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## UNIVERSITIES IS GUARANTEE OF SOCIAL DEVELOPMENT

**Abstract:** This article analyzed about universities as guarantee of community development, and also analyzes measures for the development of the sector and the problems associated with these areas.

**Key words:** development, higher education, institution, studying, students, system, universities.

**Language:** English

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### Introduction

Nowadays, in our country under the direct guidance and initiative of the head of our state reforms are underway in all spheres. The goal is to please our people, to ensure their wellbeing, to make our country one of the most developed countries in the world.

It is no coincidence that President does not systematically work for the education system and the teachers and coaches working in the system to enhance their prestige and prestige in society, because tomorrow's development of the country is directly dependent on our young people studying in the education system.

In recent years, wide-ranging reforms have been implemented in the higher education system of the country, in particular, to create a healthy competitive environment in higher education institutions of the country, to stimulate the level and quality of their scientific and pedagogical activity.

Achievement of high standards in accordance with standards and training of highly qualified personnel required in the real economy, international education o Presidential decrees and decrees on expanding cooperation were adopted.

In particular, in the Decree of the President of the Republic of Uzbekistan dated July 11, 2019 PD-4391 "On measures to introduce new principles of management in the system of higher and secondary special education", the system of higher education is based on the needs of social and economic sectors. improvement of the quality of education, training of

competitive personnel, effective organization of scientific and innovative activity, development of international cooperation on the basis of sustainable integration of production.

### Methods of research

At present, there are 113 higher education institutions in the country, of which 93 are local and 20 are foreign higher education institutions and their branches. In particular, in the last 3 years 6 new higher education institutions, 17 branches and 13 branches of foreign universities were established.

Directions of Higher Education on the basis of suggestions of personnel 329 educational directions and 582 master's specialties are included in the classification of specialties and specialties.

Distance education in 59 higher education institutions in the 2019/2020 academic year 10 higher education institutions have introduced evening education forms.

The number of students studying in higher educational institutions of the Republic has increased by 1.7 times over the last three years, with 410,000 undergraduates and 13,000 undergraduate majors.

54.8% of the students are humanitarian and pedagogical, 25.2% - technical and engineering, 5.2% - social sphere, economics and law, 5.9% - agriculture and water management, 4.4% - health and social welfare, 4 5% of educational areas related to service knowledge and specialties.

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40.8% of the masters are humanitarian and pedagogical, 23.3% - industrial and technical, 13.3% - social sphere, economics and law, 5.9% - agriculture and water management, 13.5% - health and social care, 32% are studying in service related areas of education.

Admission parameters for the 2019/2020 school year were 121,000, up 18 percent from the previous year, and 92 percent compared to 2016.

Starting from the 2018/2019 academic year, 16 higher education institutions of the country are working together with foreign higher education institutions on the basis of joint training programs.

Currently, the number of academic councils in higher education is 84 (48 in 2017). As a result of the defense of 1 693 faculty members over the past 3 years, the number of teachers with advanced degrees in higher education institutions has reached 9,636 (including 2,306 doctors of science (DSc), 7,506 candidates of science (PhD) and higher education in the country. The scientific potential of these institutions increased by 5.1%.

In the last 3 years, 1,611 faculty members have been trained and trained in foreign higher education institutions. In the framework of international cooperation, 112 young people were enrolled to master's degree in foreign universities and research institutions and 51 students to doctoral programs.

Through El-Khatim Hope Foundation, 46 faculty members have been trained in Canada, the United Kingdom, and Italy.

In 2017–2019, 1,154 foreign teachers and scholars were recruited (94 from the US, 445 from Europe, 299 from Asia, 316 from the CIS).

The salaries of professors with doctoral degrees at higher educational institutions increased 3.2 times compared to 2016.

Today, the system of higher education has a number of pressing problems and shortcomings in the system of higher education.

