

В заключение хотелось бы отметить, что цель статьи — не поиск решений, основанных на опыте другой страны, а попытка начать дискуссию через исследование иной системы развития в ином культурном контексте. Таким образом, как было отмечено в заключении, возрастает важность «партнерских отношений» и создания сетей «сотрудничающих организаций», посредством которых учебные заведения и бизнес могут открыто сотрудничать для достижения взаимных целей. Чтобы эта деятельность была максимально успешной, необходимо понять, как построить так называемые «отношения, основанные на взаимном влиянии и обучении», где стороны не просто работают параллельно, а приспособляются к потребностям друг друга и учитывают опыт эффективной работы своих партнеров. Такие отношения могут быть построены только на высоком уровне взаимного доверия.

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### RESEARCH BASED TEACHING: UNIVERSITIES, ENTREPRENEURSHIP AND THE KNOWLEDGE TRIANGLE AT THE UNIVERSITY OF MILAN

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**Key words:** *research-based teaching and education, project-based approach in education, internationalization of education, entrepreneurship*

### ОБУЧЕНИЕ ОСНОВАННОЕ НА ИССЛЕДОВАНИЯХ: УНИВЕРСИТЕТЫ, ПРЕДПРИНИМАТЕЛЬСТВО И ТРЕУГОЛЬНИК ЗНАНИЙ В МИЛАНСКОМ УНИВЕРСИТЕТЕ

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*В публикации описывается опыт Миланского университета в Италии по реализации стратегии высшего образования, базирующегося на научных исследованиях. Данная возможность была получена благодаря программе технического сотрудничества Европейского Союза Erasmus+ в рамках очередного семинара Экспертов Высшего Образования при содействии организации SPHERE 30-31 мая 2017 года.*

**Ключевые слова:** *образование, базирующееся на научных исследованиях, проектный подход в образовании, интернационализация образования, предпринимательство*

**ТАДЖИКОТЛАРГА АСОСЛАНГАН ТАЪЛИМ: МИЛАН УНИВЕРСИТЕТИДА  
УНИВЕРСИТЕТЛАР, ТАДБИРКОРЛИК ВА БИЛИМЛАР УЧБУРЧАГИ  
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*Ushbu maqolada oliy ta'limning ilmiy asoslangan strategiyasini amalga oshirish uchun Italiyada Milan Universiteti tajribasi tasvirlangan. Ushbu imkoniyatni Yevropa Ittifoqi Erasmus+ yordamida qabul qilindi, Italiya 30-31 May 2017 yilda texnik hamkorlik dasturi navbatdagi ekspertlar seminarlarida Oliy Ta'lim bilan qo'llab-quvvatlashda tashkil etildi.*

**Kalit so'zlar:** ta'lim, ta'lim sohasidagi ilmiy-asoslangan, loyihaga asoslangan yondashuv, internationalization ta'lim, tadbirkorlik.

Milan state University (Università degli Studi di Milano or Statale di Milano) is the largest public University in Milan and Lombardy, the main building of which is located in the former Ca' Granda, built by Duke of Milan Francesco Sforza. This is the only Italian University, part of LERU (League of European research universities). Milan University was founded on September 30, 1923 through the merger of the artistic and philosophical faculty of the Academy of Milan (Accademia, founded in 1861) and Clinical Improvement Institute (Istituti Clinici di Perfezionamento, founded by Luigi Mangiagalli in 1906). The University has 9 faculties and 78 departments, 134 of the training course: the buildings occupy more than 200 buildings, has 113 libraries, various research centers, orchestra.

The activity of the University is highly appreciated by academic staff, students and international community. Below are the analyses of the several presentations delivered by Milan University faculty members.

Prof. Monica Diluca, Vice-Rector for Internationalisation presented the first plenary report, which revealed the peculiarities of scientific research and teaching at the University of Milan. The speaker presented the statistics, organization and achievements of the University. Special attention was paid to the internationalization of the University, as well as the most successful programs and research. For example, the number of foreign students amounted to almost 10% of the total number of students and teaching staff of about 7%. Personally for me it was interesting to learn about international medical training program, which is known throughout Europe, and even in the United States and South America. The competition for training in this program is every year more than 20 people in one place and the training program is conducted entirely in English. It should be noted that this is the first time the study visit was most of the time is devoted to graduate medical education and various examples from the field of science.

