



CONCEPTUAL ASPECTS OF THE DEVELOPMENT OF THE HIGHER EDUCATION SYSTEM

Raxmanov Norim Razzakovich

Associate Professor, Doctor of Economic Sciences (DSc) of Tashkent State University of Economics

Abstract: The article reveals the specific features of the continuous education system. Activities of higher education institutions operating in the Republic of Uzbekistan were analyzed. During the period from the beginning of the 20th century to the present day, the development process of higher education in Uzbekistan was divided into two stages, proposals and practical recommendations were developed to increase the importance of higher education today.

Keywords: continuing education, higher education, university, academy, institute, specialist, undergraduate, graduate.

The reforms carried out in the education system of our country in the following years are showing their bright results. That is, the system of measures taken to further improve the continuous education system, develop the policy of training qualified personnel, and strengthen the material and technical base of education is bearing fruit. In 2016, in addition to the political-legal, economic, and spiritual spheres, deep quality changes took place in the social sphere as well. During the years of independence, the volume of spending on the social sphere in our republic increased 5 times. Every year, about 60 percent of the state budget is directed to the implementation of tasks in the fields of health care, education, communal economy, and social protection of the population. One of the most important components of the social sphere of the society is the sphere of education, which directly affects the political, legal, economic and spiritual spheres and determines the normative nature and level of maturity of the social spheres.

Speaking about the education system, it is permissible to dwell on the concept of education first of all. Education is the study of elements of nature and society on the basis of standards strictly established by the state, and it is an educational process aimed at a specific goal in the interests of the individual, society and the state.¹

Education should be focused on the full development of the human personality and strengthening of respect for human rights and fundamental freedoms. Education should promote mutual understanding, goodwill and friendship among all peoples, racial and religious groups and contribute to the peacekeeping activities of the United Nations. Parents have a preferential right to choose the type of education for their children."²

The leading resource of any country is people. If a person has the necessary education to find his place in the labor market, to earn enough money to provide himself and his family with a decent life, then first he, then his family and the country will develop.

While solving one or another issue of the country's socio-economic development, the state at the same time directs the education system in such a way that it supports education through the changes taking place in the country (re-profiling the economic system, solving the employment problem, improving the legal culture of the population, etc.). political, material-economic, legal, organizational) provides.

¹ Безуглов. А.А., Солдатов С.А. Конституционное право России. - М.: Том I, 2001. - 541 с.

² Бобоев Ҳ.Б. ва бошқ. Инсон ҳуқуқлари (Ўқув қўлланма). – Тошкент: Ўзбекистон, 1997. – Б. 189.

Today, education in our country, in accordance with the Law "On Education", the operation of the continuous education system is ensured on the basis of the consistency of educational programs and includes the following types of education:

Preschool education. Preschool education aims to form a healthy and mature child's personality, prepared for school. This education is carried out in the family, kindergarten and other educational institutions, regardless of the form of ownership, until the age of six or seven;

General secondary education. The stages of general secondary education are as follows: primary education (grades I-IV); general secondary education (grades I-IX). Primary education is aimed at forming the foundations of literacy, knowledge and skills necessary for general secondary education. Children are admitted to the first grade of the school at the age of six or seven;

General secondary education provides the necessary amount of knowledge, develops independent thinking, organizational skills and practical experience skills, helps to initially guide the profession and choose the next level of education. Specialized schools can be established to develop children's abilities and talents;

Secondary special, vocational education. Everyone has the right to voluntarily choose the direction of study at an academic lyceum or a vocational college based on general secondary education in order to receive secondary special vocational education.

Academic lyceums and vocational colleges provide secondary special, vocational education, which gives the right to work in the acquired profession and is the basis for continuing such work or education at the next level. The academic lyceum is a three-year secondary special educational institution that ensures rapid development of students' intellectual abilities, their in-depth, differentiated and career-oriented education;

Higher education. Higher education provides training of highly qualified specialists. Training of highly educated specialists is carried out in higher educational institutions (universities, academies, institutes and other educational institutions of higher education) on the basis of secondary special, professional education (Fig. 1).

