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«ХАЛҚАРО КРЕДИТ МОБИЛЛИК: ТАЪЛИМ ВА ИЛМИЙ ТАДҚИҚОТЛАР СИФАТИНИ ОШИРИШДАГИ АҲАМИЯТИ»

Талабалар ва тадқиқотчиларнинг II республика
илмий-амалий конференцияси материаллари

INTERNATIONAL CREDIT MOBILITY: ROLE IN IMPROVING QUALITY OF EDUCATION AND SCIENTIFIC RESEARCH

The 2nd Scientific-practical conference
of the students and researchers



Ташкент 2018

Министерство высшего и среднего специального образования
Республики Узбекистан
Национальный офис Erasmus+ в Узбекистане
Национальная команда экспертов в области высшего образования

**“ERASMUS+ ХАЛҚАРО КРЕДИТ МОБИЛЛИК: ТАЪЛИМ ВА ИЛМИЙ
ТАДҚИҚОТЛАР СИФАТИНИ ОШИРИШДАГИ АҲАМИЯТИ”**
II республика илмий-амалий конференцияси материаллари

**«МЕЖДУНАРОДНАЯ КРЕДИТНАЯ МОБИЛЬНОСТЬ ERASMUS+: РОЛЬ В
ПОВЫШЕНИИ КАЧЕСТВА ОБРАЗОВАНИЯ И НАУЧНЫХ
ИССЛЕДОВАНИЙ»**
Материалы II республиканской научно-практической конференции

**ERASMUS+ INTERNATIONAL CREDIT MOBILITY: ROLE IN IMPROVING
QUALITY OF EDUCATION AND SCIENTIFIC RESEARCH**
Proceedings of the II scientific-practical conference

Tashkent – 2018

Ушбу тўпламга Олий таълим соҳасида фаолият юритаётган экспертлар миллий гуруҳи ташаббуси билан “Erasmus+ Халқаро кредит мобиллик: таълим ва тадқиқотлар сифатини оширишдаги аҳамияти” мавзусидаги II республика илмий-амалий конференцияси материаллари киритилган.

Мазкур анжуман Ўзбекистон ёшларининг хорижий мамлакатларда мобиллик дастури орқали малака ошириш жараёнида орттирган билим ва тажрибаларини ўрганиш ҳамда натижаларнинг мамлакатимизда олиб борилаётган таълим жараёни ва илмий тадқиқот ишларида жорий этилиши каби масалаларни муҳокама қилиш мақсадида ташкил этилган.

Анжуман материаллари Европа Иттифоқининг Erasmus+ дастури томонидан молиялаштирилди ва муаллифларнинг фикрларини акс эттиради. Мазкур нашр материаллари Таълим, аудиовизуал воситалар ва маданият агентлиги ҳамда Европа Комиссияси фикрини акс эттирмайди

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В данный сборник включены материалы II республиканской научно-практической конференции на тему «Erasmus+ Международная кредитная мобильность: роль в повышении качества образования и исследований», организованной по инициативе Национальной командой экспертов в области высшего образования.

Целью этой конференции является повышение эффективности образовательного процесса и научных исследований молодежи Узбекистана за счет обмена знаниями и опытом, приобретёнными в период мобильности и внедрения результатов научных разработок в Узбекистане.

Материалы конференции финансируются в рамках программы Erasmus+ Европейского Союза и отражают только мнение авторов. Исполнительное агентство по образованию, аудиовизуальным средствам и культуре и Европейская Комиссия не несут ответственности за использование информации, содержащейся в статьях.

This collection includes materials from the II republican scientific and practical conference on the topic "Erasmus+ International credit mobility: the role in improving the quality of education and research", organized on the initiative of the National team of Higher Education Reform Experts.

The purpose of this conference was to increase the effectiveness of the educational process and scientific research of the youth of Uzbekistan through the exchange of knowledge and experience gained within Erasmus+ credit mobility and the introduction of the results of scientific developments in Uzbekistan.

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ВВЕДЕНИЕ

Интернационализации системы высшего образования и развитию международного сотрудничества высших учебных заведений уделено особое внимание в текущих кардинальных преобразованиях в сфере высшего образования республики. Принят ряд законодательных инициатив, позволяющих осуществлять данный процесс на более качественном уровне и обеспечивающих всемерную поддержку со стороны администрации вузов и всех заинтересованных сторон. По инициативе Министерства высшего и среднего специального образования началась огромная организационная работа по открытию совместных факультетов и кафедр при высших учебных заведениях республики, созданию совместных учебных программ. Данная инициатива активно поддержана и европейскими партнерами в рамках программы Erasmus+ Европейского Союза.

В настоящее время по двум направлениям программы, включая 25 действующих проектов Erasmus+ по повышению потенциала высшего образования и свыше 100 проектов по кредитной мобильности, задействованы 58 высших учебных заведений, в том числе 26 вузов г. Ташкента и 32 вуза из 11 областей республики и Каракалпакстана. Более 100 университетов из 27 стран-членов Европейского Союза и 40 университетов Центральной Азии и других стран СНГ участвуют в совместных проектах с вузами Узбекистана.

Во исполнение Постановления Президента №2909 от 20 апреля 2017 года «О мерах по дальнейшему развитию системы высшего образования» усовершенствование системы высшего образования, в частности, осуществляется путем установления тесных партнерских отношений вузов нашей страны с ведущими профильными зарубежными научно-образовательными учреждениями. Все больше расширяется круг зарубежных учёных и высококвалифицированных преподавателей, приглашенных для проведения мастер-классов и курсов повышения квалификации. Высшие учебные заведения еще более активизировали свое участие в совместных проектах по усовершенствованию учебного процесса, изучению передовых педагогических технологий, разработке учебных программ и учебно-методических материалов на основе передового международного опыта.

Все актуальные задачи, поставленные правительством в деле модернизации системы высшего образования, созвучны и тесно взаимосвязаны с целями программы Erasmus+, включая содействие мобильности преподавателей, студентов и всех тех, кто имеет непосредственное отношение к развитию высшего образования. Программа Erasmus+ предоставляет широкие возможности для обмена опытом и повышения квалификации, учебы и преподавания путем организации мобильности студентов, докторантов, преподавателей и других сотрудников университетов.

Обмен студентами и преподавателями важен с точки зрения развития высших учебных заведений, так как мобильность становится стимулом для сравнения и обновления программ обучения, улучшения качества преподавания, внедрения передовых методологий, совершенствования деятельности международных отделов и студенческих служб, а также способствует формированию инструментов и механизмов признания мобильности.

Инициатива Национальной команды экспертов высшего образования по проведению II республиканской научно-практической конференции на тему «Международная кредитная мобильность Erasmus+: роль в повышении качества

образования и научных исследований» была вновь поддержана Министерством высшего и среднего специального образования и становится ежегодным мероприятием. С материалами прошлогодней конференции можно ознакомиться на сайте NEO (<http://www.erasmusplus.uz/news/.htm.htm>)

Цель конференции - повышение эффективности образовательного процесса и научных исследований специалистов Узбекистана путем обмена знаниями и опытом, установления научных связей в период мобильности в европейских университетах. В этом году впервые свой вклад в сборник внесли европейские партнеры, и мы надеемся, что в последующие годы количество их увеличится. Важно отметить признание европейскими партнерами потенциала профессоров и преподавателей из Узбекистана, чьи лекции в Европе были популярны и были с интересом прослушаны как студентами, так и преподавателями.

Учебные стажировки в Европу и приезд европейских профессоров требуют большой организационной работы и соответственно усиление потенциала отделов международных связей, учебно-методических отделов и других подразделений вузов, дальнейшего усовершенствования языковых навыков и опыта управления международными проектами. Все это - залог устойчивости результатов мобильности, которая, в большинстве случаев, закладывает прочную основу долговременного сотрудничества, участия в совместных проектах, научных исследованиях, а в настоящее время и для создания совместных программ и факультетов.

Особая благодарность выражается Министерству высшего и среднего специального образования за поддержку данной инициативы, направленной, в первую очередь, на распространение участниками мобильности своего опыта и знаний, приобретенных в ходе учебы, повышения квалификации или преподавания в европейских университетах.

В следующем году участники ежегодной конференции уже смогут поделиться первым опытом прохождения производственной практики в Европе, что является новым компонентом кредитной мобильности Erasmus+.

Надеемся, что сборник будет полезен для широкого круга читателей, которые найдут много полезной информации для себя и смогут связаться с любым из авторов по контактам, указанным в начале каждой статьи.

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О КРЕДИТНОЙ МОБИЛЬНОСТИ ERASMUS+

Кредитная мобильность (мобильность для получения кредитов (зачетных единиц ECTS), которые будут признаны в родном вузе) оказывают влияние не только на развитие и возможности трудоустройства индивидуальных лиц, но и на вузы, которым нужно совершенствовать услуги для направления своих и приема иностранных студентов, сравнивать и обновлять учебные программы, улучшать качество преподавания и институционального руководства и управления. Простой процесс отправки своих и приема иностранных студентов в рамках меж-институционального соглашения о сотрудничестве способствует дальнейшему развитию признания иностранных дипломов сначала между вузами и, в дальнейшем, рынком труда.

В Европе Erasmus стал важным катализатором реформирования системы высшего образования. Участвующие университеты стали открытыми для новых влияний и новых форм мышления и функционирования.

Мобильность улучшает навыки и компетенции студентов высших учебных заведений. Одной из основных целей является повышение возможности трудоустройства выпускников, а также повышение качества, значения и привлекательности высшего образования в странах-членах ЕС и странах-партнерах.

Кредитная мобильность финансирует двустороннюю мобильность студентов на уровне бакалавриата, магистратуры и докторантуры. Продолжительность студенческой мобильности может быть от 3 до 12 месяцев. До начала мобильности "Соглашение об обучении" с описанием программы обучения должно быть подписано студентом, отправляющим и принимающим университетами.

Кредитная мобильность также открыта для сотрудников для преподавания или стажировки. Длительность мобильности для сотрудников из стран-партнеров - от 5 дней до 2 месяцев. Соглашение между сотрудником, принимающим и отправляющим учебным заведением должно быть подписано до начала мобильности.

Студенты и сотрудники получают стипендию, которая покрывает расходы на транспорт, оплату визы, страховки, а также проживание. Участвующие университеты не взимают плату за обучение со студентов. Участвующие университеты получают финансирование для административных расходов.

Благодаря двухстороннему обмену студентами и преподавателями развиваются связи с ведущими университетами Европы в рамках кредитной мобильности, которые начнут с 2018 года предоставлять также возможность прохождения производственной практики на промышленных предприятиях и соответствующих профилю партнерских неакадемических организациях и учреждениях в Европе и в Узбекистане.

В рамках трех конкурсов (2015-2017), общее число партнерств в Узбекистане по кредитной мобильности составляет 135, то есть реализуются 135 двусторонних обменов с запланированной мобильностью для 984 человек, включая 690 грантов для учебных поездок в европейские университеты и 294 мобильности для приезда европейских преподавателей и докторантов.

| | Отобранные проекты | Бюджет (евро) | Количество мобильности | Узбекистан-Европа | Европа-Узбекистан |
|---------------|--------------------|------------------|------------------------|-------------------|-------------------|
| Конкурсы 2015 | 35 | 1,069,000 | 282 | 205 | 77 |
| Конкурсы 2016 | 50 | 1,250,000 | 369 | 256 | 113 |
| Конкурс 2017 | 50 | 1,094,000 | 333 | 229 | 104 |
| Всего | 135 | 3,413,000 | 984 | 690 | 294 |

5 декабря 2017 года проведена Первая республиканская научно-практическая конференция на тему «Международная кредитная мобильность по программе Erasmus+: роль в повышении качества образования и научных исследований» с целью повышения эффективности образовательного процесса и научных исследований молодежи, внедрение результатов научных разработок в вузах республики <http://www.erasmusplus.uz/ru/news/--Erasmus.htm>

Полезные ссылки

1. Erasmus+ Homepage: <http://ec.europa.eu/programmes/erasmus-plus>
2. FAQs for HEIs on ICM: http://ec.europa.eu/education/opportunities/international-cooperation/documents/mobility-faqs_en.pdf
3. FAQs for Students & Staff: http://ec.europa.eu/education/opportunities/higher-education/doc/students-questions-answers_en.pdf
4. FAQs on IIA: http://ec.europa.eu/education/opportunities/higher-education/doc/iia-faq_en.pdf

QUALITATIVE OBJECTIVES AND COLLABORATIVE OUTCOMES OF THE ERASMUS+ MOBILITY PROJECT BETWEEN THE NETHERLANDS AND UZBEKISTAN

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Keywords: Central Asia, culture, heritage, literature, exchange

Abstract: *The Erasmus+ Mobility Project between Leiden University (the Netherlands) and the Tashkent State Institute of Oriental Studies (Uzbekistan) was initiated in 2016. It involved exchange of 4 staff members from each university that delivered lectures and master classes.*

Qualitative Objectives and Collaborative Outcomes of the Erasmus+ Mobility Project between the Netherlands and Uzbekistan 2016-2018

Project outline

Leiden University, the oldest Dutch University established in 1575, has extensive experience in collaboration with international partners. For the first time in its history of more than 400 years, the university welcomed scholars from Central Asia that were directly involved in teaching. Participation in the Erasmus+ programme has been an essential condition for achieving Leiden University's internationalisation and modernisation ambitions in terms of collaboration with Asian partners. The exchange between Leiden and Central Asian scholars united and consolidated the existing collaboration between Leiden and Uzbek scholars. In the long run, it raised the standards of Central Asia teaching as well. This Erasmus+ Mobility project has directly contributed to the creation of Central Asia studies at Leiden University, which is one of very few universities in Europe that offers courses specifically dealing with the history, literature and material culture of Central Asia. In terms of multi-cultural and gender diversity, this ICM project has broadened the cultural awareness of the Leiden academic community and has assisted Leiden staff members to directly exchange ideas and collaborate with their Central Asian counterparts. The lectures and master classes were visited by Leiden staff members who work on related projects funded by the Dutch Research Council (NWO) and by the European Research Council (ERC).

