

ISSUES OF ENHANCING THE QUALITY OF DOCTORAL EDUCATION AT HIGHER EDUCATION INSTITUTIONS: EUROPEAN EXPERIENCE AND PRACTICES OF JOINT PROJECT IN HIGHER EDUCATION REFORM PROCESS IN UZBEKISTAN

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This article deals with the results of the scientific and methodological seminar with European specialists in the framework of the project “(“Enhancing quality of doctoral education at higher education institutions in Uzbekistan – Tempus UZDOC” which realizes with the purpose of exchanging experience in preparing the Doctors of Science. The authors give several recommendations on improving the activity in preparing highly qualified specialists at present.

ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИДА ДОКТОРЛИК ТАЪЛИМИ: ЕВРОПА ТАЖРИБАСИ ВА ҲАМКОРЛИКДАГИ ЛОЙИҲА АМАЛИЁТИ

Рихсиева Г., Хайдаров Н.

Ушбу мақолада фан докторлари тайёрлаш борасида тажриба алмашиш мақсадида амалга оширилаётган “Ўзбекистон олий таълим муассасаларидаги докторлик таълимнинг сифатини ошириш – Tempus UZDOC” Темпус лойиҳаси доирасида европалик мутахассислар билан илмий-методик мулоқот натижалари ҳақида фикр юритилади. Унда муаллифлар томонидан мамлакатимизда олий ўқув юртидан кейинги таълим – олий малакали илмий ва илмий-педагогик кадрлар тайёрлаш тизими бўйича фаолиятни такомиллаштириш юзасидан тавсиялар берилган.

ДОКТОРСКОЕ ОБРАЗОВАНИЕ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ: ОПЫТ ЕВРОПЫ И ДЕЯТЕЛЬНОСТЬ СОВМЕСТНОГО ПРОЕКТА

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В данной статье обсуждаются результаты научно-методического семинара с европейскими специалистами в рамках проекта Темпус «Повышение качества докторского образования в высших учебных заведениях Узбекистана – UZDOC», который реализуется в целях обмена опытом по подготовке докторов наук. Авторами статьи дается несколько рекомендаций по усовершенствованию деятельности по подготовке высококвалифицированных специалистов на сегодняшний день.

New development stage of global community is recognized with expanding horizon of cross-country partnership in all spheres, in particular, among advanced and developing states of the planet. Collective development strategies and international capacity-building collaboration in both economic groups of nations serve for prosperity and socio-economic development. Nowadays, European, North American and East Asian states have become the leading countries in strengthening the global multifaceted development actions. International cooperation wave also embraced Central Asia region by binding the strong ties of partnership with advanced counterparts. This geographic region is occupied by transition economies which have been progressively reforming all sectors.

Uzbekistan has been strengthening partnership ties with European Community in all sectors and fields. In a short period, they signed series of bilaterally beneficial and fruitful agreements for collective partnership. Especially in social sector development, European Community has been the closest partner through joint projects and grants.

Integration of national education system to international education environment is greatly supported by European partners through TEMPUS and Erasmus Mundus programs. As a milestone for foreign partnership the Resolution of the President of the Republic of Uzbekistan PR-4456 ‘On further improvement of qualified academic and academic-pedagogical personnel training and attestation system’ declared July 26, 2012 and The Decree of the President of the Republic of Uzbekistan PD-356 ‘On further improvement measures of post-doctoral education, qualified academic and academic-pedagogical personnel training and attestation system’ declared on December 28, 2012 set new essential tasks in order to reform the post-doctoral education system in consistent with international advanced experience and educational standards, enhance the quality, scientific and practical importance of doctoral research, facilitate the young generation to show their creative and intellectual potential.

Current rapid information exchange processes require the novice way of thinking on improving the straight evaluation and introduction of scientific achievements. Newly introduced national doctoral education system aims the sharing the scientific achievements in global scale as well as learning the international education system and using their outcomes efficiently. Taking appropriate organisational and other measures for improving the doctoral education system in accordance with abovementioned tasks are considered today’s hot issues.

