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THE CONCEPT OF THE DEVELOPMENT OF HIGHER EDUCATION IN THE NEW UZBEKISTAN AND ITS SCIENTIFIC, SOCIAL AND PHILOSOPHICAL ESSENCE (PROBLEMS OF FUNDAMENTALIZATION)

Khalimjon Yunusov,
Independent Researcher of Tashkent State Technical University
E-mail: yuhalimjon@gmail.com
Tel: (90) 311 00 29

Abstract
The concept of the development of higher education in New Uzbekistan and its scientific, socio-philosophical essence lies in the fact that not only the acquisition of professional knowledge, today's philosophy of education promotes the concept of educating students as individuals capable of solving problems of society and development.

Keywords: Talented teenagers, personnel training, science and production, integration, modernization, public education, authoritarian management, educational and sociological research, social and humanitarian values, credit-modular system, professional development.

Introduction

In the years of independence, modernizing changes were made in higher education. In 1992, 1997, with the passage of the g' law on education, Absolute New, nationalized curricula were developed, new textbooks and teaching aids were initiated to be created, the procedure for attestation and accreditation of the OTM was introduced. At the same time, a new type of educational institutions began to be established. Measures were taken to transfer the training of personnel in higher educational institutions from centralization to territorial orientation. The network and number of OTMs increased, foreign and private OTMs began to be organized. University education began to develop in our republic. All-round support for gifted children and students has risen to the level of Public Policy. To seek out talented teenagers and girls, to help them. special funds have been created to help grow capacity, intellectual potential and creative activity. Experts say that despite these changes, " the implemented changes were not able to ensure that the quality of training of personnel was improved, in accordance with the requirements of the social economic development of the country. It was especially obvious that the personnel training

system does not comply with the requirements of democratic changes and market reforms carried out in the Republic of Uzbekistan. The material technical basis of the educational process in educational institutions has not met the requirements of today. At the same time, it became clear that they have very few highly qualified pedagogical personnel, educational methodological and scientific literature that meets the requirements of the current period.

Analysis of thematic literature. The lack of meticulous interaction and useful integration between the educational system, science and production was one of the most serious shortcomings in the Personnel Training System" [1]. The analysis of Olympiads on various subjects organized among schoolchildren also shows that the educational system is not yet at the level of modernization requirements, there are serious disadvantages in this regard. In particular, the fundamentalization of education, that is, the emphasis on physics, chemistry, biology, geography, mathematics, their interest in students and the increase in intellectual activity, which are fundamental areas of knowledge, is at an unsatisfactory level. This is also confirmed by the Ministry of Higher and secondary special education of the Republic of Uzbekistan dated may 23, 2003 No. 126, the Ministry of public education of the Republic of Uzbekistan "general education schools, academic lyceums and vocational colleges students in general education sciences stage 3 of the 2003 Republican olipiada and the results of the competition for International Olympiads in certain disciplines. According to the report on these results, it is difficult to be satisfied with the results shown in physics, chemistry, biology, geography, Informatics and drawing at the 3rd stage of the Olympiad of Sciences held in 1999 - 2003. For example, only 3 out of 13 students in geography, in Draftsmanship (23%), 5 out of 12 students (41.66%) scored. The indicators achieved in Physics, Chemistry, Biology, Computer Science are even lower than them. Of the 30 students in physics, 25 (83.3%, 32 out of 40 students in mathematics (92. 5%), 37 out of 40 students (92.5%) of the school's pupils who took part in chemistry, 28 out of 37 students who took part in biology (96.7%), and 30 out of 37 students in Informatics (96.7%) received a score below the 76 mark. At the International Olympiad competition in Physics, Mathematics, Chemistry, Biology, Informatics, 34 (6 winners) from 10 classes of secondary schools, 63 (5 winners) from specialized schools, 46 (3 winners) from academic lyceums and 6 (1 winner) from professional colleges took part. The testing process involved 28 students in physics, of whom 26 (92.8%), 21 out of 35 oukvchi in mathematics 60%), 18 out of 22 students in chemistry (65.7%, 21 out of 28 students in Informatics (75%) failed to confirm the results they achieved in the province at the 3 stage Olympics and international competition" [2]. Such examples can be cited again. In the two decades of

