

THE TREND OF DEVELOPMENT OF HIGHER MEDICAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN IN THE CONTEXT OF THE BOLOGNA PROCESS

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The article reveals essence of the Bologna Process, its basic principles, and impact on higher medical education development in Uzbekistan.

Key words: Bologna process, Bologna principles, higher medical education in Uzbekistan.

BOLONIYA JARAYONI QAMROVIDA O‘ZBEKISTON RESPUBLIKASIDA OLIV TIBBIY TA‘LIM RIVOJLANISH YO‘NALISHLARI

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Maqolada Boloniya jarayonining mohiyati, uning asosiy tamoyillari, shuningdek, Boloniya jarayonining O‘zbekiston Respublikasida oliy tibbiy ta‘limiga ta‘siri haqida yoritilgan.

Kalit so‘zlar: Boloniya jarayoni, Boloniya jarayoni tamoyillari, O‘zbekiston Respublikasida oliy tibbiy ta‘lim.

ТЕНДЕНЦИИ РАЗВИТИЯ ВЫСШЕГО МЕДИЦИНСКОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН В КОНТЕКСТЕ БОЛОНСКОГО ПРОЦЕССА

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В статье раскрывается сущность Болонского Процесса, его основные принципы, а также влияние Болонского Процесса на развитие высшего медицинского образования в Республике Узбекистан.

Ключевые слова: Болонский процесс, Принципы Болонского процесса, Высшее медицинское образование в Республике Узбекистан.

Introduction

In a world of globalization, the rapid expansion of information space and the pressing need for the development of innovative technologies in the modern world special relevance strengthening of research capacity and training of highly qualified specialists. In this regard, one of the most important tasks of modern development of society is the support of education and science, responsible for the economic, political and cultural stability of any developed country, its credibility on the world stage.

In this regard a special place in the analysis of current trends in higher education is the Bologna Process, which for the past 15 years has been the subject of close attention of professionals of higher education around the world.

A brief history of the Bologna Process:

On 19 June 1999 in Bologna (Italy) the Ministers of education of 29 European countries signed the Declaration on the European region of higher education [1]. Among the signatories — representatives of Britain, France, Germany, Italy, Austria, Swiss Confederation, Spain, Portugal, Belgium, Denmark, Greece, Iceland, Ireland, Luxembourg, Malta, the Netherlands, Sweden, Norway, Finland, Romania, Czech Republic, Slovak Republic, Slovenia, Bulgaria, Hungary, Poland, Lithuania, Latvia and Estonia.

The participants of the Bologna meeting were committed over a relatively short period (up to 2010) to create a common European space of higher education and to raise the prestige of the European system of higher education on the world stage. For this purpose:

a) to Establish a system of clear and comparable degrees through the introduction of European Diploma Supplement, in order to promote not only the growth in the employment of European citizens and international competitiveness of European higher education in General.

b) go to the multilevel system of training: bachelor, master, doctoral. Access the following loop assumes the successful completion of the previous one. The duration of the first cycle (bachelor) should be not less than 3 years. The degree awarded after the first cycle shall also meet the qualification requirements of European labour market. The second cycle ends with a master's degree, the third cycle — doctorate.

c) to Introduce a system of credit points according to ECTS type — the European Credit Transfer System, providing transparency and comparability of the volume of the material studied and accordingly the possibility of academic recognition of qualifications and competences. This should ensure large-scale mobility of students. Students should have the opportunity to acquire knowledge and to obtain these loans in various higher institutions of Europe, including outside the system of higher educational institutions (including continuing education) the acceptance of the relevant universities of the organizations that they give.

g) to Ensure the effective mobility of students and teachers in Europe. Students should have all opportunities for education and training, have access to all relevant services. For teachers, researchers and administrative staff should be provided with opportunities to participate in pan-European research and education without prejudice to their rights.

To this date, the Bologna process is increasingly supported by UNESCO, the European Council and the European Commission and national governments in the European region. Currently, the Bologna Declaration was adopted by 48 countries + EU itself [2]. With the support of the European Commission established the international coordination group for the Bologna process, the result of which are the numerous conferences and seminars devoted to various aspects of the process.

The Bologna Process in the CIS countries

Currently from 11 countries of the CIS – 7 countries have become official members, which have adopted the Bologna Declaration. Is the Russian Federation, Ukraine, Azerbaijan, Armenia, Moldova, Belarus and Kazakhstan [2]. In other countries there is an active discussion of the principles of the Bologna Process and closely studied its characteristics and the results of the application of these principles in various countries.

At its core, all provisions of the Bologna Process are voluntary, however, some principles are mandatory. If we turn to the mandatory provisions of the Bologna process, countries of the CIS, joined him in practice, some of them are not implemented, but just declared. However, these countries have taken measures and steps for entry into the common world educational area, but also reached a certain level of progress and reforms in this direction.