The Erasmus+ Mobility project between Leiden University and the Tashkent State Institute of Oriental Studies was initiated in 2016 with the kind support of the chief coordinator of the Erasmus Office in Tashkent Dr Aziza Abdurakhmanova and the vice-rector of the Tashkent State Institute of Oriental Studies Dr Gulchehra Rikhsieva. The project proposal was submitted and granted by the Dutch Organization for Internalization in Education NUFFIC. The project was jointly implemented in Leiden and Tashkent by the partner universities. It involved exchange of 4 staff members from each university that delivered lectures and masterclass at the partner institutions.

Qualitative objectives

The project qualitative objectives involved teaching and supervision of MA and PhD students at both universities. The Leiden MA students profited from the expertise in history, literature, epigraphy and historiography of the incoming Uzbek staff members: Prof. Bakhtiyar Babadjanov, Prof. Shukhrat Yovkochev, Prof. Shamsiddin Kamoliddin and Prof. Ulpatkhon Mukhibova. Uzbek academic staff members delivered a block of guest lectures and masterclasses incorporated in the regular MA seminars on the history and material culture of Central Asia (2016-2017; 2017-2018 academic year) as part of the programmes MA Asian Studies, MA Middle Eastern Studies and MA Eurasian Studies at Leiden University. The lectures were also open to interested academic staff members and attracted lots of attention.

The lectures of the Leiden staff members Dr Elena Paskaleva, Dr Peter Webb and Dr Gabrielle van den Berg in Uzbekistan were open to larger audiences in Tashkent that involved MA, PhD students and scholars at different stages of their academic careers. The masterclasses given in Tashkent focused on methodology and thus contributed to the improving of the teaching standards at the Tashkent Institute of Oriental Studies.

The original qualitative objectives were met. Since the teaching activities were related to literature, arts and culture of Central Asia, the lectures and masterclasses were

conducted in English and upon request by the Uzbek partners partially in Arabic and Persian. In this way, the academic community in Uzbekistan could profit not only from the field expertise of the outgoing Dutch experts but also improve their language skills and in-depth knowledge.

Additional contacts were created with Uzbek PhD students and the outgoing staff members have stayed in contact with them providing advice related to their research activities.

One of the biggest problems was the language competence of the incoming staff members. In Uzbekistan English language training is widely spread and available. However, it was difficult to select university staff members who not only speak English fluently but could also teach in English at MA level at Leiden University.

Learning and collaborative outcomes

For some of the incoming staff members from Uzbekistan, their visit to the Netherlands was the first time that they had to teach in English abroad. This has directly contributed to the new advances of internalization made in Uzbekistan in terms of improving the teaching qualifications of local academics. In addition, the access to the large collection of Leiden University Library has given these scholars an incredible impetus to their own research activities and of course has improved their chances for acquiring further grants and international scholarships. They were acquainted with the Leiden academic community that specializes on Central Asia and this led to invitations for conferences and workshops following up their initial visit. As a result, they could expand their academic network, improve their research skills and gain experience in an English speaking teaching environment.

The outgoing staff members needed the support of the Uzbek academic partners in order to get access to Uzbek libraries and archives, where they could pursue their own research. They also expanded their network of academic contacts within Uzbekistan. The assistance and support of the vice-rector of the Tashkent Institute of Oriental Study Dr Gulchehra Rikhsieva has been indispensable to the success of the project. She assisted the selected outgoing staff members with practical and administrative issues and provided full support to the incoming staff from the Netherlands.

Additional meetings were organized with the main Erasmus office in Tashkent and with partners in Samarkand. As a result of these academic contacts we could put up a second two-year ICM application which was granted in July 2018.

A Memorandum of Agreement was signed between Leiden University and the Tashkent Institute of Oriental Studies that regulates the future exchange of students and staff members between the two academic institutions.

Project results

Further contacts with the Uzbek and Dutch academic community led to invitations to international conferences both in the Netherlands and in Uzbekistan in 2016 and 2017, where the incoming and outgoing staff members could present their research:

- 2016 LUCIS Annual Conference: Memory and Commemoration in Islamic Central Asia, 23-25 November 2016, Leiden, The Netherlands
The publication with the proceedings is now under peer review with the Brill Publishing House.
- **The Central Asian Renaissance in the History of World Civilization, 27-30 August 2017, Samarkand, Uzbekistan**

- **Science and Culture in the Timurid Era, 13-14 September 2017, Tashkent, Uzbekistan**

Additional contacts with the academic partners in Uzbekistan led to the signing of Memorandum of Agreement regulating future student and staff exchange between:

- Leiden University and the Tashkent Institute of Oriental Studies
- Leiden University and the Samarkand State University
- Leiden University and the UNESCO Institute in Samarkand (IICAS)

New ICM project (2018-2020) was granted between Leiden University and three Uzbek academic partners that involves both staff and PhD students exchange:

- Tashkent Institute of Oriental Studies
- Samarkand State University
- Al-Beruni Institute under the Uzbek Academy of Sciences

All guest events were promoted through the Leiden Central Asia website: www.centralasia.leiden.edu and through the Central Asia Newsletter (more than 1000 international subscribers working on Central Asia), disseminated by the Leiden research area Asian Modernities and Traditions (AMT).



**CREDIT MOBILITY ERASMUS+
ADVANCES IN SCIENCE AND TECHNOLOGY ON ALTERNATIVE ENERGY**

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April 1, 2017 by July 31, 2017

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***Key words:** biogas, digester, anaerobic digestion, reactor,*

***Abstract:** The article discusses the experience gained by the author on the Erasmus project in the direction of alternative energy*

First of all, Universität Hohenheim, Landesanstalt für Agrartechnik und Bioenergie are well involved in the biogas industry. During the 4 months of the research internship I got feasible knowledge about number of biogas stations in the Stuttgart city especially, research biogas plant “Unterrerr Linden Hof” design and construction of the biogas digester. My intended research covered parameter identification an anaerobic digestion in the biogas process. I was given an effort to understand in deep the dry anaerobic digestion process, in particular the following research gaps consider:

- increase the understanding of the effect of the reactor configuration, optimizing the operating conditions;
- increase the understanding of the dry anaerobic digestion processes through the comprehensive analysis of the roles of phase separation, microbial community distribution patterns, hydrogen ion partial pressure and accumulation of toxic compounds;
- understand the different effect of specific process on different TS anaerobic digestion processes;
- define optimized reactor configurations in terms of mixing conditions for different TS contents in the reactor. This can be addressed performing hydrodynamic tests aimed at assessing the mixing effect and the degree of dispersion in the reactor in order to define a configuration capable to reduce the dispersion and short-circuiting problems.
- hydrodynamic experiments on plug flow laboratory scale reactor can be conducted with water and tracer, to understand how the hydrodynamic is influenced by flow-rate variations and reactor configurations (length, diameter, presence of impellers) and individuate the degree of dispersion with different flow-rate values. Hydrodynamic experiments conducted also in anaerobic conditions with inoculum and substrate to assess the effect of the substrate amount in the reactor and TS content on the degree of dispersion. Further efforts will be done also to study full-scale reactor hydrodynamics and to model the AD process considering dispersion conditions.

In my work I also analyzed the operation status in 2016 - 2017 of the full-scale research biogas plant “Unterrer Lindenhof (hereafter refer to “BGA ULi”), where 3*923 m³ complete stirred tank reactor (CSTR) digesters (including Fermenter 1 - F1, Fermenter 2 - F2 and secondary digester – 2nd digester) were installed, and with a production capacity of 186 kW of electric power generator. BGA ULi is fed with a mixture of energy crops and livestock manure, such as grass silage, maize silage, grain, GPS and cow manure, liquid manure is fed for adjusting the slurry to be pumpable. The plant is operated under mesophilic conditions (i.e., range from 40°C to 52°C) with massive amount of measuring devices installed, to assess the operation efficiency in various aspects, such as substrates input, biogas production, gas quality, power and heating generation, power consumption of each electrical device, operation temperature. In 2016, the BGA ULi has been operated for 325 days, and 41 days in January and February has stopped for system maintenance. Here are the main summaries:

- **Systematic mistakes.** Data has not been recorded on 11 January, 8-17 February and 22 February 2016 due to the systematic mistakes on PC. Temperature sensor
- **Substrates input. 3,732 tons** of the solid substrates (2,474 tons in F1 and 1,258 in F2) and **1,785.7 tons** of liquid manure (1,211.5 in F1, 534.7 tons in F2 and 39.5 tons in 2nd digester) have been fed into the digesters. There was no feeding into F2 in July and August.

- **Biogas production.** 919,947 Nm³ biogas produced in total in 2016, among which, 59.3% produced in F1 (545,155 Nm³); 33.1% produced in F2 (304,588 Nm³), and 4.4% has been burned through gas flare (40,829 Nm³). The overall biogas productivity is 1.34 Nm³ m⁻³ d⁻¹.
- **Power generation and consumption.** As recorded in BGA ULi, the total power generation is 1,673,173 kWh, while the Grid recorded it in 1,615,653 kWh, with 57,520 kWh negative difference. Total power consumption of key electrical devices was 182,990 kWh in 2016.
- **Heating supply.** Excluding those mistaken values, the total heating supplied to biogas plant and the farm was approximately 167,440 kWh. Compare with electricity production, the heating supply efficiency is low in 2016, only accounting for 10% of the electrical energy.
- **Temperature.** Temperature in all sensors have been recorded incorrectly at -0.4 °C on 19-22 February due to systematic mistakes. Sensor 1 inside F1, Sensor 6 on F1 wall, Sensor 7 and Sensor 9 inside F2 were not functioning well, replacement or fix shall be conducted as soon as possible, Sensor 13 should be verified due to its big difference with Sensor 14 and 15. In generally, Temperature in F1 was ranging from 40-44 °C at most of the time, it reached to 52.79 °C at maximum during the summer time. Temperatures in F2 was ranging from 36-41 °C at most of the time and recorded as normal temperature due to maintenance in July and August and few heating supplied. Temperature in 2nd digester was mostly stable at 40-44 °C, the highest temperature reached to 45.4 °C in summer time.
- **Gas quality.** Gas quality fluctuated significantly in January and February in all digesters. In F1, CH₄ is around 52-53%, CO₂ is around 44%-46%. H₂S concentration was fluctuating from nearly 0 ppm to 478 ppm in July. In F2, CH₄ was around 46-49%; CO₂ was around 51%-53%. H₂S concentration was stable around 110-150 ppm up to July and no biogas production in July and August, fluctuation happened due to the restarting of F2 operation in late August till late September, and then gas quality kept stable again afterwards. In 2nd digester, CH₄ is around 46-48%; CO₂ is around 52%-54%. H₂S concentration was fluctuating from nearly 0 ppm to 474 ppm in July.

To my opinion, I believe that the training within Erasmus+ ICM was useful, both for improving the methodological and scientific skills, for strengthening and developing of mutually beneficial cooperation.

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**EDUCATIONAL PROGRAM
INTERNSHIP TECHREH-ESPRM-KOS CARE**

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***Key words:** Nirvana system, gloreha, diego*

***Abstract:** This publication provides a brief description of the purpose and activities of the project and describes the results of the traineeship programme in the framework of this project.*

The Internship TechReh-ESPRM-Kos Care project was designed to improve the capacity of the medical school in training rehabilitation personnel in order to improve human health in the broadest sense.

The overall goal of the project is to master the broad rehabilitation skills for people of all ages with problems caused by brain diseases that occur by the period coma; cerebral stroke; neurological diseases; pathologies of the muscular and skeletal system of traumatic or chronic degenerative origin even in conditions of severe and complex concomitant pathology and after the intervention of joint prostheses.

