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The role of HEMIS in the management of the educational system of higher education institutions

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Abstract: The article analyzes the importance of digitalization and learning in the digital world in the HEMIS system of general secondary education and higher education in our country, current activities and opportunities.

Keywords: Distance education, digital technology, digitization, HEMIS program.

Introduction

At present, in the time when techniques and technologies are being rapidly updated day by day, it is becoming a natural situation to fundamentally change the worldview of society and its adaptation to the times. In this case, the learning situation will be updated. Today, we can see the establishment of distance education in higher education institutions as an example of this. The period of the pandemic also led to the "rupture" of long-established values, traditions and principles. In particular, the forecast indicators given by influential scientists and experts of international organizations regarding the dangers that threaten the development of land in the near and medium term have not been confirmed. On the contrary, we can see if they can reconsider. But this is clear: if the world does not act as a whole, it is impossible for a person to become a victim of a medium-risk situation. The only salvation is to direct the accumulated knowledge, formed skills and acquired conclusions towards a single goal, to be able to effectively combine science and experience. This represents the need for much pedagogical research on teaching and learning in the digital world.

Materials and Review

In recent years, large-scale work on the fundamental reform of the education system and the assessment of the quality of education and the development of digital education has been carried out in our country. In this regard, in the Decree No. PF-5712 of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030", the PISA (The Program for International Student Assessment) rating of the international student assessment program of Uzbekistan in 2021 it is planned to be included in the first 70, in 2025 in 60, and by 2030 among the first 30 advanced countries [1]. According to the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 of December 8, 2018 "On measures for the organization of international studies in the field of education quality assessment in the public education system" under the State Inspection of Education Quality Control under the Cabinet of Ministers of the Republic of Uzbekistan "International studies on the assessment of the quality of education" "National center of implementation" was established [2]. According to the decree of the President of the Republic of Uzbekistan dated October 5, 2020 No. PF 6079 on the approval of the "Digital Uzbekistan 2030" strategy and measures for its implementation, programs for digitization in the digital world, development of digital technologies, consideration of new projects in the field of digital economy and development of digital education are implemented . In this decree, the following activities are implemented in order to improve digital skills in the field of education:

digital to students at the initial stage of the educational ladder

creating opportunities for mastering digital skills by providing technologies, developing analytical and critical thinking, providing knowledge and skills to young people in conditions of large-scale digital transformation that will be necessary in the future;

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All of the future education in a single distance learning platform

creation and implementation for the purpose of implementation in directions;

making permanent changes to the basic curricula of secondary schools in order to increase the general level of use of digital technologies for students;

introduction of highly effective international practice into the educational system aimed at organizing studies in the field of technological professions and innovative activities;

increase the number of graduates of higher education institutions training personnel in the field of information and communication technologies, graduates of secondary special vocational education institutions with an average level of competence in the field of information technologies;

digitization of educational materials in education by ensuring the development and support of the state uniform requirement for the use of robotics, artificial intelligence technology application and study laboratories, as well as the use of formats for the digitization of foreign paper-based materials;

development and stimulation of scientific research works in the field of digital technologies, improvement of their organizational mechanisms;

conducting national contests and events (contests, Olympiads, etc.) that promote the creation of ideas and new technologies;

development and determination of the direction of creation of new search systems, including solutions for search and identification of audio and video materials, use of semantics in search and retrieval of information, new technologies in the machine translation system, as well as development of new algorithms and technologies of machine learning;

carrying out scientific work on the development of algorithms of robotic complexes and human interaction, the improvement of the infrastructure of data transmission networks, built-in sensors and sensor networks, as well as the creation of software for the implementation of various models of providing "cloud" services;

further improvement of electronic educational resources for pre-school, secondary and higher education system, as well as providing access to domestic and international educational resources;

introduction of innovative educational programs on technologies [3].

The above is not only teaching based on innovative educational technologies, but also teaching students to study and learn independently, to have a new attitude to education, to acquire necessary and deep theoretical knowledge, and to form practical skills based on the demand of the labor market. In short, the credit module system is focused on the professional development and maturity of the student. It is aimed at ensuring the education of the scholar throughout his life and at the formation of human capital that can meet the labor market and modern requirements.

The credit-module system is a process of educational organization and is an evaluation model based on a set of module technologies of education and a credit measure. Carrying it out as a whole is a complex and systematic process. In the credit-module principle, two main issues are given importance: ensuring independent work of students; assessment of student knowledge based on rating.

A module is a part of the curriculum in which several subjects and courses are studied. It is a set of several subjects (courses) aimed at students' ability to develop certain knowledge and skills, to conduct analytical and logical observation. In this, the teacher organizes the educational process, gives live, video and audio lectures, coordinates and monitors the student's activities. The student learns the subject independently and completes the assigned tasks.

The introduction of this system into higher education will increase the quality of education, ensure transparency, eliminate corruption, reveal the real knowledge of the learner, and create a foundation for the student to study independently and work on himself. Today, the European credit system is implemented in almost all higher education institutions of the old continent.

The introduction of the credit-module system is an important factor in the cooperation between the teacher and the student. In modular education, the pedagogue organizes, directs,

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advises and checks the student's learning process. And the student moves independently towards the directed object. The greatest emphasis is also placed on independent learning of students.

The importance of independent education in the educational process increases, and this leads to an increase in the independence, creative initiative and activity of specialists in the future. In the credit-module system, university students always have the opportunity to receive help and advice from teachers and fellow students. This strengthens mutual cooperation and serves to form teamwork skills.

The digital university project continues in the higher education system. Currently, in order to sharply reduce the number of various reports and data received from higher education institutions, to abandon the paper form of their preparation, and to digitize the management system, within the framework of the Digital University project, the "Higher Education Process Management Information System" (HEMIS)

- Higher Education Management Information Systems) was developed. This

the information system includes "Administrative management", "Educational process", "Scientific activity" and "Financial management and statistics" information systems.

The purpose of introducing the higher education process management information system:

- Ensuring the openness and transparency of Higher Education institution activities;
- educational, scientific, administrative and financial processes in the higher education system automation;
- preventing bureaucratic obstacles and reducing financial costs in the higher education system;
- Ensuring cohesion between Higher Education institutions, student and employer organizations;
- reducing the time spent on management processes and increasing work efficiency;
- monitoring the effectiveness of the participants of the educational process;
- optimization and acceleration of analytical data formation and decision-making process.

Digitization and organization of education with the help of digital technologies in higher education institutions will cause students to actively participate in classes, fully master the topics, increase their love for their future profession, and develop various competencies [4].

Conclusion

Today, the role of HEMIS in our digital education educational systems is incomparable, in which it is possible to observe not only the ability of our pupils and students to learn science, but also how they are simultaneously studying, how they are learning science, how they are interested in tasks, and how they express their opinions on problems at their level. As a result of this, students develop skills such as independent learning, adapting to personal learning and working on themselves. Teaching processes live in the digital context and giving interactive assignments in classes, learning in virtual laboratories will make students think more. Develops professional competence in the field of interest.

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