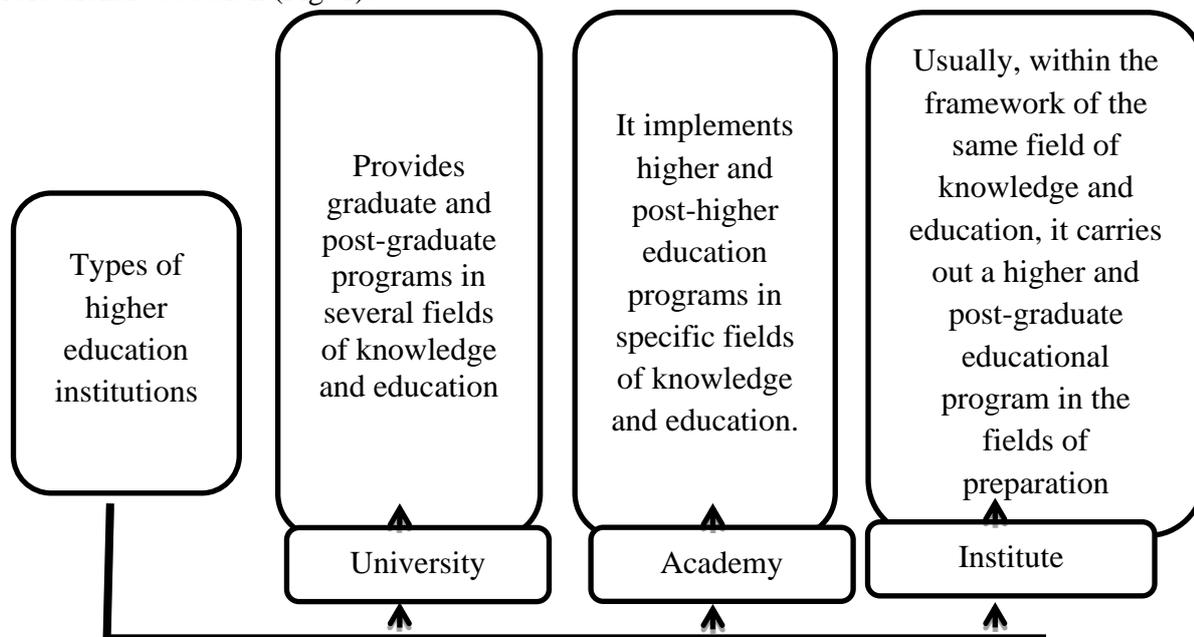


Figure 1. Types of higher education institutions operating in the Republic of Uzbekistan ³

Higher education has two levels: bachelor's and master's degrees, which are evidenced by documents on higher education of the state-approved model.

A bachelor's degree is a basic higher education that provides fundamental and practical knowledge in the field of specialization and lasts at least four years.

A master's degree is a higher education that provides fundamental and practical knowledge in a specific specialty and lasts at least two years on the basis of a bachelor's degree. Citizens have the right to receive second and subsequent higher education on the basis of a contract.

Post-graduate education. Post-university education is aimed at meeting the society's needs for highly qualified scientific and pedagogical personnel and satisfying the individual's creative educational and professional interests. Post-graduate education can be obtained in higher educational institutions and research institutions (in the form of senior researcher-researcher, independent research).

The procedure for training scientific and scientific-pedagogical personnel, awarding scientific degrees and titles is determined by legal documents.

Training and retraining of personnel. Training and retraining of personnel ensures deepening and updating of professional knowledge and skills. The procedure for improving personnel qualifications and their retraining is determined by the Cabinet of Ministers of the Republic of Uzbekistan.

Education outside the school. In order to meet the individual needs of children and adolescents, to organize their free time and rest, state bodies, public associations, as well as other legal entities and individuals may establish extracurricular educational institutions in cultural-aesthetic, scientific, technical, sports and other areas.

Out-of-school educational institutions include palaces, houses, clubs and centers of children, youth art, children-teen sports schools, art schools, music schools, studios, libraries, health institutions and other institutions.