Within the framework of this project, an internship program was organized for the rehabilitation of patients in the Santo Stefano rehabilitation clinic, the training was conducted from August 20 to August 21, 2018 in Italy.

Santo Stefano - KOS is one of the leading private operators in the Italian market for the management of functional rehabilitation institutions. He works through Cos Care Company under the brand name of "Santo Stefano." The proposal range extends from intensive rehabilitation of the hospitals as part of a full range of services for the rehabilitation at home unit.

The following modules were presented by our participants:

- Basics on medical Rehabilitation;
- Basics of new modern technology in rehabilitation in musculoskeletal disorders;
- Laboratory Equipment work and its application in rehabilitation (Unit in Master Course);
- Basics to new technology in rehabilitation in neuroscience;
- State of the Art rehabilitation technology.

Dr. Massimo Vallasciano, director of the Lampo laboratory Internship tech rah. has introduced the audience with the capabilities and technical equipment of the laboratory and presented a paper on the topic:"Presentation of the" Lampo "movement and posture laboratory - Role and perspectives of cooperation between engineers, doctors and health personnel in the evolution of rehabilitation activities and optimization of results for evaluation and treatment. The surface electromyography: which includes the motor analysis in neurological orthopedic practice. Denitza Slavova, Representative of

Bulgaria: The title of the report is "ICT and Rehabilitation technologies. State of art or recovery technologies. Needs of education and implementation in rehabilitations ".

The evolution of rehabilitation technologies in the last decades of development of bioengineering in medicine. A thorough analysis was conducted and the whole spectrum of the basic modern rehabilitation equipment's and their qualitative and quantitative characteristics were presented. The presented report broadly highlighted all the positive and negative aspects of the applied technologies.

DIEGO for the rehabilitation of a one-sided or two-sided upper limb:

Robotic system for one-sided or bilateral rehabilitation of the upper limb, which allows to work, reducing the weight of the hand. This is a multi-dimensional robotic system for monolateral or bilateral rehabilitation of the upper limb. Diego allows you to work by reducing the weight of the weapon, leaving the therapist with a choice between doing rehab tasks using real objects or interacting with virtual reality games.

Thanks to its management system, it is possible to conduct therapy in active, passive or active models, offering a very motivating rehabilitative strategy for patients with motor, sensory and cognitive deficits. It can be used in patients with wheelchairs or directly at the patient's bed.

GLOREHA for the hands neuromotor rehabilitation:

Robotic glove for neuromotor rehabilitation of the hand. The system reads the movement of the fingers supporting movement, based on the residual motor skills of the patient. Gloreha can support the movement of the joints, on the one hand, and recognize the active movements produced spontaneously by the patient, in the other. The patient can follow the current exercise through simultaneous 3D animation, which helps to strengthen the stimulation of the cortex. The glove reads the movement of the fingers and if necessary helps in partly or totally to move based on the residual motor skills. The patient can also use the movement of a healthy hand to create through a robotic glove a similar movement at the deficit hand using the scientific principle called the "mirror neuron".



The lecture of the professor, from Lithuania, Alvydas Jocevicius - topic of the report is «ICT and Rehabilitation technologies. State of art or of rehabilitation technologies. Needs of education and implementation in rehabilitations».

The lecture is full of overview information about the possibilities of robotics technology, its application depending on the levels of damage (brain and spinal cord). The lecturer gave as an example the patients from his practice, the dynamics of positive

results.

PABLO controls the strength and movements of the arm and upper limb:

A wireless device that monitors the strength and movements of the arm and upper limb with targeted rehabilitation exercises.

Pablo is a wireless device for the rehabilitation of the upper limbs and hands. Pablo estimates the strength of the arm and the multiple joints of the upper limb. The device has a convenient touch handle, connected to a PC to control the vertical and horizontal movements of the shoulders and the rotation of the hands. Through the choice of customized rehabilitation exercises, it is possible to program an interactive and cognitive treatments that stimulate the patient.

Conclusion: During the Erasmus+ internship, prospects for further cooperation in the field of rehabilitation between Italy and Uzbekistan have been agreed. The newest methods, acquired knowledge provided good opportunities to develop our medicine in the field of rehabilitation.

ИЗУЧЕНИЕ ЗАРУБЕЖНОГО ОПЫТА В РАМКАХ ПРОГРАММЫ ЕС ERASMUS+

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Ключевые слова: Credit Mobility, звукорежиссура, образовательная система, техническая база.

Annotation: This article considers the study of foreign experience in the framework of the EC ERASMUS + program in the field of education and methods of teaching special subjects. Considered the technical base in the training of professional personnel.

В 2017 году прошел первый визит преподавателей Института в Европу для ознакомления с опытом зарубежных коллег. Credit Mobility проект был направлен на обмен опытом с преподавателями идентичных специальностей. Данный договор был заключен между Государственным институтом искусств и культуры Узбекистана и Академией драматических искусств города Загреба. Проект осуществлялся кафедрами «Звукорежиссура и операторское мастерство» и «Академия драматических искусств».

За время осуществления проекта были достигнуты договоренности о взаимовыгодном сотрудничестве между высшими учебными заведениями. Учитывая богатый опыт и историю Академии, а также высокий международный

рейтинг учреждения в списке ведущих мировых ВУЗов, было принято решение перенять практический опыт, выявить актуальность и механизмы в системе образования и преподавания специальных дисциплин, освоить методику преподавания и внедрения в неё современных компьютерных технологий, изучить взаимосвязь производственной практики с европейскими вузами.

Первым участием в проекте, была первая международная конференция Института искусств и культуры Узбекистана, в которой руководитель Академии, профессор Борно Балетич официально поздравил руководство института и принял в ней участие. Также на протяжении всего проекта Академией была направлена информация о студенческих театральных спектаклях и выпускных короткометражных фильмах.

Основным и существенным обменом опыта в партнерстве между институтами стала поездка в октябре и ноябре в рамках программы Erasmus+ Credit Mobility. За время поездки преподавателями кафедры «Звукорежиссура и операторское мастерство» Юлдашевым Э. и Хмыровым А. в ходе обмена опытом и знаниями между профессорско-преподавательским составом, были изучены и рассмотрены следующие вопросы:

- образовательная система в искусстве в целом;
- формирование профессиональных качеств у студентов различных направлений искусства;
- тесное сотрудничество среди вузов искусства;
- методика преподавания профессорско-преподавательского состава в области звукорежиссуры, киноискусства, актерского мастерства, мультимедиа и других специальных дисциплин;
- изучение студий звукозаписи, фотопавильонов и киностудий;
- формирование процесса звукозаписи в саунд - студиях вузов города Загреба;
- состояние образовательной базы и интеграция её с компьютерными технологиями;
- современное формирование архивной базы в области образования искусства и культуры;

В рамках проекта были изучены методология обучения бакалавриата с 3х годичным обучением и 2х годичным – магистратура. В учебном плане были представлены в основном специальные и специализированные дисциплины, основанные на лекционных и практических занятиях. Так же активно практикуется обмен студентов между учебными заведениями в области культуры и искусства стран Европейского Союза на основе международных проектов.

Активно развито и развивается онлайн обучение. Учебные материалы основаны на зарубежном опыте, исключительно на теоретической базе (литературы иностранного происхождения США и ЕС) и практическом обучении профессорско-преподавательского состава в рамках проектов «Credit Mobility» с учетом национальных и культурных предпочтений. Создана база хранения, совместно с интернет ресурсами на базе Google, где хранятся все практические работы (спектакли, аудиовизуальные представления, концерты, фестивали, фильмы и ролики), выполненные за годы обучения студентов.

В рамках обучения студентам предоставляются отдельные учебные кабинеты с необходимым оборудованием в системах Windows и Mac, где студенты выполняют творческие работы в свободное время от занятий. К ним относятся студии звукозаписи, монтажные студии, фото и видео павильоны, танцевальные аудитории, мастерские, гримерные.

В Академии драматического искусства ознакомились с учебными планами, теоретической и практической базой академии. Присутствовали на практических занятиях профессоров Борно Балетич, Аида Бруквич, Криштиан Жамбрович, Давор Сваич и многие другие. Был проанализирован процесс обучения студентов звукорежиссуры радио, постановка и управление световыми эффектами, монтаж и режиссирование. Данное заведение располагает всеми необходимыми студиями для занятий драматургией, кино- и телережиссурой, театральной режиссурой, монтажом, продюсированием, кинематографией и актерского искусства.

В Музыкальной академии Загреб были показаны современные инновационные студии звукозаписи с большим акустическим залом (Большой зал) и репетиционным залом (Малый зал), а также дополнительными тремя студиями звукозаписи. Большой зал оснащен акустическими обработками и большой сценой. Звукозапись производится с двух студий (аналоговой и цифровой), которые защищены акустическими окнами тройной защиты и имеют микшерный пульт, соединяющий 2 аппаратные. Микрофоны располагаются в подвешенном состоянии и регулируются с аппаратной. Озвучивание производится в системе Surround 7.1. В аппаратной также расположено управление светом. Малый зал имеет свою аппаратную комнату, которая соединена с цифровой студией Большого зала. Акустику зала можно корректировать с помощью передвижных акустических ловушек, расположенных по периметру на стенах акустической комнаты. Аппаратные оборудованы современным оборудованием фирм Yamaha, Genelec, Event, Avantone, Studer, Soundcraft, PreSonus, Digidesign, M Audio и другие. Студии звукозаписи оборудованы аппаратурой для изучения звукозаписи и практических занятий.

В Университете Загреб была представлена лаборатория Акустики и ее возможности. Лабораторию представляли профессор Университета Загреб Hrvoje Domitrović и ассистент профессора Kristian Jambrošić. В данной лаборатории были продемонстрированы достижения университета в области электронной, музыкальной и психоакустики. В самой лаборатории расположены 16 колонок и 2 сабвуфера фирмы Yamaha таким образом, что с их помощью можно создавать различные акустические эффекты в звуковых системах Surround и Dolby Digital. Также продемонстрированы музыкальные записи и специальные звуковые эффекты в различных DAW программах (Cubase 8, Nuendo 6, Reaper).

Были посещены расположенные в центре города учебно-культурные заведения в городе Загреб: Академия драматического искусства (ADU), Музыкальная Академия (MUZA), Хорватский национальный театр (HNK Zagreb), Академия изящных искусств (ALU) и Университет Загреб (SZ), Факультет электротехники и вычислительной техники – отделение Электроакустики (Лаборатория Акустики). Все заведения расположены на площади Маршала Тито по кругу Национального театра Хорватии и плотно сотрудничают между собой, создавая тандем производства высококвалифицированных специалистов.

Тщательным образом были изучены методология преподавания таких дисциплин как «Звуковое оформление радио пьес», «Микширование звука в кино», «Звуковой дизайн видео продукции».

По итогам визита преподавателей института Э.Юлдашева и А.Хмырова были установлены новые плодотворные контакты с Академией драматических искусств, Академией музыки, и Университетом Загреб с кафедрой Электротехники и вычислительной техники.

В текущем академическом году были реализованы визиты преподавателей. Так в апреле 2018 года Государственный институт искусств и культуры Узбекистана в рамках проекта посетили декан Академии драматического искусства профессор Борна Балетич и режиссёр профессор Аида Бруквич.

В последующем планируется плодотворно сотрудничать по программе Erasmus+ для повышения качества образования и обмена опытом.

ROLE OF INTERNSHIPS FOR STUDENTS JOB PERSPECTIVES

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***Key words:** internship, job perspective, career development, networking, employment, work experience.*

***Ключевые слова:** стажировка, перспективы работы, развитие карьеры, установление контактов, занятость, опыт работы.*

***Abstract:** This article examines how internships in higher education can benefit students as they prepare for their careers beyond graduation. Key principles which address the issues and concerns of internships for students are discussed.*

***Аннотация:** В этой статье рассматривается, как стажировки в высшем образовании могут принести пользу студентам, поскольку они готовятся к своей карьере, следующей после периода обучения. Обсуждаются ключевые принципы, которые затрагивают вопросы и проблемы стажировок для студентов.*

Internship in higher education is gaining in popularity. Both students and faculty recognize the potential value of internship as a significant part of preparation for careers beyond graduation. In the current job market, employers are not only looking for workers with a degree, but workers who can apply their academic knowledge. Ideally, the workers also have practical work experience in which they demonstrated their abilities (Reardon, Lenz, & Folsom, 1998). Students ... are finding that participation in applied learning experiences such as internships and cooperative education programs provide opportunities to build a network of contacts, which become invaluable in the job search process, as well as gain the necessary practical experience to eventually be successful in their careers. (Cates-McIver, 1998).