independence, when autocratic rule was in full swing, attention was paid to the external signs of education, but its internal problems increased. In every village and district, the custom of building four-storey colleges appeared, to which no one was interested in the problem of low attendance of young people. Many experienced teachers, due to their low salary and labor, lack of attention to their activities, were forced to move on to other, especially business, entrepreneurship, buying and selling jobs. The training of the head of state's stream performances as a special subject has reached its peak. Unfortunately, there is still no answer to the question of what these subjects gave to the professional formation of young people. There is no answer to it either in educational research or in educational-sociological research. The answer is also difficult to find. The superficial approach, autocratism and self-flagellation that arose in Uzbek society went to such an extent that the attention paid to them was surprisingly low, despite the fact that corruption, taste and obscurantism, especially in the field of higher education, were transmitted to the administration of the head of state. . The idea of national independence and the inclusion of objects related to presidential speeches in educational processes was considered an achievement of the socio-humanitarian Sciences, a breakthrough in education. Why these performances should be taught as a separate science, subject, methodological resource was known neither the president himself, nor the Methodists, researchers who proposed to introduce them to the OSCE. Not a single reliable source is found to suggest that the president himself had any idea of the innumerable objects made from his lectures, which he knew. Well, we cannot deny that autocratism had a contradictory effect on the activities of Osms, it confirms today's reality that the professional formation of student youth was formed under the influence of the idea of national independence, or rather, the instructions of the president and his totalitarian regime. We cannot deny that today the assessment of the approach to the professional formation of education and youth of those years will be controversial. In periods of a sharp turn of society, first of all, the damage to the socio-humanitarian sphere is witnessed by the experiences of the states of Uzbekistan and the CIS. However, in this place, two processes are observed: the first, a decrease in the natural influence of socio-humanitarian spheres, a sharp increase in people's interest in material security occurs; the second, a sharp decrease in attention to socio-humanitarian values by the state, under the banner of market economy requirements, a sharp decrease in the priority of problems associated with the formation of In addition, under the influence and demands of foreign models, the virtual suppression of the national education system, the nominal mention of its existence, Westernization under the influence of modernization became one of the tragic features of the period of autocratism. From

this influence, the Uzbek national education system is not getting rid of, it is not able to restore its ethnomaniac characters. In 2016, Sh.M.With the arrival of Mirziyoyev at the top of our state, it became possible to objectively assess the negative approaches that arose during the period of autocraticism, to create models of training of personnel corresponding to the requirements of national democratic development.

With the adoption of the concept of development of higher education in the new Uzbekistan (2019), in which the following priorities, which concern our topic, were poured into the agenda: to cover 50% of school-leaving youth with higher education; to ensure public and private sector participation in the OSM system; to make the National University of Uzbekistan and Samarkand State University the flagship of; Transfer of educational processes in OTMs from theory to practice-oriented phased credit module system, thus ensuring the academic independence of OTMs; commertization of scientific developments in accordance with the “University 3.0 model " of OTMs, achieving approximation to the requirements of the market economy; achieving the organization of technoparks, Forsyth centers, startups and accelerators in higher educational institutions; turning National OTMs into hub in the implementation of; organizing the output of articles by our teaching researchers and professors in international journals; activities of the OSCE. especially to achieve the connection of the professional formation of student youth with social practice, fundamental knowledge with the solution of real-life problems (See decision of the president of the Republic of Uzbekistan. ” On approval of the concept of development of higher education in the Republic of Uzbekistan until 2030 " [3]. In this concept, the following issues of fundamental importance regarding our topic are put on the agenda: firstly, it critically points out the mistakes made in the OSM and educational system of the past years, and the need to correct them is made a task; secondly, it is necessary to strengthen the training of students in specific, fundamental disciplines based on experience in advanced states in the upbringing, professional formation of young people;