Family education and independent education. The state supports family education and independent education. Family education and independent education of children is carried out according to the programs of the relevant educational institutions. Students are provided methodological, advisory and other assistance by authorized state institutions.

The above-mentioned types of education are the basis of the personnel training system and are carried out on the basis of continuity and integrity as a priority area that ensures the socio-economic development of the Republic of Uzbekistan and is aimed at meeting the economic, social, scientific-technical and cultural needs of the individual, society and the state.

It is appropriate to study and analyze the development process of higher education in Uzbekistan from the beginning of the 20th century to the present day, dividing it into two stages, and to highlight their specific features.

The first stage – Including the period from the beginning of the 20th century to the years of independence, it provides information on the establishment of higher education institutions in the territory of our country during the former union.

Since the 1930s, institutes in the field of pedagogy and teacher training have been established in a number of cities of Uzbekistan. They have become major centers for training teachers for primary and secondary schools and personnel for research institutions. In the 1970s, there were 16 educational institutions of higher education in Uzbekistan. In particular, Kokan (1929), Fergana (1930), Bukhara

³ Кадрлар тайёрлаш миллий дастури. – Т.: Шарқ, 2001. – Б. 32-33.

(1930), Tashkent (1935), Khorezm (1935), Karshi (1936), Namangan (1942), Andijan (1953), Termiz (1965), Syrdarya (1966), Samarkand (1967), Tashkent region (1967), Jizzakh (1974) state pedagogy and Tashkent state foreign languages (1948), Russian language and literature of the Republic (1963) institutes were established.⁴

The development of higher technical education in Central Asia began in 1920 with the establishment of the technical faculty of the Turkestan State University. In 1922, 436 students studied at the mechanical, hydrotechnical and mining departments of the technical faculty of the university. In 1923, this faculty was transformed into an engineering-reclamation faculty. On the basis of this faculty, in 1929, the Central Asian Cotton Cultivation and Irrigation Institute, which included 5 faculties, was established. After that, Tashkent Railway Engineers (1931), Tashkent Textile and Light Industry (1932), Tashkent Polytechnic (1933), Tashkent Communication and Electrical Engineering (1955), Samarkand Cooperative (1961), Tashkent National Economy (1962), Samarkand Architecture and Construction (1966), Fergana Polytechnic (1967), Tashkent Highways (1972), Samarkand Agriculture (1929), Tashkent Agriculture (1934), Tashkent Irrigation and Agricultural Mechanization (1934)), Andijan cotton-growing institutes (1964) began to operate.⁵

In addition, higher education institutions in the fields of medicine, culture and art were established during that period.

The first paramedic school was established in Tashkent in 1918, and in 1919 it became a higher medical school, and a year later, it functioned as a medical faculty of the Turkestan State University. In 1931, the Central Asian Medical Institute was established on the basis of this faculty, and in 1935, it was named the Tashkent Medical Institute. Samarkand State Medical Institute was founded in 1935 on the basis of the Faculty of Medicine of Uzbekistan State University.

In 1937, the Tashkent Pharmaceutical Institute, considered the only one in Central Asia, was established on the basis of the Tashkent Medical Institute. After that, in 1955, Andijan and in 1972, the Central Asian pediatric medical institutes started their activities. Tashkent State Conservatory was established in 1936, Tashkent Theater and Art Institute in 1945, Uzbekistan State Institute of Physical Education in 1955, Tashkent State Institute of Culture in 1974.

As can be seen from the above mentioned information, although the first foundations of higher education were laid before the independence of our country, in our opinion, there was no clear system of training qualified specialists for real sectors of the economy.

The second stage – Issues related to the modernization of higher education during the period from the independence of the Republic of Uzbekistan to the present day are covered.

In the early years of independence, special attention was paid to the reform of the higher education system and a number of important tasks were carried out.

First, Andijan, Bukhara, Gulistan, Karshi, Namangan, Fergana, Termiz, Urganch state universities were established on the basis of Tashkent State Technical University, Tashkent State University of Economics, University of World Economy and Diplomacy, Tashkent Islamic University, and relevant pedagogical institutes in the regions. Tashkent Institute of Foreign Languages, Tashkent Agricultural Institute and Tashkent Institute of Communication were also granted university status.