Internship is a chance to apply your skills in a new setting and test out the waters before committing to a full-time position in a particular career area. It gives you the opportunity to participate in meaningful projects, learn new skills, understand workplace norms and expectations, network, and provide value to a potential employer. All these activities can help you to assess whether the career area engages you, and it also provides you with meaningful experiences to include on your resume and discuss in a job interview. Moreover, internship can be a valuable avenue for you to transition into your

first “real” job, as many employers routinely use internship as a means of identifying and recruiting new talent.

Internship experiences can have a positive impact on the career development of participants. These opportunities enable students to test their career interests, enhance their career goals, gain transferable skills that are sought by employers, and increase their networking opportunities (Chambliss, Rinde, & Miller, 1996; Carter & Franta, 1995; Davis, Steen, & Rubin, 1987). Internships can also assist students when seeking employment after graduation (Getzel, Briel & Kregel, 2000). Students who engage in several career related work experiences while in college, including internships, are able to secure employment more quickly after graduation, are more likely to be employed within their field of study, and are generally more satisfied in their current work positions than graduates with no career related experience (Kysor & Pierce 2000).

Job related work experience has been identified by employers as being very important when recruiting college graduates for entry-level employment (Reardon, et al., 1998). Participation in internships also positively influences the ability to obtain an interview through resume screening (Perry & Goldberg, 1998). Further, with technological changes in the economy and corporate trends supporting downsizing and restructuring, many businesses actually use cooperative education, internships, and part-time jobs to provide an economical way to screen, train, and develop potential full-time employees (Brooks & Greene, 1998; Carter & Franta, 1995).

All in all, we can summarize the following reasons why international internships are investments in your future.

- 1. Real-life Experience.** Working as an intern gives you the opportunity to work hands on in a professional environment. Internships help you to learn more about the career path you are pursuing.
- 2. Networking.** Keep in mind, an internship isn’t just about completing a project. The host organization has many valuable professionals you should meet and get to know. Consequently, you establish new connections and learn how to communicate in a professional environment. Moreover, networking helps to acquire references and find new job opportunities.
- 3. Resume Builder.** It is a great opportunity to make your resume stronger. Having a solid resume you are more likely to be considered for the position you apply for. And how can you have an impressive resume without any experience? Hence, internship is a key to building experience for a student or recent graduate. Employers are much more likely to hire someone with internship and work experience rather than someone with a general resume, lacking experience.
- 4. Time management.** As an intern you’ll learn how to manage your time properly. When you’re working in professional environment you need to know that every minute counts. Time management is a crucial issue in any professional field.
- 5. Career Foundation.** Internship is a building block that you need for your job perspective. It is important that you choose your internship based on your interests and career prospects. Many employers often use internship as a recruitment tool to test out future employees and in many cases, companies hire interns after graduation.

While most internship opportunities aren’t going to lead you directly to a job, they are an incredibly valuable tool to help you navigate your career path. The experiences and skills you will gain will give you specific examples to share in a job interview and

will make you a stronger candidate. So make the investment in your career and look into becoming an intern.

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ENHANCEMENT OF TEACHING COMPETENCE AND PROFESSIONAL DEVELOPMENT: AN EXPERIENCE OF GERMAN-UZBEK STAFF MOBILITY PROJECT

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“GER-UZB Staff Mobility Towards Enhancement of Teaching Competence and Professional Development”

Аннотация: Ушбу мақолада Тошкент давлат иқтисодиёт университети ва Германиянинг Бремерхафен амалий фанлар университети ўртасида амалга

оширилган Erasmus+ дастурининг “GER-UZB Staff Mobility Towards Enhancement of Teaching Competence and Professional Development” лойиҳаси ҳақида маълумотлар берилган. Хусусан, мақолада ўқитувчилар мобиллиги лойиҳасини амалга оширишда университетларнинг тажрибаси, лойиҳа иштирокчилари томонидан амалга оширилган ўқитиш ва тренинг фаолиятлари, шунингдек, лойиҳанинг асосий натижалари тақдим этилган.

***Аннотация:** В данной статье даны сведения о проекте программы Erasmus+ “GER-UZB Staff Mobility Towards Enhancement of Teaching Competence and Professional Development”, реализованным между Ташкентским государственным экономическим университетом и Бремерхафенским университетом прикладных наук Германии. В частности, в статье представлен опыт университетов по реализации проекта мобильности преподавателей, деятельность участников проекта по преподаванию и обучению, а также основные результаты проекта.*

1. Introduction

The mobility project titled “GER-UZB Staff Mobility towards Enhancement of Teaching Competence and Professional Development” was funded under the Key Action 1 – Learning Mobility of Individuals of the Erasmus+ Programme of the European Commission, and was carried out during the period from 1st June 2015 until 31st July 2017 in order to implement the requirements set out in the Erasmus Charter for Higher Education as well as the general and specific objectives of the Erasmus+ Programme.

The project was elaborated on the basis of Inter-institutional agreement 2015-2021 signed between Hochschule Bremerhaven University of Applied Sciences (HSBHV), Germany and Tashkent State University of Economics (TSUE), Uzbekistan, as well as was a result of bilateral and sustainable cooperation between the institutions started in February 2013 under the Cooperation Agreement which was made in concordance with the internationalization strategies of the partners and anticipated cooperation in science and teaching, research, exchange of staff and students.

This project aimed at increasing the potential of academic staff by improving their teaching and training competence and promoting the academic exchange in the subject area of Business and Administration. Academic staff exchange took place between the institutions both teachers and employees of which were given the opportunity to teach at the partner universities or take part in training events.

The specific objectives of the project were to:

- support staff in the acquisition of teaching competences, required knowledge and skills with a view to improving their personal development;
- support the professional development of the staff with a view to innovating and improving the quality of teaching and training;
- enhance the staff’s foreign languages competence;
- raise staff’s awareness and understanding of German and Uzbek cultures and countries;
- offer the opportunity to build networks of international contacts;
- increase the capacities, attractiveness and international dimension of HSBHV and TSUE;
- ensure a better recognition of competences gained through the teaching and training periods abroad.

The project was relevant to the internationalization strategies of the institutions in

terms of effectively and efficiently implementation of the main areas of cooperation. The institutions have chosen staff-only mobility in the framework of Erasmus+ Programme in order to broadly realize their internationalization strategies. The project was approved for six staff mobilities (three for teaching mobility and three for training mobility from each universities) which were all implemented within the given project period. Other staff at both universities was involved through meetings with the staff members and teachers who were on exchange.

The qualitative objectives as described in the Erasmus Charter for Higher Education (ECHE) were reached. All staff members from both HSBHV and TSUE who met the formal requirements for a teaching or training mobility had the chance to apply for an exchange within the project. This corresponds to the fundamental principle of non-discrimination, fair, transparent and documented selection process all the partner institutions were committed to through the ECHE and had to follow in full before, during and after mobility.

2. Implementation of the project

2.1. Project management

The quality and management issues related to the partnership were professionally addressed by the assigned project coordinators – one from the side of HSBHV, and another locally from the side of the TSUE. Before the first mobilities took place, an inter-institutional agreement (IIA) between HSBHV and TSUE was set up by the project coordinators in Bremerhaven and Tashkent in February 2015 and signed by the rectors of both institutions. All the matters related to the mobility of outbound and incoming participants before, during and after their mobility activities were managed via email between project coordinators as well as directly with the participants themselves. The project coordinators were in touch regularly about organizing the mobilities and all other details relevant for a successful implementation of the project. Besides, information and communication were also maintained by holding meetings between project coordinators and other participants in Bremerhaven and Tashkent.

The project coordinators of both universities provided support and mentoring in matters related to signing invitation letters, certificates of attendance for staff training and teaching assignment, arranging training venues and teaching schedules and other issues. The project coordinator at TSUE was in charge of all project-related communication with the involved staff at TSUE. He informed staff at TSUE about the project and gave relevant information to the coordinator at HSBHV. He spread information about the project at TSUE, collected the applications from possible mobility participants and prepared a selection matrix which was then communicated to and approved by HSBHV. He also supported the participants in handing in all relevant documents both before and after the mobilities took place and contributed in writing the final report for the project. The project coordinator at TSUE was the main contact person for HSBHV in all steps of the project.

In turn the Erasmus+ coordinator at HSBHV was in charge of the project-related activities at Hochschule Bremerhaven, the communication with the national agency, the payment of the funds to the participants and submitting the final report for the project.

2.2. Selection of project participants

Selection of project participants was carried out on the basis of the ECHE and by adhering to fair, transparent and documented selection process to ensure equal opportunities to candidates eligible for mobility.

Selection of the TSUE staff for teaching and training mobility was carried out by the Selection Committee comprised of administrators, project coordinators at sending and receiving institutions. Prior to selection, information about selection of academic staff for teaching mobility was presented in a Call for Application which was published in the TSUE's website (<http://tdiu.uz/News/UNews/26-09-2016>) where there was indicated the teaching assignment to be fulfilled by selected staff, eligibility criteria, selection criteria, documents required, duration of mobility, deadline and other requirements. Selection of applicants was carried out on the basis of general selection criteria which were, as mentioned in the Inter-Institutional Agreement, academic suitability, experience in the field and language capacity. Priority was given to full-time academic staff members who have been employed by the institution for at least two years as well as to those who have not been on Erasmus yet, or had little mobility in the past. To apply for teaching mobility the applicants had to prepare a proposed plan for teaching activity where they described the content of teaching programmes including the courses they intended to teach in the subject area of Business and Administration as well as present all the required documents. The project coordinators provided due assistance and support in making and submitting the application documents required. The selection of applicants was documented by making so-called "Applicant evaluation and selection matrix for staff mobility for teaching (or training)" which was further signed and approved by the members of Selection Committee and approved by HSBHV, and thus fair, transparent and documented selection procedure was provided. The results of the selection were communicated with the applicants via email.

The selection at HSBHV was done in a similar way. The possibility of participating in the project was published on the homepage and everybody interested in participating could apply for one of the free places. The ones interested received information on how to apply for the project.

After the selection of the participants the project coordinators assisted them in preparing and signing Mobility Agreement and Grant Agreement prior to the start of the mobility period. The information for the grant agreement was collected before so that the fully completed agreement was sent out to the participants in order to sign them.

2.3. Practical and logistical arrangements

Practical and logistical arrangements for the participants were managed by the project coordinators from the side of both universities. Every receiving institution provided support related to obtaining visa by sending invitation letters both by post and via e-mail, and providing guidance to incoming staff in booking accommodation for them. Visa for German participants was obtained in the Embassy of Uzbekistan in Berlin with support of a special agency in Berlin (merten VISASERVICE), and visa for Uzbek participants was obtained in the Embassy of Germany in Tashkent personally. The local project coordinator at TSUE provided due assistance for the Uzbek participants in preparing their visa application, obtaining insurance and booking of flights in the Uzbekistan Airways.

At HSBHV the insurance cover was given automatically when doing a business trip so no more action needed to be taken. When coming to Tashkent or Bremerhaven the participants were picked up and shown around the town so that they would find their way around and to the institutions. At TSUE a pick-up service was organized every day.

The participants were provided with a schedule before the start of their mobility or latest upon arrival at the host university. Teaching lessons and meetings with university representatives and colleagues from their field of work were arranged and it was made

sure that they receive a good guidance. In the afternoon some free-time activities were arranged in order to better get to know the surroundings. The schedules were arranged by the project coordinators in cooperation with their colleagues.

Accommodation for the guests was booked by the host university. The participants were supported before, during and after the mobility. The project coordinators e.g. helped with filling in the necessary documents.

2.4. Preparation of project participants

Before the start of the mobility period the local project coordinator at TSUE carried out task-related and intercultural preparation with the outbound participants. Preparation was carried out in the form of giving advices to the outbound participants, so that he/she should perform activities in line with the proposed mobility programme stated in the signed Mobility Agreement, be aware of and understand the German culture and society, deeply learn the new teaching methods to give the academic benefits for the home university, politely communicate and work with German counterparts and respect the punctuality of the German people. There was no need for linguistic support to the outbound participants of TSUE because their English language competence was checked during the selection process and was sufficient (minimum level of English level was B2 as per the requirement of the Inter-Institutional Agreement) to carry out training or teaching activities. The local project coordinator also provided instructions to the outbound participants on how to get from Frankfurt Airport to Bremerhaven by train.

As the participants from HSBHV had been in Uzbekistan before and also were in touch with colleagues from Uzbekistan through other projects they knew about the culture and society. Before their departure they were in close contact with the local project coordinator at TSUE so they received all the necessary information about their schedule and the pick-up service from the airport. The participating teachers were also informed that they had to give at least 16 hours of lectures according to the Erasmus+ programme.

2.5. Monitoring and support of project participants

The activities of incoming German participants to the TSUE during their mobility were monitored and supported by the local project coordinator. Thus, for the participants for training mobility the monitoring and support included: monitoring of training activities on the basis of preliminarily worked out scheduled programme of visit; monitoring of effective implementation of training programme; preparation of training venue; ensuring the uninterrupted operation of the ICT tools (projector, computer etc.) for the workshop; assuring the availability of whiteboard, markers and flipcharts in the room of the workshop; support in arranging cultural travels within Uzbekistan; providing with signed certificate of attendance.