A comparative analysis of national education system of the Republic of Uzbekistan and the principles of the Bologna Declaration

In a study conducted by the European Commission in 2012 [4] was given the following information about the degree of conformity of the Republic of Uzbekistan to the principles of the Bologna Process.

- The Bologna structure of 3 cycles;
- European Credit Transfer System (ECTS);
- The Bologna Diploma Supplement;
- The national qualifications framework (NQF);
- Quality assurance mechanisms;
- The recognition of foreign qualifications.

When comparing the education system of the Republic of Uzbekistan should be borne in mind that the adoption of the Bologna principles and approaches is a voluntary process.

- **The Bologna three cycle structure**

One of the main directions of the Bologna process is the introduction of three consecutive cycles of higher education, namely, first, second and third cycle leading to the obtaining of three degrees – bachelor's, master's and doctorate. For the programs of bachelor and master developed a General model, while for the third cycle has not yet formed a clear rule, and the right of their determination is largely outside the universities, who do not strive for more regulation of their own activities. Uzbekistan also adopted three level model that corresponds in principle to the Bologna Process.

- **The European Credit Transfer System (ECTS)**

ECTS is a tool that enables students to collect credits for successfully mastered courses at the University. The system aims at improving transparency of results and learning processes and facilitate the recognition of periods of study. In practice, this system facilitates the comparison and provides an understanding of work related

programmes/courses. It is also an important tool in facilitating student mobility and study abroad. In practice, 60 ECTS credits represent the workload of one year of formal learning (academic year) full-time and relevant learning outcomes. In Uzbekistan, it is still a practice of determining the labor costs of teaching staff in the format of hours teaching load and uses a system similar consideration.

- **The Bologna Diploma Supplement (PD)**

The Bologna Diploma Supplement is a document attached to a higher education diploma to improve international transparency and facilitate academic and professional recognition of qualifications. It consists of eight sections describing in particular the nature, level, context, content and status of the successfully completed training. The app also includes a description of the national system of higher education. In other words, it describes the context of the diploma and helps its holder to demonstrate his/her qualifications. In Uzbekistan there is also the diploma Supplement, but it contains name of subjects passed and the grades earned.

- **National qualifications framework (NQF)**

National qualifications framework is an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved. The NQF is intended to improve the transparency, access, descriptions of trajectories of transition to higher level qualifications and for quality assurance of qualifications in the interests of the labour market and civil society. It describes and relate the different qualifications and other achievements in the field of education that can be obtained in a particular country. Uzbekistan is still only in the initial stage of the discussion of the NQF and in general shows some interest in their development.

- **The national quality assurance system (NQA)**

In the context of this study, quality assurance refers to the process of evaluation, monitoring, securing, maintaining and improving the quality systems of educational institutions and programs of higher education. At the national level, this type of external evaluation should ideally be conducted in an independent and Autonomous body, endowed with appropriate powers. In Uzbekistan the issues of ensuring the quality of higher education and accreditation and certification of universities involved in State Testing Center under the Cabinet of Ministers of the Republic of Uzbekistan. It does not use the participation of international agencies for the evaluation and quality assurance, both at the level of institutional and programme.

- **Recognition of foreign qualifications**

Recognition of qualifications is a priority of the Bologna process and is seen as a vehicle for the development of international mobility and improved employability of graduates.

One of the tools in this area is the Lisbon Convention on recognition of qualifications, representing the international Convention for the recognition of qualifications awarded in one country, in other countries, on the basis of established standards. The Convention was developed jointly by the Council of Europe and UNESCO have signed more than 50 countries in Europe and countries outside Europe. It is primarily intended for use in member countries of the Council of Europe and in Europe and North America, UNESCO. In Uzbekistan the issues of recognition

engaged in the Supreme Attestation Commission of the Republic of Uzbekistan and at present, almost fully recognizes the education received abroad. However, issues of short-term mobility at the undergraduate level is still not solved.

- **Joint programs and degrees**

In the global context joint degrees and programmes become an important aspect of internationalisation strategies and are considered as a key element of University cooperation. In Uzbekistan legislated a number of international programmes that are taught in branches of foreign universities.

Thus, it is clear that the implementation of the Bologna process in the participating countries, as well as the development of elements of the Bologna Process in Uzbekistan is a long and complex process, which is typical for the countries of the European Union. However, the Bologna process is for many countries neighbouring the EU, some system of coordinates and is often seen as a prerequisite inter-institutional cooperation and exchange of students and staff with partners from the EU. In many countries, the Bologna process is also seen as a catalyst for wider reform. As a tool of strengthening of internationalisation of higher education, it is actually important engine for large-scale reforms, because it forces one to rethink the current structure and governance arrangements, including how we think and in the Republic of Uzbekistan.

Medical education and the Bologna Process

Traditional class-lesson form of education in the 21st century is justified. University education is not just coped with the ever-increasing flow of information, it has lost the ontological database in the form of a universal philosophy that allows to harmonize the special science. Besides the traditional transfer of knowledge does not allow to prepare a person to situations not described in the textbook, and such situations in practice are becoming more and more.