Secondly, In addition to the Tashkent State Technical University, which was established on the basis of the large Tashkent Polytechnic Institute, two more - Tashkent Institute of Chemical Technology and Tashkent Institute of Architecture and Construction were established. The faculties of oriental studies

⁴ Абдурахманов Г.А. Высшая школа Советского Узбекистана. – Ташкент: Укитувчи, 1977. – С. 13-14.

⁵ Абдурахманов Г.А. Высшая школа Советского Узбекистана. – Ташкент: Укитувчи, 1977. – С. 29-45.



and law were separated from Tashkent State University and transformed into independent Tashkent state institutes of oriental studies and law.

Thirdly, higher education institutions were established in all regions in order to eliminate the shortcomings in the placement of higher education institutions. Because three-quarters of them were located in several large cities, and the main part was located in Tashkent. These are Jizzakh Polytechnic Institute, Karshi Engineering-Economic Institute, Namangan Engineering-Economic Institute (at the same time Namangan Engineering-Technology Institute), Navoi State Pedagogical Institute, established on the basis of the above-mentioned 8 regional universities and branches of higher education institutions in Tashkent. It was determined that each higher education institution will operate on the basis of a specific program for restructuring the form and content of education according to the new status.

It is worth noting that, with the decision of the President of the Republic of Uzbekistan "On measures to strengthen the material and technical base of higher education institutions and fundamentally improve the quality of training of highly qualified specialists" regarding the improvement of the quality of training of specialists with higher education required in the sectors and branches of the economy, Andijan Engineering- Institute of Economics - Andijan Mechanical Engineering Institute; Namangan Engineering-Economic Institute - Namangan Engineering-Technology Institute; Bukhara Institute of Food and Light Industry Technology was transformed into Bukhara High-tech Engineering-Technical Institute (later Bukhara Institute of Engineering-Technology), their specialization was changed and reorganized.

In addition, it is possible to observe the growth rate of the number of higher education institutions under the jurisdiction of the ministries and agencies of the Republic of Uzbekistan from year to year. In 2000, a total of 60 higher education institutions operated under the control of state management bodies in our country, and by 2012, the number of higher education institutions was 65. In our country, 14 ministries and agencies operate higher education institutions, 6 branches of foreign higher education institutions, 11 branches of higher education institutions operate in the regions.

In the future, the scale of establishing branches of large higher education institutions of foreign countries in our country is expanding. International Westminster University was established in Tashkent at the suggestion of the Umid Foundation, the Ministry of Foreign Affairs of the Republic of Uzbekistan, the Ministry of Higher and Secondary Special Education, the British Council and the University of Westminster (UK). The main task of the International University of Westminster is to train specialists in the fields of "Economy", "Management", "Information Technologies" and "Law" in the bachelor and master's system⁶.

In accordance with the generally recognized international requirements for the quality of higher education, the goals and objectives of the National Personnel Training Program of the Republic of Uzbekistan, the main task of the branch of the Russian Academy of Economics in Tashkent is to train highly qualified specialists in the fields of economics and business management.

In general, special attention is paid to the issue of training competitive mature personnel in our country, and we fully admit that our national personnel who are being trained today are emerging as personnel who can easily compare with graduates who studied in higher educational institutions of developed foreign countries, and can even show better results than them.

If we talk about the importance of higher education today, higher education is carried out on the basis of secondary special, vocational education in higher education institutions (universities, academies,

⁶ Ўзбекистон Республикаси қонун ҳужжатлари тўплами.– Тошкент: № 2, 2002. - 34-модда.



institutes and other educational institutions of higher education) by training highly qualified specialists. In accordance with the educational legislation of our country, higher education has two levels: bachelor's and master's degrees, which are evidenced by documents on higher education of the state-approved model.

Undergraduate - basic higher education, which provides fundamental and practical knowledge in the field of specialization, and the duration of education lasts at least four years. After the completion of the bachelor's program, the graduates are awarded the "bachelor" degree in the profession according to the results of the state attestation and a diploma of the state-approved model, which gives the right to engage in a specific profession, is handed over.