For the participants for teaching mobility the monitoring and support included: monitoring of teaching activities on the basis of preliminarily worked out and approved schedule of lectures; preparation of lecture rooms and lecture presentations; ensuring the uninterrupted operation of the ICT tools (projector, computer etc.) for lecture; assuring the availability of whiteboard and markers in the lecture rooms; support in arranging cultural travels within Uzbekistan; providing with signed certificate of attendance. All the incoming participants were in close contact to the local project coordinator through everyday meeting or local phone, and this monitoring was especially relevant when carrying out the activity abroad.

Activities of outgoing Uzbek participants were monitored by communicating with contact persons at the receiving institution. A schedule was prepared in close cooperation

with the participants and the receiving institution. For the incoming Uzbek lecturer the classes to teach in were arranged in advance. The Uzbek lecturer was also given the possibility to sit in on classes in order to get to know the different teaching styles. Personal meetings with other lecturers were arranged in order to discuss their research and common projects or project ideas. During the stay the schedule was adapted according to the interest of the guest lecturer. In the afternoon the HSBHV offered some cultural activities for the Uzbek lecturer to participate in.

The Uzbek staff members coming to HSBHV for a training mobility had a set schedule for a workshop including different classes, study visits and cultural activities. In between there was given room for personal meetings with staff from HSBHV in order to discuss the future cooperation and other project ideas.

The outgoing participants also could always get in touch with their local project coordinators in case any difficulties arose during their stay abroad. Once the mobilities had been carried out, each participant had to write a report about the experience and provide the necessary documents.

According to the experience report submitted by the incoming and outbound participants everything has gone smoothly with their travelling and stay without any problems. The only difficulty one incoming German participant encountered in the TSUE was that due to predominant one way teaching styles at the TSUE the participating students were not used to discuss critical issues and did not give open feedback, so that he had to concentrate mainly on frontal teaching, which was quite exhausting as there were several sequenced classes per teaching day.

After the mobility the staff members were provided with a confirmation of stay signed by the host university. They also received a separate certificate confirming their stay at the host university and the programme during their mobility.

3. Overview of staff mobility activities for teaching and training

As it was planned in the project the mobility activities for teaching and training were arranged for 6 academic staff, and thus for 3 academic staff from each institution involved in the project.

3.1. Staff mobility for training from Germany to Uzbekistan

During the period from 3 March to 9 April 2016 a mobility to TSUE was arranged for one German professor from HSBHV who carried out training activities and held a ten-day workshop on Organizational Management for Uzbek lecturers. The workshop series had 10 topical elements which were distributed over the 3 weeks of stay. The workshops were designed for 20 participants whose fluency in English language was sufficient in order not to need a translator during the workshops. The workshop included the following topics:

- International strategic management
- Cooperation in the value chain
- Mergers & Acquisitions
- Leadership in Corporations
- Corporate Culture
- Change Management step 1: Identify and analyze the need for change
- Change Management step 2: Develop the vision, strategy and objectives for a change process
- Change Management step 3: Develop and plan a change project
- Change Management step 4: Implement the change

- Change Management step 5: Ensure the integration and control the success

All participants of the workshop received PDF files with the presentations and reading recommendations, as well as a certificate for their participation after the last workshop session.

In addition to the workshops many informal talks to the deans and other officials of TSUE took place. Beyond that presentations were given at Tashkent Branch of REU named after G.V. Plekhanov (<http://www.reu.uz/in-english/news/detail.php?ID=1439>), at the Main Scientific and Methodological Center for organizing professional development of academic and executive staff in higher education (BIMM) under the Ministry of Higher and Secondary Specialized Education of Uzbekistan, at the University Council of TSUE (<http://www.tdiu.uz/News/UNews/05-04-2016>) and the Tashkent Financial Institute (<http://www.tfi.uz/News/03-12-2015/Toshkent-moliya-instituti-Magistratura-bo%E2%80%98limida-K>).

3.2. Staff mobility for training from Uzbekistan to Germany

During the period from 11 August to 25 August 2016 a mobility to HSBHV was arranged for two Uzbek lecturers from TSUE who carried out training activities and participated in a ten-day advanced training course “Innovations in Academic Teaching and Learning” which was organized under the Bremerhaven International Summer School 2016. According to the program of advanced training course the participants were trained in lectures and workshops which included the following topics:

- Economic competition in age of globalization
- Competition, capital markets and financial bubbles
- Curriculum design and teaching culture: from knowledge to competence
- Culture and different learning styles
- Essential elements of change in academic institutions
- Trends in American higher education
- Global Citizenship
- Employability and practical competences as the target for academic teaching
- Internationalization of academic teaching: institutional and didactical aspects
- Learning and teaching tools beyond the classical lecture
- Lessons learned and course evaluation

The lectures and workshops were delivered by the professors from Hochschule Bremerhaven University of Applied Sciences (Germany), Carleton College (USA), Utrecht Institute for Business Administration (Netherlands), Breda University of Applied Sciences (Netherlands). Besides the lectures the participants did company visits such as Mercedes plant in Bremen, Lloyd Shipyard Bremerhaven. The workshops were also attended by the lecturers from other universities (e.g. Tashkent branch of Russian Economic University named after G.Plekhanov, Tashkent Financial Institute, Uzbekistan, Shandong Jiaotong University, China). After the end of this course all the participants were given the certificates of successful participation in the training course.

3.3. Staff mobility for teaching from Germany to Uzbekistan

During the period from 10 November to 24 November 2016 a mobility to TSUE was arranged for one German professor from HSBHV who carried out teaching activities and read lectures (overall 32 hours) for Uzbek students on academic courses such as Management, Marketing, Macroeconomics, International Trade and Banking. The audience of his lectures was in between 15 and 30 students who mostly have shown a good level of English language, so that they could easily follow his presentations and

were active listeners. The lectures delivered by the German professor to Uzbek students included the following topics:

- Business and Economy in Germany and EU – actual facts, figures and trends
- German Trade balance Surpluses – reasons for macroeconomic instability within EU?
- Managing Cultural Diversity in Europe
- International Management Strategies of German small and medium-sized Enterprises
- Small and medium-sized enterprises in Germany – losers of globalization?
- Sharing Economy – a Model for Economy 4.0?
- Internationalization strategies of German car producing companies
- Euro Crisis and Crisis Management by the ECB
- Regional Economic Integrations – positive or negative attendants for the Global Economy
- How to do business with the Germans – Intercultural Aspects of International Management

In addition to the extended teaching program there were many possibilities for fruitful conversations and informal talks to officials of the TSUE (Vice Rector, Deans, Vice Deans), local professors and teachers, so that the German professor have learned a lot about the organizational structures, evaluation processes, methodological state of the art and teaching objectives and contents in national Universities with the consequence of a better understanding of the existing differences in the academic education systems between Germany and Uzbekistan and actual challenges and opportunities for institutional changes in Uzbekistan. Further on with the many possibilities of personal conversations to local officials and colleagues German and Uzbek staff could exchange and create many new ideas for a widening and deepening of their existing institutional cooperation, so that they were eager for a continuation of cooperation projects with TSUE in the future.

3.4. Staff mobility for teaching from Uzbekistan to Germany

During the period from 1 December to 15 December 2016 a mobility to HSBHV was arranged for one female Uzbek lecturer from TSUE who carried out teaching activities and read lectures (overall 14 hours) for German Bachelor's students studying in Business Administration and Cruise Tourism Management specializations. In the course of lectures the Uzbek lecturer demonstrated the German students the Uzbek teaching style and promoted exchange of expertise and experience on pedagogical methods. The lectures delivered by the Uzbek lecturer to German students included the following topics:

- Functions of the Board of Directors in Strategic Management
- Major functions of management: planning, organizing, leading and controlling
- Corporate Governance around the World+ Information on Uzbekistan
- Market infrastructure and its role in development of economy
- Development of infrastructure and its interrelation with macroeconomic growth
- Corporate Social Responsibility and Sustainability: concept and significance

In addition to reading lectures the Uzbek lecturer during her visit could get acquainted with the contents of the courses on business and economics such as Foundations of Business and Management, Business Economics, Financial Management, Financial Economics etc. taught in winter semester of the HSBHV, discussed with

foreign colleagues the issues about assessment of students across different cultures, studied the student assessment system of the host university as well as exchanged ideas with the local teaching staff, who had a vast international teaching experience, on their valuable teaching experience abroad that has opened new perspectives.

3.5. Staff mobility for teaching and training from Germany to Uzbekistan

During the period from 5 April to 19 April 2017 a mobility to TSUE was arranged for one Uzbek lecturer from HSBHV who carried out both teaching and training activities, and thus read lectures (overall 26 hours) for Uzbek students on academic courses such as Business Economics, HR Management, Change Management as well as held a training course on Strategic Management for Uzbek lecturers. For teaching there were given a series of lectures to students of different faculties of the TSUE. The topics of the lectures were adapted to the specific focus of each faculty. In order to enable interactive lecturing including exercises, cases and discussion for each topic the double time of one typical lecture has been planned. The lectures delivered by the German professor to Uzbek students included the following topics:

- Leadership and Human Resource Management
- Organizational Behavior and International Human Resource Management
- Global supply chains, corporate networks and digitalization and their impact
- Application of qualitative and quantitative instruments in research
- Strategic Management and Change Management
- Performance Management

As the students' competency in English language was quite good, a lively interactive style of learning and teaching could be achieved. Special lectures have been given to lecturers from other universities in Uzbekistan, who attended a retraining program at the TSUE. Thus, these special lectures covered the following topics:

- Types of organization and processes of Human Resource Management
- Strategic Management and Change Management

In addition to lectures the style of workshops on Strategic Management were proposed to the Uzbek lecturers and was very welcome by them. The workshop series covered the following topics:

- Strategy and vision, concepts of strategy, strategic analysis, implementation of strategy
- The practical management of strategies
- Different forms of strategy formation in different business environments
- Collaboration between firms
- The strategic choice: different ways to success
- Internationalisation strategies
- Off-program special topic: Competency oriented teaching
- Off-program special topic: Empirical research methods, scientific publication and academic writing

The workshops were designed for 20 participants, whose fluency in English language was sufficient in order not to need a translator during the workshops. Overall 19 participants from TSUE attended the workshops, who received a certificate for their participation after the last workshop session.

4. Impact of the project

This mobility project has had a mutual impact and benefit for both universities. The German partners were aware that the way of steering the tertiary sector of education in Uzbekistan was different to that in Europe and saw for both sides an attractive potential for the further development. Germans have learnt from the Uzbek system about fast and radical change processes, and Uzbeks have learnt from Germans to rely on individual professionals, intrinsically motivated styles of learning and teaching, the positive effects of group dynamics and cultural change.

The project was in line with the internationalization strategies of both participating institutions. One of HSBHV's goals of the internationalization strategy is to reinforce the cooperation with their partner institutions. HSBHV has cooperated with TSUE in developing other projects before. This Erasmus+ mobility project was the first one that made a regular staff exchange and thus a regular knowledge transfer and exchange of experience possible between both institutions. Increased international staff mobility is also one of the goals of HSBHV's strategy. It gives a chance for the staff to broaden their views on their field of interest and get some new input from, in this case, an Uzbek perspective. The staff exchange also offered new insights into the field of management and economics for HSBHV's students who participated in the guest lectures taught by the teacher from TSUE.

One of the goals of TSUE is to establish strategic partnerships to internationalize their teaching and research in order to gain recognition in the education market. Through participating in the project they could offer both their students and staff guest lectures by the incoming German teachers where they could exchange their knowledge and broaden their horizon within their field of expertise. Participating in international projects could also increase their attractiveness among prospective students and staff as their reputation on the education market rises. Another goal is to prepare their staff for the global labor market through promoting the exchange of professors, researchers and administrative staff. Also this goal could be reached with the help of this project.

The staff training had a substantial impact on institutional capacity building of TSUE. After completion of staff mobility, the staff that benefitted from the mobility organized a seminar where they transmitted their gained knowledge and ideas to other university staff by introducing the modern methods and techniques to the teaching-learning process, especially focusing on the methods and techniques applied in Germany. The progressive and innovative ideas which were gained during mobility were introduced as well as disseminated among the academic sphere through successful implementation of those ideas. This was realized in the form of publishing articles in the local newspapers and presenting conference papers. Students and staff from TSUE and HSBHV who got in touch with the international guests through meetings and lectures could use their English and thus improve their language skills and also got to know more about another culture.