thirdly, to develop interests in scientific and technical knowledge in young people, to expand the cooperation of schools, universities, foundations supporting the educational system and non-governmental organizations in this regard;

fourth, to direct the theoretical knowledge of the student youth to solve real-life problems by engaging them in innovative research; develop practical, scientific recommendations, programs and road maps on the implementation of the formation of student youth in accordance with the requirements of the market economy, real-life;

fifth, to instill in the minds of future specialists that professional formation is a process that lasts a lifetime, with continuous education. These issues are of scientific, stsientic-fundamental importance, since in their negation lies the goal of arousing interest in fundamental knowledge in student youth and the formation of professional skills. However, the formation of fundamental knowledge, that is, the fundamentalization of the educational process, is a kind of reality.

Research methodology. It is observed that the fundamentalization of the activities of OTMs is carried out in downstream directions:

strengthening the focus on special Sciences;

increasing interest in the Exact Sciences, Physics, Mathematics, Chemistry, Biology, Computer Science;

reassessment of basic sciences in the socio-humanitarian spheres and their correction in accordance with universal humanitarian values;

reformulation of student youth professiogram into market economy and social life alabas;

such is the transformation of continuing education and professional formation into a way of life, a criterion of professional skill (professiometry).

The enrichment of the activities of the OMS of the Republic of Uzbekistan with foreign experiments, the introduction of educational innovative developments of OMS in the advanced state, was focused primarily on fundamental Sciences, the formation of fundamental knowledge in student youth. The ideologization of the activities of the OSCE, as we had in all areas, under the Soviets was transformed into Ana. This tradition was continued during the period of autochramitism. Observing the effect of this on the contrary, advanced specialists put forward the idea of fundamentalization and managed to organize a special scientific methodological conference on this. As a result, such a conference was held on April 1, 2003. The Ministry of Higher and secondary special education of the Republic of Uzbekistan on this conference received an order “to hold a Republican scientific methodological conference dedicated to the fundamentalization of Higher Education.” It reveals the issues of the features of fundamentalization and its importance in Osms. As noted in it,” one of the most important issues in the systematic solution of scientific methods and problems of understanding, giving students a general understanding of the processes and properties of nature, is the fundamentalization of higher education " [4] several stsientic and socio - philosophical issues related to the fundamentalization of Higher Education arise in this place. The first is that fundamental knowledge is focused on the formation of knowledge about the processes and properties of nature in student youth; the latter is one of the most important issues of the systematic solution of

scientific methods and problems of fundamentalization awareness (gnoseology), one of the stsientic approaches. In this context, as noted in the order, “fundamental Sciences serve as the main base in the deep assimilation of special Sciences by students. The basis of Fundamental Sciences is mathematics, physics, chemistry, biology, information and information technologies, pedogogy, psychology, etc.within the framework of the state educational standards of higher education” (in the same place). Although the main focus in these thoughts is on the Exact Sciences, in the order socio-humanitarian sciences such as pedogogy and psychology are mentioned among the universal subjects. The presence of pedogogical universities as a separate specialty in the system of OTMs, their transfer even in the system of Exact Sciences and professions, confirms the fact that socio-Humanities have a special place. Our respondents were asked “how do you assess the impact of Fundamental Sciences on your professional formation? ", to which we were asked. The answers we received were distributed below:

Among those who respond” excellent", information technology OTM student responses (20%) lead. Then comes the answers of students in the field of Economics (17%), law (16%). The response of technical universities tlabas is 14%. among those who showed as” good", pedogogy (20%), Medicine(19%) and Information Technology had a high proportion of OTM student responses(19%). Then comes legal education (14%), economics (11%) and technical OTM student responses (11%). Among those who show” unsatisfactory " are Economics (21%) and medical student responses leading, followed by legal (16%), pedogogy (14%), Information Technology OTM student responses (12%). Thus, talba yoshla assesses in different ways the teaching of fundamental Sciences and their impact on professional formation. Among those rated as” AIlo“, information technologya is led by OTM students, while those rated as” good " are led by pedogogogic and information technologya OTM students. Within the answers, a trend is visible, even if it is that the assessment of fundamental Sciences as excellent, good or unsatisfactory is associated not with some kind of carnal approach, but with their awareness, understanding by student youth. This is also indicated by the answers of experts. For example, more than half (52%) of experts show that it is difficult to talk about professional formation without fundamental sciences, while 32% show that socio-Humanities also fall into fundamental sciences, the influence of which is higher than that of Exact Sciences. At the same time, they say that at the present stage the main focus is on the specific, professional sciences, while the socio-humanities (especially philosophy, logic, spirituality, religious studies, cultural studies, Political Science, Sociology) are being reduced. Neither the express nor the student respondents are opposed to the fundamentalization of higher education, but

clear ideas have not yet been formed about how, in how much volume, from what stages this process can be carried out. In the above document “ " fundamental sciences serve as the main base in the deep assimilation of special Sciences by students. The basis of the Fundamental sciences is mathematics, physics, chemistry, biology, information and information technologies, pedogogy, psychology, etc., which are part of the state educational standards of Education”. In this regard, it is clear that the fundamental sciences can also be considered as special and socio-humanitarian Sciences. For example, the disciplines of pedogogy and psychology are special disciplines for OTMs in this direction, but they are universal disciplines for the rest of OTMs. The positive fact that the socio-humanitarian sciences remain in the block of universal Sciences, of course. But fundamentalization is directly related to the assimilation of fundamental Sciences by students and their training on the basis of new pedtechnologies. Therefore, it is important to " organize a new style of teaching in pedogogical technology, research work on educational problems, identification and individual work with talented students, independent education of learners, creative seminar on student affairs, Olympiad and exhibitions, practical training has an applied character, as well as the methodological support of the educational process.

Analysis and results. Mechanisms for increasing the level of teaching of Fundamental Sciences in order to increase efficiency, conducting separate, regular scientific and educational methodological conferences on fundamental Sciences in higher education institutions in technical and humanitarian directions, are an urgent issue.” In short, fundamentalization assumes quality education. In this regard, certain experiences have been accumulated in our OMS. For example, at the Tashkent: State Law University, the teaching of fundamental Sciences is observed, analyzed weekly and expert conclusions are entered into the rector. The quality team can rate up to 100 points of classroom training conducted by professors. And the situational Center at the University analyzes the course processes, recommends modern methods that help improve the quality of Education. The important thing is to monitor and improve the contribution of fundamental, special disciplines to the provision of quality educational processes, and, if necessary, abandon old approaches and methods and continuously enrich the educational process. A total of 1,682 students are enrolled at the Polytechnic University of Turin (Tashkent:)in 6 educational areas (4 Italian programs, 2 Uzbek programs). The training process was initiated by the European credit transfer and savings system. European, especially Italian, professors and lecturers were involved in the teaching of special subjects. Tashkent: a center for assessment of various practical tests, fundamental and special subjects has been established at the Medical Academy to improve the effectiveness of Education. Based on its conclusions

and recommendations, modern pedtechnologies and practical training are introduced into the educational process. The academy was in the narrow 1000s in terms of international ranking figures. The Department of quality control of education was established at the Tashkent State pedogogical university named after Nizami. He evaluates the 52 departments at the Academy in a 110-point system and develops recommendations on teaching fundamental and special subjects. Experienced teacher-professors are involved in the activities of the department, their expert assessments determine the level of the Department's work [5]. The concept of the development of higher education in Uzbekistan makes it a task to pay attention first of all to national experiences and features in teaching the humanities, as well as to use advanced foreign experiences. In accordance with state standards, for example, the training of pedagogical personnel covers 4 years of undergraduate and 2 years of study at the magstratura stages. In England, three years are allocated for the training of pedagogical personnel. A trainee who has graduated from the baccalaureate can act as an educator, then he is transferred to a qualified pedagogical level. It must go through the observation of experts, the process of demonstrating knowledge and practical skills related to fundamental and special lessons. In the United States and South Korea, pedagogical personnel receive 4 years of education, and then complete 2 years of magstratura. Those who pass these stages achieve the status of “free educator”. After magstratura, he receives the status of an “inviolable educator” if he passes a special expert test and uses it until the end of his life. Such identities exist in other foreign countries [6]. In all of them, special attention is paid to the teaching of fundamental subjects, various expert control departments or centers are formed on improving their quality. The fundamentalization of higher education is observed in almost all states. At the same time, the modernization carried out in Uzbekistan also showed that there are a number of problems in education. The problems identified by the Center for research and implementation of advanced technologies for the development of Higher Education in Uzbekistan include:

First of all, the credit module system introduced into the Osms does not refuse to teach fundamental and social humanities, but enriches them with new pedtechnologies. But in the credit module system, the main emphasis is on independent education, but in our case, the focus of teachers-professors is not on independent education, but on the fulfillment of their own burdens. As a result, the performance of the training load in the teaching of primary, fundamental and special subjects, the training of student youth in independent research falls into the second, third place.

Secondly, the desire to absolve the Western educational system, models is visible. For example, in the West, HEMIS is an electronic control platform. It is intended to

conduct deanery work. We are observed to attribute it to all educational and educational processes, and even transfer to it all forms of internal control.

Thirdly, in The Bachelor's degree in languages, student youth mainly study European and Asian languages, but the specialists who prepare the University, according to the demand for today's personnel, should not only know 1 foreign language, but also have mastered several languages perfectly. The student youth is not learning enough from the fact that there is no “naf” from him, due to the fact that the hour of the second foreign year is less. While the transition of Fundamental and socio-humanitarian Sciences in foreign languages is generally lagging behind.

Fourth, the Ministry of Justice of the Republic of Uzbekistan signed on September 26, 2018 No. 3069 “on the approval of the regulation on the system of control and assessment of student knowledge in higher education institutions”

Conclusion

The order of the minister of Higher and secondary special education of the Republic of Uzbekistan defines only intermediate control and final control types in the 5 assessment system, and does not provide for the assessment of practical, seminar and laboratory training. This, in turn, negatively affects the students ' approach to these parts of the subjects. Consequently, this part must be taken into account in the regulations for assessment. It is advisable to develop an assessment charter adapted to the credit module system of training (See same work. 27-28 b).In the”concept of development of the higher education system of the Republic of Uzbekistan until 2030", it is necessary to use digital technologies, modern teaching methods and tools, engage young people in scientific, innovative research, form creative critical thinking in them, teach fundamental sciences on the basis of a competency approach. Experience shows that a student who is not accustomed to independent search, thinking is not formed as a good specialist, a mature frame, in which there is a lack of professional knowledge and practical skills. As a result, professional beliefs do not form sufficiently. Learning to work independently makes the student from a passive consumer of knowledge to an active creator, making him accustomed to living in search of himself. Experts say that independent work helps to achieve the following goals:

forms the skills of Independent Education; a graduate develops his creative abilities as the main component (founder) of competence;

forms the student's scientific research activities, prepares him to participate in the implementation of independent scientific projects;

makes it possible to participate in the execution of economic contracts and the preparation of reports;
promotes the development of e-learning resources in orientation Sciences;
it is possible to find a solution to problematic assignments, to conduct an analysis of the literature on research [7]. Fundamental knowledge is difficult to master in lesson processes, they require independent search. Training student youth in independent search is a component of preparing them for a complex social life. As a student, a social person, it is also necessary to nod on problems related not only to his profession and main activities, but also to live an active and lucky person in social economic life, a cheerful, satisfied person with his activities and fate. A person who is not satisfied with his life and fate does not even take social values, wealth into a yellow Jack, he is not bothered by the worries of others, eli and his homeland. Such negligence ultimately leads to niggling or radicalism.

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