Master's degree - is a higher education that provides fundamental and practical knowledge in a specific specialty and lasts at least two years on the basis of a bachelor's degree. The state certificate of qualification that gives the degree of "Master" is the end of the master's program. Masters are awarded a diploma that gives them the right to engage in certain activities of a state-approved model.

"Regulation on Higher Education" approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan on February 9, 2003. The goals and tasks of higher education, structure, organization of educational process, rights and obligations of students and employees of higher education institutions. determines issues such as management and financing of the higher education system.

The purpose of higher education, taking into account the future development of the country, is to train highly qualified and competitive personnel capable of high spiritual and educational qualities, independent thinking ability and the ability to ensure the scientific-technical, socio-economic and cultural development of society. Admission of students to higher education institutions is carried out on the basis of state grants and on a fee-contractual basis.

State and non-state higher education institutions that implement educational programs of higher education courses and specialties in accordance with state education standards, scientific and pedagogical institutions that carry out research work necessary for the development of higher education, and competent state agencies for education management, as well as enterprises, institutions and organizations under their control includes

During the past period, as a result of reforms in higher education institutions, the normative legal framework of personnel training was completely renewed, it was harmonized with the requirements of the socio-economic development of our country, the improved state education standards were put into practice, the concept of creating a new generation of educational literature was implemented, modern educational literature was created, material - is manifested through the strengthening of the technical base and the implementation of a number of other measures.

In order to ensure the continuity and integrity of education, recommendations were developed on the basis of a comparative analysis of the subjects and curricula of general secondary, secondary special, vocational education and continuing in higher education, as well as the subjects and curricula of undergraduate majors and master's specialties.

Training of highly qualified personnel, educational directions

and the Classification of Higher Education Fields and Specialties for optimization of specializations and improvement of educational standards, bachelor's education fields were reduced from 228 to 165, master's degrees from 1200 to 447 and approved. In accordance with the updated Classification, a total of 882 state educational standards and curricula of undergraduate education (363) and master's specialties (519) were developed.



Today, 21 higher education institutions in our republic prepare personnel for education, 16 for industry, construction, transport and communications, 6 for medicine, 4 for agriculture, 9 for economics and law, and 10 for other fields.

Decree No. PF-4456 of the first President of the Republic of Uzbekistan dated July 24, 2012 "On further improvement of the system of training and certification of highly qualified scientific and scientific-pedagogical personnel" was adopted. According to the decree, in the years of independence in Uzbekistan, large-scale work was carried out with a specific purpose on the radical reform of all types of education system, including the system of training highly qualified scientific and scientific-pedagogical personnel.

Also, in the decree, as a result of the successful implementation of the national personnel training program, the national state program for the development of school education, which covers all stages of the educational process, consists of general education schools, vocational colleges and academic lyceums, higher education institutions equipped with modern educational laboratory equipment and computer technology. , noted that an integrated system of continuous education that meets high requirements has been created, a two-level system of higher education that meets modern international standards has been created - bachelor's and master's degree, institutes of intern-researcher-researchers and senior research staff-researchers have been introduced, and the conditions for their material promotion have been significantly improved done

In this context, the current system of certification of highly qualified scientific and scientific-pedagogical personnel shows that after the educational process is transferred to bachelor's and master's standards, it is essentially redundant to defend candidate's theses, as well as the direct defense of a higher thesis for obtaining the scientific degree of Doctor of Science. it is emphasized that the need to introduce a one-stage system of post-secondary education is required.

In accordance with the decision of the President of the Republic of Uzbekistan "On the further improvement of the system of post-secondary education" of 2017 No. 4958, from July 1, 2017 post-secondary post-secondary education, the basic doctoral course, which provides the scientific degree of doctor of philosophy, candidate of science (Doctor science) Doctorate system was introduced. In order to improve the implementation of this system and increase its transparency, the role of scientific councils has been strengthened. As a result, in accordance with international standards, post-secondary education was abolished from one stage, switched to a two-stage system, and the financing system was changed.