Through this mobility project the TSUE has increased its capacity to cooperate at international level in a greater extent in a way of increasing its attractiveness, openness and international dimension. First of all, through participation of its staff in training activities abroad, especially in the special training course for lecturers on "Innovations in academic teaching and learning", the TSUE could show the academic and professional potential of its staff not only to German lecturers but also to lecturers of other foreign universities from the US, Netherlands, Belgium, China etc., so that they could be also aware of the national Uzbek model of higher education. This practice has also extended

the TSUE's capacity to get in touch and cooperate with the colleagues of those foreign universities in the future. Secondly, through conducting teaching activities abroad TSUE's staff could demonstrate the Uzbek teaching style and the knowledge and skills of Uzbek teachers in the subject area of Business and Administration to the German students. This practice has also brought TSUE closer to be attractive for foreign students and prepare its staff for the global labor market.

The staff from TSUE, during their stay at HSBHV, had the chance to connect with organizations outside of HSBHV as well. They made contacts with staff from Hochschule Bremen (HSB) and by that started up a cooperation which resulted in a study visit of HSB staff at TSUE already, in signing the cooperation agreement, and in expressing interest in setting up an inter-institutional agreement in order to develop and implement an Erasmus+ mobility project for students and staff. According to the bilateral agreement, it was planned with HSB to exchange staff for short-term guest teaching in the framework of the DAAD Eastern Partnership Programme. Also, during the staff training at HSBHV the TSUE staff made contacts with lecturers from Carleton College (USA), Utrecht Institute for Business Administration, Breda University of Applied Sciences (Netherlands), Shandong Jiaotong University (China).

In turn, the staff from HSBHV, during their stay at TSUE, had an opportunity to visit Tashkent Financial Institute, Tashkent branch of Plekhanov Russian Economical University and Tashkent Banking and Finance Academy, National University of Uzbekistan and Presidential Academy of Public Administration to take part in international scientific conferences, as well as to meet with officials and trainees of the Main Scientific and Methodological Center (BIMM) under the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan to do presentation on modern methods of curriculum development.

5. Dissemination of project results

After completion of mobility, the TSUE staff who participated in training and teaching activities at HSBHV had the possibility to use European knowledge, skills, methods, ideas and new solutions in their teaching and research activities at the home university. In turn, for the staff of HSBHV it was a good chance to transfer their recognized know-how, new teaching and learning methods internationally. One of the most significant examples of training organized by HSBHV for TSUE staff was GUUGLE, a concept of innovation in academic teaching and learning. It is a university wide program where lectures and students reflect their usual teaching respectively learning behaviour and the rules and structures of the teaching respectively learning context. Upon completion of training of this kind, the incoming lecturers improved their own teaching practices, understood organizational and cultural change in general and had ideas and the ability to set up a GUUGLE-kind project in their home institution. This kind of training activities gave an opportunity to incoming TSUE staff to organize a staff meeting within their department and faculty where they shared their experience, transmitted their gained knowledge and ideas to other staff by introducing the modern methods and techniques to the teaching-learning process as well as encouraged other faculty members to apply in the future for this type of mobility.

Another good example is providing training courses/workshops by German professor for a group of Uzbek lecturers on Organizational Management and Strategic Management. Through these special training courses/workshops Uzbek lecturers not only acquired specific knowledge and skills on strategy development, strategy analysis, corporate culture, leadership, change management etc., but also got to know about the

European way of doing empirical research, scientific publication and academic writing. As a part of the Erasmus+ documents each participant had to write an experience report. They were sharing their experiences regarding the preparation and the implementation of their mobility. These reports are made available for other staff members of each institution via the respective homepages.

The progressive and innovative ideas that were gained during the staff mobility of TSUE's participants were introduced as well as disseminated among the academic sphere through successful implementation of those ideas. This will be realized in the form of publishing journal articles and presenting conference papers, for instance, on trends and topics directed to business and administration.

Through the meetings with representatives of other Uzbek universities the activities and results of the project were also spread. At the same time it generated an interest with the other universities to cooperate with HSBHV so that the network of partners expanded through this project.

6. Conclusion and follow-up activities

In conclusion, that is to say that this staff mobility project was very much effective and efficient for both participating institutions whose contribution to the project are considered highly positive. Especially, for Tashkent State University of Economics, which brought to the project much experiences and competencies, including enhancement of staff's foreign languages competence; raising of staff's awareness and understanding of German culture and country; use of new learning practices and teaching methods; mutual sharing knowledge and skills in the spheres of Organizational Management, Strategic Management, Business Management, Change Management; creating and applying innovations in academic teaching and learning; extending professional network and building up new international contacts; improving competences in the use of ICT tools; increasing capacities, attractiveness and international dimension of the TSUE.

The mobilities for teaching and training activities were recognized by appropriate sending institution in way of part of participants' yearly work plan, inclusion in their annual performance assessment and/or informal recognition by the management. All the participants felt satisfied with this level of recognition as well as very much satisfied with this mobility experience in general. Moreover, all the staff mobilities carried out for teaching and training were positively appreciated by sending/receiving institutions and very much actively encouraged by these institutions as part of their strategy for internationalization.

As follow-up activities the institutions of HSBHV and TSUE have agreed to arrange new mobility activities for their academic and administrative staff for teaching and training. Thus, there was developed and submitted a new mobility project titled "Academic and Administrative Staff Mobility for Strengthening the Institutional Development and Deepening the Internationalization between HSBHV and TSUE" which further was selected for funding by the Erasmus+ Programme for 2017-2019. This mobility project was initiated from the ability to conceive the new project in line with the needs of institutions and provides for extension of mobility activities not only to teaching staff but also to administrative staff for the purpose to strengthen the institutional development and deepen the internationalization processes between HSBHV and TSUE. Gained experience on implementation of the previous project will be used for the planned new mobility project.

According to the new project it is planned to exchange 5 academic staff from TSUE and 3 academic staff from HSBHV. Up to date, a mobility to TSUE was arranged

for one German staff in April 2018 who carried out training activity and shared experience on strategic planning and quality control in higher education. Besides, in May 2018 another mobility to HSBHV was arranged for 3 Uzbek staff, one of whom carried out teaching activities and read lectures to German students, and two of them carried out training activities in the subject area of Business and Administration.

We do believe that the new Erasmus+ mobility project currently being implemented between HSBHV and TSUE would help their academic and administrative staff, first of all, develop abroad their qualifications, obtain international experience and transfer internationally recognized know-how to each other, secondly, become a better individual and a more professional in the subject area of Business and Administration.

PERSONAL NAMES SPELL-CHECKING - A STUDY RELATED TO UZBEK

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***Abstract.** In the paper we describe the development process of the dictionary of Uzbek names and surnames. The dictionary is created to support the identification of personal names in Uzbek texts, and to aid the spell-checking of texts written in Uzbek. Apart from discussing the development process, we also evaluate the dictionary by performing a set of experiments. We verify whether the information collected in the dictionary can be successfully use to find and, if needed, correct the misspelled names and surnames.*

1. Introduction

In today’s world, we are surrounded by information coming from many different sources. These sources include verbal and non-verbal communications, as well as various textual forms. Take short messages, emails, twits or newspapers as some of the many text-based communication examples. What is more, we are both the recipients, and the producers of these pieces of information, a big part of which is generated through social media. However, even in the shortest messages we produce, we are prone to making spelling, punctuation or grammar mistakes. Some of them can seem unimportant. But when it comes to writing someone’s name incorrectly, the matter becomes much more serious. The motivation behind our current research stems from the need for new spell-checking methods and tools. In particular, we search for the tools that can also support languages with fewer number of linguistic resources, such as the Uzbek language. Uzbek belongs to the family of Turkic languages. It is written using Latin and Cyrillic scripts, which in itself poses problems during transliteration as stated in (Fierman, 1992). The

literature studies of Uzbek are mainly related to machine translation (Sayfullaev, 2016) or corpora alignment tasks (Li et al., 2016). Although many existing text editors support spellchecking, none of them supports Uzbek. As the response to this problem, we present a dictionary of names and surnames used in Uzbek. The dictionary has been developed manually based on (Bekmurodov, 2013; Begmatov, 2016). We present the process of the development of this dictionary, pointing out some of the features that are typical to Uzbek language. We also discuss some statistics describing dictionary's size and content. Finally, to show that the dictionary can support spell-checking we perform a set of experiments. In these experiments, we evaluate whether the dictionary can aid the tasks of personal names identification and correction. The paper is divided into 5 sections. In Section 2. we review the literature related to spell-checking methods and tools. In Section 3. we describe the development process of the dictionary and some statistics about it. In Section 4., we present the results of conducted experiments. Section 5. contains conclusions and future research perspectives.

2. Related Works

There are two types of spelling mistakes: non-word mistakes (Pirinen and Linden, 2014) and real-word mistakes (Choudhury et al., 2016). The non-word mistakes are the errors, when a word does not belong to the language. The real-word mistakes are those in which a word belongs to the language, but is not properly used in the given context.

There are various methods for error detection and error correction, for both types of errors. Among the methods for error detection of non-word errors one can find dictionary lookup methods and N-gram based methods (Gupta and Mathur, 2012; Singh et al., 2016). Statistical and machine learning methods, N-gram based algorithms and noisy channel models have been used for real-word spellchecking (Choudhury et al., 2016). The error correction methods include methods based on the edit distance or language grammar rules (Singh et al., 2016).

Due to space constraints we have to refer the reader to (Choudhury et al., 2016; Gupta and Mathur, 2012) and their references for further reading on the existing spellchecking methods.

Our current research is closely related to the non-word error detection by means of dictionary lookup. In particular, we focus on the detection and correction of errors related to Uzbek names and surnames.

3. Dictionary Development

To facilitate the spell-checking of Uzbek texts we decided to build a complete dictionary of names and surnames that are used in Uzbekistan and hence can appear in texts written in Uzbek. Currently, the dictionary is available as a spreadsheet, although porting it to some Relational Database Management System is possible without much additional effort.

The development of the dictionary has been divided into the following stages:

- ✓ development of the part related to names
- ✓ development of the part related to surnames
- ✓ development of the part related to both names and surnames.

3.1. Development of the name part

The development process regarding the part of the dictionary related to names, has been divided into the following steps:

1. The dictionary was filled in with the names that are listed as being currently used in Uzbekistan. The list of used names was obtained from (Begmatov, 2016). The list contained over 15 000 names.
2. The list of names was supplemented by the names produced according to the following rules:
 - (a) Uzbek names consist of the base part, followed by an additional suffix. Therefore, for each name from the initial list we created “an extended version”, which consisted of the name followed by one of the predefined suffixes.
 - (b) Uzbek names can be also formed by preceding the base part of the name with an additional pre- fix. Following this rule, the previously created set of names was complemented with the names formed by prefixing. However, rules 2a and 2b are mutually exclusive. As a consequence, we had to remove from the list of the names formed according to rule 2a, those names that are subject to rule 2b.
 - (c) Finally, if the base part of the name already contains a particular suffix then the additional suffix cannot be added. Therefore, from the list of names produced in the previous steps we had to remove the names violating this rule.

By following the above rules, the number of names became greater than 35 000. The suffixes and prefixes used in the process of extending the initial set of names are gathered in Tab. 1 and 2.

| Name-forming suffixes |
|--|
| ali, bakir, begim, bek, beka, berdi, bergan, bibi, bonu, boy, gul, g‘ozi, hoji, jahon, jamol, jon, mirza, oy, poshsha, qul, sher, sho, shoh, to‘ra, xo‘ja, xon |

Table 1: Suffixes used in rule 2a to form the Uzbek names

To give the reader some better understanding of how the words shown in Tab. 1 and 2 were used with the rules 2a-2c let us consider the following examples:

Example 1 Let the base name be Jasur. This name is subject to the suffixing rule (i.e. rule 2a). Hence, we can create the following names out of this base name:

Jasurbek, Jasurjon, Jasurxon.

Example 2 Let the base name be Zohid. This name in turn is subject to the prefixing rule (i.e. rule 2b). So, we can create the following names out of this base name: Abduzohid, Mirzohid.

Example 3 Let the base name be Otabek. This name is subject to the last rule (i.e. rule 2c), since it already contains the suffix bek. Therefore, this base name can neither form additional names by prefixing nor by suffixing.