Science in the XX century, was constantly faced with the fact that she can describe and predict all risks are designed on the basis of its activities. It can be expected that in the twenty-first century science will face an even greater flow of information, risks and challenges. The emergence of new diseases such as bird flu, environmental disasters and natural disasters, change of lifestyle, this is all humanity's problems, to solve which account for the majority of governments and medical professionals. As a response to the recent crisis in education has been the establishment of the Bologna Declaration in June 1999 in Bologna, where uniform educational space set to build 29 European countries. The main points of the achievements of the Declaration were: the training system is based on two semesters per year, the creation of a credit system, improvement of mobility, cooperation in ensuring European quality standard of education, European measurement system of the education system.

If we assume that in the future the Republican medical education system will follow the Bologna Declaration, one of the important points of contention will be the duration of training in medical school. More than 90% of the countries medical education is one of the longest lasting. The Bologna Declaration recommends a system of method of teaching 3+3 (3 years undergraduate and 3 years graduate or

4+2, respectively). In the Republic of Uzbekistan duration of training is 7+3. Noteworthy and rigid structure of the typical and working programs on disciplines studied, in the Declaration for the development of mobility and mutual recognition of modules in Uzbekistan and Europe, units, cycles, semesters, courses and diplomas must meet those European standards.

Medical education is still relevant to medical education as something mysterious and akin to art, whereas standardization of the training of medical professional to achieve the best results. The problem of regulating medical education in all countries is due and respect to the last two ministries of Health and Higher Education. Management, controlling and quality assessment is the subject of ongoing negotiations between experts of the ministries.

In conclusion, we can say that the standards of the Bologna Declaration for medical education in its "pure" form in most of European countries were not adopted in some countries there are long discussions, the acceptance of the external form of the Declaration without taking into account the national specifics of individual countries lead to a decrease in the quality of training of health professionals.

Conclusions and recommendations

The main purpose of this article is to study and synthesis of national and international experience in the field of higher education programmes in medicine. This study showed that the Uzbek medical higher education in General is trending with leading international experience in training of doctors and other medical personnel.

This is confirmed by the obvious similarity in the overall methodology and approach to medical education. For example, in countries with the Bologna Process there is a clear trend of a three-level education (bachelor-master-doctorate), and also in Uzbekistan a three-level training (bachelor-master-doctorate).

The duration of the study varies in the EU from 5-7 years on the first level of training, 1-3 years at the second level, and 2-4 years on the third level. In Uzbekistan, in turn, the first level depending on the field of study also lasts 5-7 years, the second level from 2-3 years and the third level (PhD) – 3 years. Modular system of education is dominant in the countries of the Bologna Process, and in Uzbekistan in medical education uses a modular system in the educational programs.

In as unit comparability of workload in the participating countries of the Bologna Process is a system of transfer of credits (ECTS), in Uzbekistan has its own national rating (100-point) control system knowledge.

Almost all EU countries as a document certifying the obtained degree is used standard for all countries of the Bologna Process the so-called diploma Supplement (Diploma Supplement), and also Uzbekistan has its own national diploma Supplement.

The existing levels descriptors in the countries of the Bologna Process are quite close to understanding such a division in the Uzbek education at the levels of bachelor, master and doctoral programs. In consequence of which Uzbekistan has developed

the corresponding job description, and constantly improving state educational standards.

In General, summarizing all the information obtained, it is recommended to draw the attention of representatives of MHSSE and the Ministry of health of the Republic of Uzbekistan, and also representatives of the scientific medical community to the question of the further development and implementation of modular educational programs and to strengthen integration processes to consider the possibility of participation of medical schools in the establishment of international joint graduate and doctoral research schools using ECTS and the diploma Supplement.

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КРЕДИТ МОБИЛЛИК ТАЪЛИМ СИФАТИНИ ОШИРИШНИНГ МУҲИМ ОМИЛИ СИФАТИДА

Рихсиева Г.Ш.

Ушбу мақолада мобилликнинг таълим сифатини таъминловчи омил сифатида Европа таълим муҳитидаги аҳамияти, шунингдек, талабалар ва ўқитувчилар халқаро алмашинувининг аҳамиятга молик жиҳатлари ёритилган, мамлакатимиз олий таълим муассасаларида таълим сифатини ошириш ва мобилликни кенгайтириш бўйича халқаро ҳамкорликни кучайтириш масалаларига оид таклифлар берилган.

Калит сўзлар: мобиллик, таълим сифати, халқаро алмашинув, талабалар, олий таълим муассасалари

CREDIT MOBILITY AS FACTOR OF QUALITY ASSURANCE

Gulchekhra Sh.Rikhsieva

The article considers role of mobility as a factor guarantees education quality in the European higher education institutions, as well as issues of students and teachers international exchange . It also presents proposals on development of international relations in universities for quality assurance and mobility.

Keywords: mobility, quality of education, international exchange, students, higher education institutions.