The European Community annually announces grants through projects of TEMPUS Program. These grants support the efforts, which match the priorities of national education and targeted to promote education quality, and integration of science and education. Several higher academic institutions have been participating in the joint projects by the initiative and recommendation of the Ministry of higher and specialized secondary education. Only 13 per cent of submitted projects were awarded with grants. Participant of final selection stage and holder of particular importance in national educational reforms - UZDOC (Enhancing quality of doctoral education at higher academic institutions in Uzbekistan) was launched in this year. This project is collaboratively conducted by Ministry of higher and secondary specialized education and following five higher academic institutions;

1. Tashkent Financial Institute
2. Uzbekistan State Institute of Culture and Arts
3. Karakalpak State University
4. Karshi State University
5. Samarkand University of Economics and Service

In line with Uzbek counterparts, following 5 leading European Universities are in a close partnership in the joint project:

1. Zagreb University (Croatia)

2. Sapienza University of Rome (Italy)
3. University of Granada (Spain)
4. Athens University of Economics and Business (Greece)
5. Comenius University in Bratislava (Slovakia)

Prime aim of this project is splendidly expressed in its title and strongly focused on widening the horizon and opportunities of enhancing the qualitative and quantitative aspects of doctoral research and investigations, using and sharing international advanced experience and further promoting the position of Uzbekistan in global community. Moreover, the project aims at presenting the scientifically rooted mature conclusion, recommendations and proposals to European member states and the government of Uzbekistan in consistence with project strategy.

After launching the project in 2014 several meetings and conferences were held which directly led to multidimensional discussion of gradually implemented partnership strategy. In particular, According to the invitation of the Secretary General of the Network of Universities from the Capitals of Europe (thereinafter UNICA) Kris Dejonckheere organizational working conference for chief coordinator and participants of UZDOC international project was organized in Brussels on January 14 and 15, 2014. In the working conference all members of abovementioned higher academic institutions and the representatives of correspondent ministries participated. In the meeting UNICA General Secretary Kris Dejonckheere and Luciano Saso of Sapienza University of Rome emphasized on the importance of the project in education system of both European Community member states and Uzbekistan, and proposed the new tasks and priorities for further partnership implementation. In consistence with the recommendation of the correspondent ministry Tashkent Financial Institute was appointed as the coordinator of UZDOC project in Uzbekistan.

Within 36-months duration of the project special meetings are planned for not only issues and paces of scientific research and investigations, but also discussion of research findings and priority setting.

One of such essential meetings held at Tashkent Financial Institute June 30 to July 2. In the meeting Deputy Minister of Higher and Secondary Specialized Education BotirUsmonov, General Scientific Secretary of Higher Attestation Commission AskaraliDaminov, Head of the Delegation of the European Union to Uzbekistan Yuri Sterk, Coordinator of Tempus (Erasmus+) Program in Uzbekistan Aziza Abdurahmonova, vice-chancellors on scientific affairs of Uzbek higher academic establishments, national and international participants of the project attended.

UNICA Secretary General Kris Dejonckheere, vice-Rector of Sapienza Luciano Saso, vice-chancellor University of Rome Zagreb University Melita Kovacevic, vice-Rector of University of Granada Antonio Gonzalez, vice-Rector of Comenius University in Bratislava Dushan Meshko, Vice-Rector of the Vrije Universiteit Brussel Jean Pierre De Greve and other European experts mentioned the current state of European doctoral education system by the instance of their universities.

Keynote speakers expressed their views about the importance, current state, progress, existing difficulties and problems of European doctoral education system. In particular, Melita Kovacevic presented the detailed view of European University Association Council's Salzburg principles for doctoral education, the principles for innovative doctoral training of European Union, recommendations for enhancing the universities as doctoral education institutions, issues of scientific schools, perspectives of doctoral training development. In addition, she particularly stressed the importance of professional management over doctoral training improvement by showing the growing body of evident fact that in 2012 85 per cent of universities in Europe offered doctoral education institutions with an increase from 30 per cent in 2007 and 65 per cent in 2009. As she mentioned, reforms in doctoral programs result in competitive environment in doctoral education quality, support for doctoral education initiatives gains the key importance in improving the quality of doctoral education. Ensuring the interconnectedness among disciplines, introducing and exploiting the obtained knowledge and experience, promoting the mobility and exchange have become the driving factors in the ongoing reforms of modern doctoral education system. Success of gradual introduction of Salzburg principles and guidelines, and essential aspects of innovative education in doctoral training should be mentioned.

Key components of doctoral education are based on the capacity-building through original means of scientific investigations and comprise the ensuring the improved education quality, extending the intersectoral research initiatives, ensuring the permanent link between scientific research and industries, presenting the obtained results to global scientific community, facilitating the knowledge-sharing and exchange opportunities, widening the mobility and internationalization conditions. Main focus of European doctoral education development strategy is directed to setting institutional strategy, promoting the universities' functional freedom and organizing systematic approach-based roadmap. Furthermore, credit-based tuition, quality control methods, merit and academic efficiency evaluation process, academic and supervisory review have the particular importance. In this case, credits of researchers should not be allocated based on their academic workload and generated based on scientific research. Promoting the quality of education causes the quality enhancement in doctoral dissertation, personal development of researcher and stimulus to educate skilled experts. As Melita Kovacevic concluded "Outcome of enhanced education is not enhanced dissertation, but skilled academic personnel".