3.2. Development of the surname part

We extended the dictionary described in the previous subsection by adding the information on the surnames that can appear in Uzbek texts. To this aim we have observed the following rules:

1. In the former Soviet Socialist Republic (SSR) surnames were formed by adding certain suffixes, such as: *-ev*, *-yev*, *-ov*, *-v*, to the names of the grandfathers. However, by analogy to rule 2c, this rule could be applied only to surnames, which did not already have such an ending.
2. To distinguish between surnames of men and women, an additional suffix *-a* should be added to form a female surname.

| Name-forming prefixes |
|---|
| abdu, abu, ali, amir, anna, aziz, baxt, bayram, bek, berdi, besh, bibi, bobo, bo‘l, bolta, bo‘ron, boy, chaqqon, chin, davlat, dil, din, do‘st, dur, egam, eshon, eson, fayzi, fozil, g‘affor, g‘ani, g‘iyos, g‘ozi, g‘ulom, habib, hakim, hamid, hayit, hazrat, hoji, ibni, imom, iris, iso, jahon, jon, jo‘ra, kumush, mehmon, mir, mirza, muhammad, mulla, murod, muso, nabi, nafas, nazar, niyoz, nor, nur, ochil, omon, oq, oraz, o‘rin, o‘roz, ortiq, oxun, ozod, polvon, qilich, qodir, qora, qori, qo‘sh, qo‘zi, qul, qurbom, qutli, rahim, rahmon, rajab, rasul, ro‘zi, safar, sahad, said, salom, sari, sayid, soat, sohib, sulton, temir, tilla, to‘g‘ay, toji, to‘ra, tosh, to‘xta, to‘y, turdi, tursun, tuvoq, ubay, ulug, umar, umr, usmon, usta, uzoq, vali, xalil, xayri, xidir, xo‘ja, xol, xon, xudoy, yaxshi, yazdon, yo‘l, yor, yoz, yusuf, zamon, zay, zikr, ziyo, zohid, zokir, zul |

Table 2: Prefixes used in rule 2b to form the Uzbek names

By applying the two rules described above we have inserted over 46 000 surnames to the dictionary.

Let us note, that the choice of an ending for a particular base surname is governed by a set of simple rules, which are summarized in Tab. 3. These rules state that, if the surname ends with one of the letters listed in the second column of Tab. 3, then we should add the suffix given in the first column. Note however, that letter *f* is marked with an asterisk (*). This is to show that if the surname ends with *f*, then we need to replace this letter with the suffix *-pov*, instead of just appending the suffix.

| Suffix | Suffix Last letter of the surname |
|--------|---|
| -ev | h, y |
| -ov | b, d, g, g‘, j, k, l, m, n, p, r, q, s, t, x, z |
| -pov | f* |
| -yev | a, e, i, o‘, u |
| -v | O |

Table 3: Surname forming rules

Let us now provide a few examples showing how the aforementioned rules were applied in practice (for more examples see (Lawson et al., 1969)).

Example 4. Let the base part of the surname (i.e. grandfather’s name) be *Isroilov*. Then by rule 1 the new male surname is *Isroilov* (see the second row in Tab. 3). By rule 2 the female surname becomes *Isroilova*.

Example 5. Let the base part of the surname be *Orif*. Then taking into account the exceptional case shown in the third row of Tab. 3, the male surname is *Oripov*, while the female surname is *Oripova*.

Example 6. Let the base part of the surname be *Bektilov*. Since it already ends with suffix *-ov*, only the female surname *Bektilova* will be created.

3.3. Development of the combined part

At the final stage we followed the Uzbek grammar rules, which say that inflected names and surnames acquire additional suffixes. As the result, the size of the dictionary grew up to over 106 names and surnames.

The summary of suffixes that may be combined with the names and surnames is shown in Tab. 4. In case of suffixes *-ng* and *-ngiz*, depending on the name or surname to which the suffix is applied, it is sometimes necessary to prepend the suffix with letter *i* (see Examples 7 and 8).

| Suffix | Suffix Last letter of the surname |
|----------|--|
| names | <i>-da, -dan, -dek, -ga, -gacha, -ng/-ing, -ngiz/-ingiz, -ni, -niki, -ning, -siz</i> |
| surnames | <i>-da, -dan, -dek, -ga, -gacha, -lar, -ni, -niki, -ning, -siz</i> |

Table 4: Inflection-related suffixes for names and surnames

Example 7. Let us consider the name *Asror*. Since it is a name, then the following inflected forms are all valid, and thus can appear in Uzbek texts: *Asrorda, Asrordan, Asrordek, Asrorga, Asrorgacha, Asroring, Asroringiz, Asrorni, Asrorniki, Asrorning, and Asrorsiz*.

Example 8. Let us consider the name *Anora*. The following inflected forms are valid forms for this name: *Anorada, Anoradan, Anoradek, Anoraga, Anoragacha, Anorang, Anorangiz, Anorani, Anoraniki, Anoraning, and Anorasiz*. Note that the suffixes *-ng* and *-ngiz* were used here, instead of *-ing* and *-ingiz*.

Example 9. Let us then consider the surname *Aliyev*. Then the following inflected forms are allowed: *Aliyevda, Aliyevdan, Aliyevdek, Aliyevga, Aliyevgacha, Aliyevlar, Aliyevni, Aliyevniki, Aliyevning, and Aliyevsiz*.

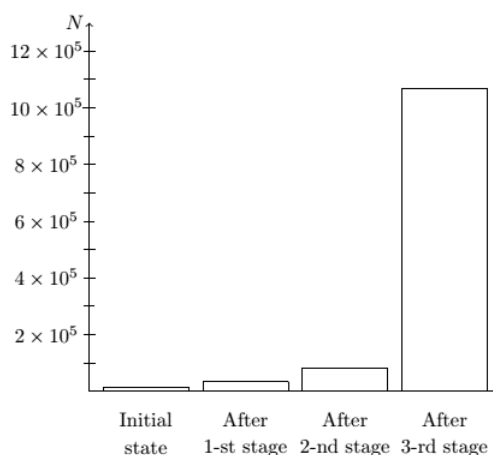


Figure 1: Size expansion of the dictionary of Uzbek names and surnames (N denotes number of entries)

To sum up, in Fig. 1 we show how the three stages contributed to the expansion of the dictionary. We have also analyzed the distribution of male names, female names and surnames among the letters of Uzbek alphabet. This way we have gained some insight into the most popular names and surnames. The Uzbek alphabet consists of 24 letters of the Latin alphabet (excluding letters *C* and *W*), and 4 additional symbols: *O'*, *G'*, *Sh* and *Ch*. The distributions of male names, female names and surnames among all 28 symbols of the alphabet are shown as histograms in Fig. 2, 3 and 4, respectively. The histograms do not include the inflected forms.

From the analysis of the histograms it follows that most names and surnames start with letter *M*. In particular, it is the initial letter of 15% of names and surnames. On the other end we find letter *L*, which appears in less than 1% of names, as well as letters *U*, *V*, *O'*, *G'* and *Ch*, which are the initial letters of around 1% of names and surnames.

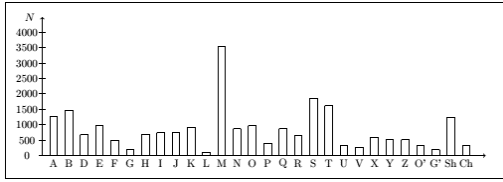


Figure 2: Male names distribution among the letters of Uzbek alphabet (N denotes number of entries)

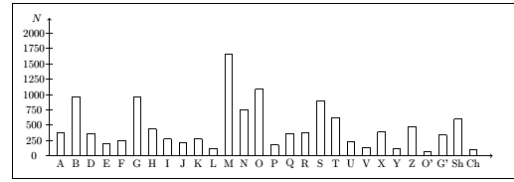


Figure 3: Female names distribution among the letters of Uzbek alphabet (N denotes number of entries)

Let us also observe that the more male names we have for a particular initial letters, the more surnames we have for this letter as well. This follows directly from the way the surnames are generated (see Sect. 3.2.). However, when we take into account the combined number of male and female names starting with some letter, then the above statement no longer holds.

4. Experiments

We conducted the experiments using a simple program written in Java, which allowed to load the dictionary into memory, parse input text files and identify the correctly and incorrectly spelled names and surnames. The dictionary loading process has been realized using Apache POI library version 3.16 (The Apache Software Foundation, 2017). Due to memory constraints we had to divide the dictionary into two separate spreadsheets, containing names and surnames. It took around 57 seconds to load the names part and approximately 63 seconds to load the surnames part.

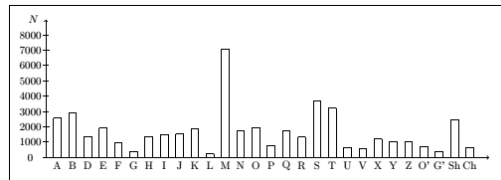


Figure 4: Surnames distribution among the letters of Uzbek alphabet (N denotes number of entries)

The parsed text files contained short stories in Uzbek. We found the stories in (To‘rayev and Pakhunov, 2016). For the purpose of the experimental evaluation we used five short stories: *Hur qiz* (Hello girl), “*Zingerli boy*” (Rich with Zinger), *O‘tmishdan ertaklar* (Fairy tales), *Hasan bilan Husan* (Hasan and Husan) and *Qushcha* (Bird).

Based on the original texts, we generated five modified versions for each text. In some words, we changed the initial letter into uppercase one (with the probability 0.33). We also made some of the words lowercase (again with the probability 0.33). This way we have obtained 30 test files. In the sequel we will refer to the groups of input files resulting from each story by S_1, S_2, \dots, S_5 .

For each of the input files we have determined the total number of words N , the total number of unique words N' , the total number of words starting with a capital letter M and the total number of unique words starting with a capital letter M' . The average values and standard deviations for the four parameters, computed separately for each input set are gathered in Tab. 5.

| Statistic | S_1 | S_2 | S_3 | S_4 | S_5 |
|---------------|-------|-------|-------|-------|-------|
| avg. N | 1966 | 1009 | 448 | 410 | 533 |
| st. dev. N | 0 | 0 | 0 | 0 | 0 |
| avg. N' | 1343 | 761 | 384 | 270 | 400 |
| st. dev. N' | 46 | 25 | 9 | 11 | 9 |
| avg. M | 664 | 337 | 151 | 146 | 167 |
| st. dev. M | 182 | 94 | 45 | 32 | 46 |
| avg. M' | 474 | 263 | 134 | 97 | 138 |
| st. dev. M' | 145 | 81 | 41 | 29 | 43 |

Table 5: Word statistics for the input sets (avg. – average value, st. dev. – standard deviation)

The identification of properly and improperly spelled names and surnames consisted in comparing the words starting with an uppercase letter to the dictionary contents, and comparing the words starting with a lowercase letter to the dictionary contents. We performed the second step to detect potentially misspelled names and/or surnames.

The summary of the experimental results is shown in Fig. 5. The figure contains the information on the number of properly identified names and surnames (true positives, TP), the number of words improperly identified as names or surnames (false positives, FP) and the number of corrected words. On the X axis of each subplot, label S_{ij} corresponds to the j -th member of the i -th set of texts, where $i = 1, 2, \dots, 5$ and $j = 0, 1, \dots, 5$. The S_{i0} , for $i = 1, 2, \dots, 5$, corresponds to the original story in each set. Hence there are no corrected words for these elements.

From the results shown in Fig. 5 it follows that using the dictionary we were able to correct all misspelled words in all cases. On the other hand, it is also worth noticing that we were also suggested to correct some properly spelled words due to their polysemy (see the black bars in Fig. 5). Therefore, we conclude that the results of the comparison with the dictionary contents should always be verified by the user. Otherwise, apart from correcting the misspelled words, we can also introduce some new errors into our texts.

5. Conclusions

In the paper we have discussed the development process of the dictionary of Uzbek names and surnames. The dictionary has been developed as a spreadsheet. The data included in the dictionary covers the names currently used in Uzbekistan, involving also the names resulting from inflection.

The dictionary has been evaluated by a set of experiments. We have verified whether the information contained in the dictionary can be used to identify the names and surnames appearing in Uzbek texts. We have also checked whether the dictionary can support the task of spell-checking of the texts written in Uzbek, with respect to personal names. The experiments have shown that the dictionary can successfully aid both tasks.

In the future we plan to perform the experiments on larger sets of texts obtained from different sources. We also intend to check whether applying measures of text similarity, such as the edit distance, can help to improve the spell-checking process even further.

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УСПЕХИ И ПРОБЛЕМЫ АДАПТАЦИИ БОГАТОГО ЗАРУБЕЖНОГО ОПЫТА ОБУЧЕНИЯ В ВУЗАХ УЗБЕКИСТАНА

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Ключевые слова: курсы обучения, проект, малый бизнес, предприниматели, предпринимательская деятельность, система обучения.

Abstract. Financing and support of higher education system of Uzbekistan through joint projects by the countries of the EU has a significant role in development. However, there are also problems in the adaptation of assistance, which must be eliminated.