The following point which I must mention is the establishment in the University of Milan structures that are engaged in fundraising, and these structures work relatively well, as government funding is reduced, and the share of private donations and orders from business and industry is increasing. In this connection, it was created at the University of special structures which are engaged in fundraising at the University of Milan. Moreover, in case of failure of participation in big competitions, in particular competitions in the framework of Horizon 2020 projects and other, project teams receive financial support, to correct the shortcomings and to submit the project again at the competition up to 80 000 Euro.

Thus, it can be concluded from the information received during the presentation of the University, more and more funding comes from the private sector and other international programmes that finance research and other educational projects in higher education.

Prof. Roberto Cerbino, presented directly to the project of an international medical school, where he teaches physics. From his presentation it became apparent that the presence of foreign students and professors enriches the University and opens new opportunities for cooperation and achieve outstanding results. It was also presented a lesson plan, some practical elements of lessons and the overall statistics of the course of international medical schools.

Prof. Anna Giorgi, Associate Professor of Environmental and Applied Botany presented the results of some studies in the field of applied botany, which were immediately embedded in the training courses. Thus, from the presentation, it became clear that at the University of Milan established the process for instant modernisation of training courses that do not require a long time to harmonize the administrative procedures.

Prof. Chiara Tonelli presented a paper on The dual role of professors as researchers and teachers. The main thesis of the report was the fact that at the present time for effective preparation of graduates it is necessary in addition to educational activities, to give students the opportunity to conduct research activities. Moreover, the importance of scientific activities increases with the level of study (bachelor, master, doctoral). Practical examples were again from the medical field and sparked my keen interest.

Aftewords, we did our work in groups, and I participated in the second group, Group 2 (Chair: Fabrizio Gardoni, University of Milan, Rapporteur: Ketevan Gurchiani, Georgia): *good practices and concrete examples of how research can be linked to / inform teaching*. The topic of the working group was declared as the process of integration of scientific research into the educational process, including also the presentations of the successful experience of the University of Milan. As was also discussed in detail the experience of several countries participating in the working group.

The next topic addressed assess *the dual role of professors as researchers and teachers and understand better how to support them in this role*. In General, during the discussion made clear the common sense – scientific research is an inseparable component of higher education and skill to conduct the research necessary to form, starting from the first year undergraduate.

The last crown group discussion was devoted to understanding the challenges and the approaches for engaging industry in the research and teaching process, in order to obtain a better understanding of entrepreneurship and how it can be integrated into the teaching and into programme design. In this group, for me, clear was the fact that modern universities strive to be leaders in innovation and attract industry and business to jointly conduct scientific and applied research and development. Thus, universities and businesses are forming innovative cluster development of cities and regions. In conclusion, there were a number of reports of the representatives of the University of Milan, revealing their experience of interaction with representatives of business and industry. And all the reports illustrate a clear tendency of strengthening of cooperation of business and universities, and increased funding of the University by industry, not only in Italy but also several other international companies.

### **Recommendations:**

1. To consider the establishment in the universities of the departments responsible for attracting foreign financing and from the private sector. For this purpose, it is needed to review the existing legal and regulatory aspects of the implementation of grants and projects financed from abroad.
2. The creation of an international medical school in Uzbekistan, in line with the training of doctors at a high level can give a powerful impetus to the development of national medical science.
3. To create a mechanism that allows universities for independent self-upgrade training courses, and therefore quickly enough in accordance of the market needs to develop new courses and subjects.
4. To provide a more equal distribution of work load to conduct educational activities and research activities. Moreover, I recommend to reduce the teaching load and increase research work at all levels of education.
5. To provide legal, administrative and financial support for start-up initiatives of teachers and students at the universities.