They are faced in the diversity of approaches to quality assurance, accreditation, evaluation and control, implementation of these processes in different institutional

and doctoral frameworks, existing difficulties in partnership strategy implementation, complexity issues in control and necessities in for consolidating the legal basis.

Incomplete compliance with European doctoral system principles reveals its weaknesses in system strictness, inflexibility, excess lectures for earning credits, lack of interconnected among disciplines, insufficient extent of synchronization of doctoral research with production and funding issues. In European experts' viewpoint, addressing the promotion of internal (cross-company and interuniversity) and external (international) collaboration, employment and funding issues holds the key importance.

UZDOC seminar offered the clearer view of ongoing reforms in doctoral education and training in Uzbekistan. The reform process was collaboratively analyzed in small working groups by Uzbek and European experts. Relevant conclusions were drawn from large-scale debates on education, research and research presentation. They emphasized the systematic functioning of national qualified academic and pedagogical personnel training system and control by government authorities.

Deriving from the core of abovementioned issues arisen and discussed on the seminar, paying the main focus on investigating the following developing aspects of European education system as advanced foreign experience, appropriate organization of post-doctoral education in national education system, improving the functioning of institute of senior staff scientist training is to be consistent with national priorities:

1. Conducting the doctoral education process in individual basis realizes our two present purposes: promoting the quality of doctoral dissertation and ranking of the higher education institution to equal extent, and training highly skilled and experienced staff with international intellectual potential;
2. Increasing the responsibility of scientific supervisors improves the functional quality indicators of doctoral education through educating, scientific and pedagogical instructing, controlling and assessing responsibilities of scientific supervisors;
3. Improving the researcher's professional skills serves for stimulating the contributory potential of researchers to the development of scientific schools of consistent scientific fields;
4. Supporting the participation of researchers in scientific projects and forming their dissertation as a separate project;
5. Organizing the accreditation of senior staff scientist training institutions in universities and rethinking the national and international accreditation issues;
6. Improving the researchers' foreign language skills meliorates opportunities for reaching achievements: 1) wider opportunities for studying, analyzing, absorbing the relevant aspects of scientific research and investigations conducted in leading foreign universities and research centers; 2) wider opportunities for writing their scientific research materials in foreign

languages (particularly in English), sharing them with global scientific community and exchanging views and comments of international experts.

It can be concluded that joint project between European and Uzbek scientists gives its direct benefit in bilateral exchange of knowledge and experience, education system development, obtaining the targeted purpose, promoting the integration to global scientific advances.

ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИ РЕЙТИНГИДА ИЛМИЙ-ТАДҚИҚОТ ИШЛАРИНИНГ РОЛИ

Б.Палуанов

Мақолада олий таълим муассасалари рейтингида илмий тадқиқот ишлари ва PhD фан докторини тайёрлашда Эразмус Мундус ва Темпус дастурларининг аҳамияти ҳақида мушоҳада юритилган.

РОЛЬ НАУЧНО-ИССЛЕДОВАТЕЛЬСКИХ РАБОТ В РЕЙТИНГЕ ВУЗОВ

Б.Палуанов

В данной статье дается анализ научных работ в рейтинге ВУЗов и рассматривается значение программы Эразмус Мундус и Темпус в подготовке докторов наук.

THE ROLE OF SCIENTIFIC-RESEARCH ISSUES IN THE RANKING OF HEIS

B.Paluanov

This article analyses the scientific issues in ranking of HEI and a preparation of doctors of science through Erasmus Mundus and Tempus programme.

Мустақилликнинг дастлабки ўн йиллигида Ўзбекистонда барча таълим турларини, хусусан, олий таълимни ҳам модернизациялаш масаласи давлат сиёсати даражасига кўтарилди. Муҳтарам Президентимиз биринчи чақириқ Ўзбекистон Республикаси Олий Мажлиси IX сессиясида сўзлаган нутқида таъкидлаганидек, «Энг муҳим масалалардан бири шуки, домлаларнинг савияси ва билимини оширишга шарт-шароитлар туғдиришимиз керак. Домлалар, профессорлар, кафедра мудирлари ўз устида ишламаса, ўз соҳаси бўйича чет мамлакатларга илмий сафарларга бориб келмаса, тажриба алмашилмаса, албатта бундай аҳвол ўқув жараёнига ва унинг самарасига салбий таъсир қилади». [1.; 21]