- ❖ coverage of higher education remains low (20%);

- ❖ existing qualification requirements, curricula and programs are not aimed at developing practical skills in the graduates;

- ❖ work on personnel training in cooperation with higher education institutions and personnel is not well organized, and employers' involvement in the formation of higher education content is insufficient;

- ❖ students do not have the skills of critical thinking, independent search and analysis of information;

- ❖ practical training at the industrial enterprises is not organized effectively; the level of qualification of the trained specialists does not meet modern requirements of the labor market;

- ❖ low level of proficiency in foreign languages and information and communication technologies by professors and teachers;

- ❖ there is a shortage of textbooks, and many of the existing ones do not meet modern requirements;

- ❖ transparent mechanisms of holding the Olympiads in higher education institutions are not implemented, systematic work with the Olympic winners is not established;

- ❖ there is no mechanism for selecting students from amongst the most promising young people to higher education institutions;

- ❖ the system of professional development of teachers is not effectively organized, including highly qualified professors are not involved in training in retraining institutions;

- ❖ scientific activity of higher education institutions is not based on the prospects of socio-economic development of the regions;

- ❖ insufficient efficiency of innovative activity, wide implementation of research results, commercialization of scientific research, attraction of talented youth to research activities, unreliable integration of education, science and production;

- ❖ the scientific potential of universities is only 36.4%;

- ❖ the average age of employees with a scientific degree is 49 (Doctors of Science - 56 years, Doctors of Philosophy and Candidates of Science - 43 years), and the proportion of retired doctors is 45%;

- ❖ research activities are not aimed at solving existing problems in the social and economic sectors;

- ❖ in recent years, the number of references to articles published in prestigious international scientific journals has decreased from 1,882 in 2017 to 604 in 2018;

- ❖ there are no effective mechanisms for stimulating the activities of faculty members, researchers and young scientists engaged in research activities;

- ❖ higher educational institutions of the republic are not included in the list of the top 1,000 in the rating of internationally recognized organizations, their official websites are not included in the 1,000 ranking of the international ranking Webometrics;

- ❖ the educational programs and students' knowledge evaluation system are not adapted to international standards;

- ❖ existing student housing and social infrastructure facilities are not adapted to the needs of international students;

- ❖ promotion of foreign citizens to study in our country, including PR-projects (organization of days of higher educational institutions of Uzbekistan, presentations)

- ❖ etc.) is not organized sufficiently, there is no interactive virtual platform in this regard.

Based on our analysis, we consider the following as the most important priorities of universities:

- ❖ expanding the coverage of higher education, improving the quality of training specialists with higher education;

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❖ introduction of digital technologies and modern methods into the educational process;

❖ increasing the effectiveness of research activities in higher education institutions, broad involvement of young people in research activities, and the creation of an innovative science infrastructure;

❖ increasing the effectiveness of spiritual and educational work;

❖ active involvement of the personnel of the personnel into the process of training of highly qualified specialists;

❖ ensuring financial independence and sustainability of higher education institutions, strengthening material and technical support;

❖ systematic development of higher education institutions and improvement of management activity;

❖ the introduction of effective mechanisms for combating corruption and ensuring transparency;

❖ increasing the investment attractiveness of the higher education system, ensuring its international recognition and competitiveness.

Under leadership of the President of Uzbekistan, a number of activities are underway to establish partnerships with leading international rating agencies to enhance the international prestige of Uzbek higher education institutions and to sign cooperation agreements with THE (Times Higher Education) rating agency.

About 1,400 universities from 92 countries participated in the ranking of universities this year. Oxford University is in first place in the second year running.

Universities of CIS countries include 39 universities of Russia, 6 Ukraine, 2 universities of Kazakhstan, one of Georgia and Belarus.

Weight of Scopus-based articles for entry into the Top-1000 Universities of the World, articles co-authored with foreign professors, international students and international faculty, prestige of research work, international scientific potential high student enrollment, faculty and so on.

At present, none of the higher educational institutions in the country meets all these requirements.

For instance, there is a high percentage of international students in universities in the neighboring regions, but they are behind the other criteria. Or, conversely, the number of foreign students is low, even though the universities in the center have high academic potential.

It is impossible to ensure that universities are ranked in the Top-1000 World Universities. At present, some work has been started to rank our national universities in the rankings of the best universities in the world.

In particular, it cooperates with THE international agency that forms the rating. It is planned to implement the 10/1000 project to help Uzbekistan

rank in the global ranking of universities by establishing partnerships with the top 100 universities in the World Universities Rankings 2020.