Taking these factors into account, further improvement of the system of training and certification of highly qualified scientific and scientific-pedagogical personnel, radical reform of the post-university education system, taking into account advanced world experience and international standards of certification of scientific personnel, as well as the quality of dissertation research , in order to increase its scientific and practical importance, to create conditions for the creative and intellectual potential of young people, this decree of the head of our state was adopted and this direction was fundamentally reformed.

In our opinion, based on the requirements of this decree, appropriate changes and additions should be made to Article 15 of the Law "On Education" entitled "Post-secondary education".

It should be noted that the measures for the organization of innovative corporate cooperation of higher education, science and production have been developed and the tasks defined in it have been implemented, as well as the analysis of the system of training highly qualified scientific and scientific pedagogical personnel in higher education institutions shows that in 2016-2017 in the academic year, the scientific and pedagogical potential in the higher education system is 36.8%.

The average age of professors and teachers in the higher education system is 44, including the average age of women is 42 years. Analyzing the age structure, the number of professors over 60 years

old is 14% of the total number of professors, 50-60 years old 19%, 40-50 years old 24%, 30-40 years old 29%, professors under 30 years old -teachers make up 14%. Currently, a total of 1,284 doctors of science and 6,667 candidates of science are working in the higher education system. A total of 256 doctors of science, 2105 candidates of science are women.⁷

According to statistical data, Tashkent city, Samarkand, Andijan, Bukhara, Fergana and Namangan regions are the regions with the largest number of higher education institutions, while the regions with the fewest higher education institutions are Surkhandarya and Syrdarya regions (Table 1). Since the Syrdarya region is close to the city of Tashkent, there are opportunities for citizens from this region to come and study in the capital. Therefore, every year applicants submit the most documents to Termiz State University and there is an increase in the number of applicants for one reserved place. In our opinion, the establishment of a new higher education institution or branches of higher education institutions in the Surkhandarya region may lead to the creation of wider opportunities for citizens in ensuring the right to receive higher education.

Table 1

Specialization of higher education institutions in the regions of the Republic of Uzbekistan.⁸

№	Areas	Specialization
1	Republic of Karakalpakstan	Medicine, education, pedagogy, art, culture, agriculture, industry, information and communication,
2	Andijan	Medicine, education, agriculture, engineering
3	Bukhara	Medicine, education, irrigation and agriculture, engineering
4	Jizzakh	Education, engineering, pedagogy
5	Kashkadarya	Education, engineering, economics, information and communication
6	Navoi	Industry, pedagogy, mining and metallurgy
7	Namangan	Education, engineering, technology
8	Samarkand	Medicine, education, agriculture, industry, economy, architecture-construction, information and communication, foreign languages, veterinary medicine, tourism
9	Surkhandarya	Education, medicine, agriculture, technology, pedagogy
10	Syr Darya	Education

⁷ Олий таълим муассасалари фаолиятининг асосий кўрсаткичлари статистик тўшлами.

⁸ Олий таълим муассасалари фаолиятининг асосий кўрсаткичлари статистик тўшлам 2014-2015 й жадвалга Ўзбекистон Давлат консерваторияси, Тошкент Давлат миллий рақс ва хореография олий мактаби, Алишер Навоий номидаги Ўзбек тили ва адабиёти университети жадвалга киритилмаган.

11	Tashkent	Agriculture, mining, physical education and sports, pedagogy, technology,
12	Ferghana	Education, information and communication, medicine, technology, pedagogy, art, culture
13	Khorezm	Education, information and communication, medicine
14	Tashkent city	Medicine, education, agriculture, industry, economy, finance, construction, textile and light industry, chemistry, pedagogy, Uzbek language and literature, irrigation and foreign languages, architecture and construction, transport, law, art, technology, culture, religion, defense, information and communication, diplomacy, automobile and railway engineering, pharmaceuticals, stomatology, conservatory, painting and design, transportation, fuel,

In conclusion, it is appropriate to determine and implement specific measures to increase the scientific potential of professors and teachers, to rejuvenate those with scientific degrees.

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