Chief Specialist of the Ministry of Higher Education, Science and Innovation

ABSTRACT	KEYWORDS
Technologies for working with young people are important in the higher education system. They serve not only to effectively organize the educational process, but also to ensure social and cultural development among students. Foreign experiences provide interesting examples in this regard.	Higher education, technologies, foreign experiences, interactive educational methods, qualifications, skills.

Introduction

In many developed countries, for example, the USA and Canada, interactive educational technologies are widely used. These technologies encourage active communication and collaboration among students. For example, the "flipped classroom" model encourages students to study the material before class, while during class the focus is on discussion and hands-on activities. This approach allows students to express themselves and learn from each other. Online education platforms are widespread in European countries, especially in Scandinavian countries. These platforms provide opportunities for students to learn at their own time and place. For example, the University of Oslo in Norway offers students the opportunity to study various subjects through online courses. This approach develops young people's ability to self-educate and encourages them to think independently.

Mentoring programs play an important role in youth work in Australia and New Zealand. In these programs, experienced professionals or students guide beginners. It not only helps to share knowledge and experience, but also to expand social networks. Young people are supported in achieving their goals and feel more confident. In European and American universities, students have the opportunity to apply their knowledge and skills in practice by participating in social projects. For example, the Service-Learning program involves students in solving social problems. This process increases the social responsibility of young people and encourages them to actively contribute to society. In China and South Korea, innovative educational approaches such as STEAM (Science, Technology, Engineering, Arts and Mathematics) education are widely used. This approach is aimed at developing youth creativity and problem-solving skills. Students will have the opportunity to apply theoretical knowledge in practice through practical projects.

Technologies for working with young people in higher education have been developing significantly in recent years. Digital technologies, such as online learning platforms and virtual classrooms, are creating new opportunities in working with young people. Students can learn lessons anywhere and at any time, which increases their self-learning ability. Platforms like Zoom, Microsoft Teams, and Google Classroom make the learning process more interactive and convenient. Interactive learning

methods, such as the flipped classroom and group work, encourage active student participation. These approaches foster communication and collaboration among students, as well as develop their critical thinking skills. Mentoring programs and career development programs in higher education institutions are important for young people. The guidance of experienced professionals or senior students to beginners will help them in their professional development. These programs play an important role in preparing students for the job market. Students have the opportunity to apply their knowledge and skills in practice by participating in social projects. This process increases the social responsibility of young people and encourages them to actively contribute to society. Innovative approaches such as STEAM (science, technology, engineering, art and mathematics) education aim to develop young people's creativity and problem-solving skills. These approaches encourage students to apply theoretical knowledge through practical projects. Personalized learning approaches allow teaching to be tailored to the needs of students. This process helps students create study plans based on their interests and goals. Social networks and mobile applications are creating new opportunities in working with young people. Students can easily share their thoughts, experiences and knowledge, which enhances their interaction. Technologies for working with youth in higher education continue to develop, and this process creates new opportunities for students. Digital technologies, interactive approaches, mentoring programs and innovative educational methods ensure that young people are actively involved in the educational process. This has a positive effect on their personal and professional development.

Conclusion:

Technologies for working with young people in higher education can be developed based on foreign experiences. Interactive education, online platforms, mentoring programs, social projects and innovative approaches ensure active participation of young people in the educational process. It is possible to further improve the higher education system in Uzbekistan by studying and implementing these experiences. This has a positive effect on the personal and professional development of young people.

References:

1. Angelin Victor, Lina Dias, Teaching and Learning with Mobile Devices in the 21st Century Digital World: Benefits and Challenges. // European Journal of Multidisciplinary Studies. -2017. Volume 2, Issue 5.P-339-344.
2. Barahona, Jose Retos, Oportunidades de la tecnologAa movil en la education fisica. Challenges and opportunities of mobile technology in physical education. Retos: nuevas tendencias en education fisica, deporte y recreation. (2020). [Electronic resource] www.researchgate.net/publication/334625774
3. David Parsons. The Future of Mobile Learning and Implications for Education and Training, Chapter: 16. Publisher: 217-229 pp. (2014) [Electronic resource] www.researchgate.net/publication/270741082.
4. Montrieux H, Vanderlinde R, Schellens T, De Marez L (2015) Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education. PLoS ONE 10(12): e0144008. [Electronic resource] doi:10.1371/journal.pone.0144008.
5. Peter Aubusson, Sandy Schuck & Kevin Burden Mobile learning for teacher professional learning: benefits, obstacles and issues, ALT-J, 2009.-P.233-247. [Electronic resource] <https://doi.org/10.1080/09687760903247641>.