In order to enter the ranking of universities of the country in the “World Universities Top-1000” ranking, the following must be done:

❖ increasing the number of foreign students and international faculty;

❖ open their profile on the Elsevier Scopus HEIs and publish articles co-authored with foreign professors at Scopus;

❖ targeted incentives at the expense of internal funds of the university professors and teachers who are engaged in research activities and publishing articles on the basis of Scopus;

❖ each HEI will be able to publish at least 200 scientific articles per year on the Scopus database to be included in the TOP international ranking list;

❖ submit a questionnaire to QS and THE international rating agencies, industry leading research centers and manufacturers and analyze their results with international experts;

❖ increasing the total income of universities and the funds received from the real sector of the economy;

❖ the purposeful allocation of international grants and the state budget for the support and constant encouragement of the teaching staff;

❖ increase the income of higher education institution from scientific activity up to 5-10% annually.

At the same time, efforts should be made to increase student enrollment by 1/11 to 1/6. For this purpose, it is necessary to increase the level of scientific potential by 3-5% per year and bring the level to 80-85%, increase the number of candidates (defenses) by the end of the year. This in turn will have a positive impact on the quality of education, increase the academic capacity of universities and increase the number of people involved in research activities.

Improving the websites of universities is also an important task. It is necessary to provide access to foreign partners, including international rating agencies, with full information in both English and Uzbek.

European Association for Quality Assurance (ENQA) was established in 2000 as the European Network for Quality Assurance in Higher Education and was established to promote European cooperation in the field of quality assurance (QA) in higher education. Currently, 30 countries are members of the ENQA.

Examples of Swiss higher education rating features include the Swiss education system, the procedure for accreditation of educational programs (every higher education institution is accredited every 7 years), the rules of recognition of foreign diplomas and participation in international evaluation programs such as PISA.

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In particular, in the system of training, retraining and advanced training of teachers at the Zurich Pedagogical Institute, the teaching staff of the Swiss higher education institutions is required to have at least 2 years of experience as a school teacher for 10 years.

Students of Pedagogical Universities receive theoretical knowledge in general education for two days a week from the first year of study, and the next three days gain practical skills with teachers attached to schools.

In this case, partnerships are established between universities and educational institutions, and contracts are signed with the most experienced teachers.

Zurich Federal Institute of Technology has experience in organizing education-science-production integration. There, students will be given the opportunity to practice theoretical knowledge (in colleges) for two days a week and practice internships locally for two days by setting up a vocational education program based on the 2 + 3 professional development program.

However, it is time for the universities of our country to work in close cooperation with employers and to establish a mechanism for effective operation of the practice. In leading universities of the world this process is improving day by day. That is why the system "5 + 1" is being implemented in pedagogical universities. There are 5 days of classes at the university, and one day a week students are attached to a school teacher and are in the process of teaching children.

### Conclusion

Consequently, our research shows that in order to increase rating of higher education institutions in agrarian sector, the following tasks should be implemented:

❖ preparation of highly qualified and competitive specialists in agriculture and development strategy up to 2030, having theoretical

knowledge and practical skills in the field and its branches in the near future and future, with the use of modern technologies;

❖ wide introduction of new educational standards, programs and curricula, mechanisms for independent study of students, effectively using modern pedagogical and information technologies to guide students to innovative and innovative thinking based on advanced international experience and tasks set for the professional education system;

❖ creation of an in-house training system for agriculture and its branches, ensuring continuity and consistency of educational programs;

❖ modernization of educational and laboratory base, digitization of agriculture in science programs, formation of theoretical knowledge, skills and abilities in the field of modern production processes, high-performance and resource-saving technologies;

❖ organization of training and internships for faculty and research staff in foreign research and higher education institutions;

❖ Provision of extension services to economic entities engaged in the production, storage, processing and logistics of agricultural products, regardless of ownership ;

❖ development of professional skills, abilities and skills of students in the process of acquiring the chosen specialty, the organization of their practice to economic entities operating on the basis of advanced technologies;

❖ Ensuring effective integration of science, education and production;

❖ to educate students in the spirit of national self-consciousness, patriotism and self-sacrifice, respect for national cultural and historical traditions of the people, pride in the country;

❖ implementation of healthy lifestyles, creation of conditions for improvement of educational process.

Thus, universities as a guarantee of community development, need to be actively engaged in research.

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