На сегодняшний день в Узбекистане уделяется огромное значение содействию и поддержке деятельности предприятий малого бизнеса (МБ) и предпринимательства, как одному из основных приоритетных направлений развития экономики. Они в своей деятельности сталкиваются со многими проблемами рыночной экономики, одним из наиболее значимых которых является недостаточный уровень знаний руководителей, сотрудников и работников. Учитывая то, что в республике отсутствуют приемлемые краткосрочные курсы обучения ориентированные на высшее образование, Европейская Комиссия одобрила в 2000 году финансирование совместного европейского проекта «МАТАДОР-2000». Данный проект был направлен на поддержку реформ в предпринимательской сфере, а также проектов и программ по созданию эффективной системы обучения кадров для малого бизнеса и предпринимательства. В основе проекте было запланировано организация курсов обучения предпринимателей, менеджеров и персонал предприятий МБ через государственную систему высшего и средне -специального образования. В проект были включены в качестве партнёров Хёрнингский бизнес-колледж (Дания), Датская ассоциация предпринимателей, университет г. Болонья (Италия), Ташкентский государственный экономический университет и Республиканская Школа Бизнеса. Важной целью проекта было также развитие и установление тесных связей между предприятиями сферы МБ и образовательной системой. Программа проекта основывалась на популярной датской специализированной бизнес дипломированной программе обучения «Merconom», состоящая из тренинговых модулей, в основном направленная на организацию и осуществление курсов обучения для предпринимателей. На первом этапе были сформированы курсы обучения из модулей программы «Merconom», который нацелен на предоставление общего объёма знаний по маркетингу, бухгалтерии, менеджменту и т. д. Второй этап в стратегическом плане был нацелен на отдельные сектора промышленности, в которых будет значительные потребности в человеческих ресурсах с точки зрения предпринимательства. Этими секторами могли быть сельское хозяйство, текстильная промышленность и сфера услуг. Программа «Merconom» многоступенчата, многовариантна, позволяет прерывать и возобновлять обучение на любом этапе, а также широкий охват желающих учиться, причём начальный уровень знаний может варьироваться - от неполного среднего до лица, колледжа. Поэтому данная программа очень популярна в Дании и 2/3 взрослого населения обучается по этой программе. Именно подобная программа была востребована в Узбекистане и её намеревались адаптировать в республике.

Именно такие же цели преследовал другой проект европейской программы Темпус «SEASCAPE» «Система поддержки предпринимательской деятельности в высшем образовании», отобранный Европейской Комиссией в 2005 году. В проект были включены в качестве партнёров - университет Саарланда (Германия), университет (Аликанте), Санкт-Петербургский электротехнический университет (Россия), Ошский государственный университет (Киргизия), Ташкентский финансовый институт, Андижанский инженерно-экономический институт, Андижанский сельскохозяйственный институт (РУз) и др. Основной целью проекта было стимулирование структурных реформ в системе высшего образования, ее адаптация к условиям новой рыночной экономики путем обеспечения устойчивой поддержки сотрудничества между университетами и их бизнес средой. Основными целевыми группами данного проекта являлись выпускники и преподаватели ВУЗов, а также все другие предприниматели,

желающие начать свое дело, но не имеющие для этого достаточных теоретических и практических навыков и опыта. С целью ознакомления опытом реформирования системы образования и ее приближения к модели «предпринимательского университета» был организован ряд обучающих визитов для представителей участвующих институтов и организаций. В ходе визитов в Саарленд и Аликанте преподаватели ознакомились с опытом работы действующих Офисов по поддержке предпринимательской деятельности и созданных ими фирм. В рамках реализации данного проекта в г. Ташкенте и г. Андижане были созданы офисы поддержки предпринимательской деятельности, основанные на изучении и сравнении различных практик в сфере поддержки предпринимательской деятельности в высшем образовании и передачи технологий, адаптированные их к местным условиям. Офисы предоставляют клиентам такие услуги как:

- консультации по инновационной деятельности (финансовые и правовые основы для запуска собственного бизнеса);
- помощь в налаживании контактов с административными структурами;
- предоставление консультационных услуг на выгодных условиях в течение начальной фазы существования МБ и предпринимательства;
- поощрение интеллектуальной деятельности, а также консультации по исследовательской работе;
- налаживание контактов МБ и предпринимательства с потенциальными зарубежными клиентами.

Несмотря на большую проделанную работу и усилия, не всё по проектам осуществляется, как было запланировано и не в полном объёме осваивается в силу местных особенностей и возникающих проблем. В данном случае необходимо принять во внимание разную культуру, веру и многое другое. Тем не менее, искренняя надежда и добрая воля наших европейских партнёров позволяли надеяться на весомые конечные результаты в будущем.

Рассмотрев результаты двух аналогичных проектов, направленных на поддержку малого бизнеса и предпринимательства через систему высшего образования можно сделать некоторые выводы:

1) программы европейской помощи через европейские проекты, позволяют перенимать передовой опыт, современные технологии, а также наладить тесные контакты с ведущими европейскими ВУЗами;

2) некоторые программы по европейским проектам остаются незавершёнными и недоведёнными до логического завершения и получения намеченных результатов;

3) нет тесного взаимодействия и учёта результатов аналогичных проектов одного профиля;

4) отсутствует качественный мониторинг результата проектов;

5) необходимо реформирование акцентов и тщательная корректировка перенимаемого опыта с учётом местных особенностей, уровня подготовленности и др.

Использование сотрудничества и богатого опыта зарубежных ВУЗов, позволит ВУЗам республики адаптировать и внедрить передовые и инновационные подходы обучения в системе высшего образования, что может дать дополнительный импульс для подготовки более квалифицированных специалистов в республике. Кроме того, данный опыт позволит наладить устойчивые связи и поддержку сотрудничества между ВУЗами и бизнес средой.

ИТАЛЬЯНСКИЙ СТИЛЬ РЕШЕНИЯ ВОПРОСОВ ЗДРАВООХРАНЕНИЯ

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Ключевые слова: система здравоохранения, ВОП

Аннотация: According to the World Health Organization, Italy is one of the five countries in the world for the effectiveness of medical care, life expectancy (83 years) and financing of the medical industry per capita (about 3 thousand dollars).

Я, ассистент кафедры «Факультетских внутренних болезней, ВПТ, госпитальных внутренних болезней, ПЗ и ПВБ» Ташкентского педиатрического медицинского института, проходил 3-х месячную стажировку в больнице Санта Киары в городе Пиза, Италии по программе Erasmus + International Credit mobility под руководством профессора Фердинандо Франзони, в отделениях Клинической и экспериментальной медицины, Кардиологии, Амбулаторном отделении.

За время пребывания в Пизанском Университете по программе Erasmus + Credit mobility, которая послужила хорошей школой для молодого специалиста-кардиолога, мне удалось понять некоторые проблемные аспекты, которые возникают у специалистов моего профиля и не только, в нашей стране. Учитывая, ту ответственность, которая возложена на врачей и те ошибки, которые возникают в сфере здравоохранения, которая является относительно молодой по сравнению с системой здравоохранения Италии, которая показала свою эффективность в мире, я думаю возможным перенять опыт этой страны для решения имеющихся проблем.

Во-первых, система итальянского здравоохранения, конкретно для терапевтических специалистов не предполагает отдельного навыка для лечебников и диагностов. Что это значит, специалист, в моем случае Кардиолог, который прошел квалификацию-интернатуру по кардиологии сроком 4-х лет (для сравнения в Узбекистане ординатура по Кардиологии составляет 2 года, магистратура 3 года), без лишних проблем и сертификаций овладевает навыками по необходимым диагностическим методам, т.е. ЭхоКГ, Ангиография, УЗИ сосудов (не только сердца), ВЭМ и другие. Что и дает ему право, будучи врачом кардиологом-терапевтом, выполнять все необходимые диагностические процедуры у пациентов обратившихся за медицинской помощью. Эта система отличается от нашей, т.к. для оказания услуг в сфере диагностики, тот же специалист кардиолог должен пройти платные курсы овладения методами диагностики за свой счет с отрывом от рабочего времени. Учитывая, что при прохождении обучения в ординатуре и магистратуре в нашей стране, основы диагностических методов и их интерпретация входит в часы обучения и то, что в приложении к диплому имеется информация, о том что мы умеем делать тот же УЗИ сердца, я считаю абсурдным требовать от врачей в нашей стране сертификат овладения методами диагностики.

Во-вторых, помимо того, что вся система здравоохранения Италии является бесплатной, я был удивлен инициативе государства во внедрении обязательного бесплатного профилактического осмотра подростков в отделениях Спортивной медицины, который помимо Италии не практикуется ни в одном из стран мира. Это предполагает раннюю диагностику многих заболеваний и профилактику других, что способствует оздоровлению молодежи с агитацией ведения здорового образа жизни. Можно было бы сравнить прохождения медицинского осмотра в нашей стране у призывников, но учитывая тот факт, что призывники это охват всего лишь мужской части населения, такое сравнение не подойдет.

В-третьих, в Итальянской системе здравоохранения для того чтобы получить диплом ВОП врача, после бакалавра проходят интернатуру сроком 5 лет, что является на мой взгляд очень важным. Учитывая, что, основная нагрузка работы с населением падает на специалистов амбулаторной медицины, которая требует от врача навыков и опыта из-за отсутствия определенной специфики работы, как например, у того же кардиолога который проходит интернатуру 4 года, абдоминального хирурга – 5лет, либо педиатра - 4 года. Для сравнения в нашей стране ВОП врачами становятся сразу после окончания бакалавра, что, на мой взгляд, является нецелесообразной, т.к. чтобы стать кардиологом, хирургом либо педиатром нужно пройти 2-х годичную ординатуру. Естественно возникает вопрос, почему же у нас не уделяется внимание для подготовки ВОП врачей? Есть ли специальная программа подготовки ВОП врачей в нашей стране? Ответ к сожалению звучит – нет. Возможно из-за неподготовленности специалистов первичного звена, которые первыми сталкиваются с проблемами здоровья населения, в силу своей неподготовленности допускают много ошибок, и как следствие возникают проблемы с ранней выявляемостью, профилактикой и ростом заболеваний среди населения.

Исходя из своего краткосрочного, но плодотворного опыта пребывания в больнице Санта Киары, Пизанского Университета, некоторые полезные аспекты сферы здравоохранения Италии по решению имеющихся проблем можно было бы предложить для заполнения пробелов возникающих в нашей системе здравоохранения.

В частности:

1. Обучать специалистов терапевтического профиля методике самостоятельного проведения инструментальных исследований (УЗИ органов и сосудов, Ангиография) во время их обучения в ординатуре и магистратуре с дачей соответствующей лицензии либо сертификата для возможности заниматься в лечебной практике, вместо имеющейся в нашей стране необходимости за свой счет с отрывом от работы обучаться в ТашиУВ.

2. Внедрить в практику профилактический осмотр подростков на базе районных ЛПУ для лучшего выявления и профилактики заболеваний.

3. Разработать программу для ВОП врачей, чтобы молодые специалисты сразу после окончания бакалавра, не имеющие опыта, могли иметь возможность ознакомления со спецификой своей работы, также как и другие узкие специалисты, которые обучаются в ординатуре или магистратуре.

**ERASMUS+ КРЕДИТ САФАРБАРЛИГИ ВА УНИНГ ҚАРШИ
МУҲАНДИСЛИК-ИҚТИСОДИЁТ ИНСТИТУТИ ТАЪЛИМ
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Грециянинг Крит Технология ва таълим институти 2018-2021 йиллар

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***Keywords:** Erasmus+, capacity building, credit mobility, fostering cooperation, process, best practices, research results, knowledge sharing, design, implementation into practice, need analysis, higher education, foreign partners, program countries, bilateral agreement, information week, kick off meetings.*

***Abstract:** This article clearly describes ongoing Erasmus+ projects on the sample of Karshi engineering-economics institute. Project results and their implementation into practice have been broadly analyzed with statistical data.*

Қарши муҳандислик-иқтисодиёт институтида хорижий университетлар ва илмий марказлар билан тажриба алмашиш, олий таълимнинг турли соҳалари бўйича ўзаро манфаатли ҳамкорликни йўлга қўйиш, иқтидорли ёш педагогларни аниқлаш, уларнинг қобилияти, ижодий салоҳиятларини ривожлантириш, касб малакасини юксалтириш, ривожланган хорижий давлатларнинг етук ўқув юртларида ва марказларида тажриба орттиришига кўмаклашиш, хорижда малака ошираётган ва тажриба орттираётган профессор-ўқитувчилар ва талабаларнинг таълим олиш жараёни, шунингдек, ўқишдан кейинги меҳнат фаолияти мониторингини олиб бориш, уларнинг илмий-педагогик салоҳиятидан самарали фойдаланишга кўмаклашишга алоҳида эътибор бериб келинмоқда.

Шу мақсадда хорижий ҳамкор олий ўқув юртлари илғор тажрибаларини таҳлил қилиш, ҳамкорлар билан Европа Иттифоқи дастурлари доирасидаги лойиҳалар натижаларини амалиётга жорий қилиш, жаҳон таълим соҳасида рўй бераётган ўзгаришлар ва янгиликлар жараёни бўйича ахборотлар алмашиб бориш, университетлар раҳбар ходимлари ва профессор-ўқитувчилари, катта илмий ходим-изланувчилар ва мустақил тадқиқотчиларининг хорижий таълим ва илмий муассасаларига сафарлари давомида ўрганиб келган илғор тажрибаларининг амалиётга тадбиқ қилиниши бу борада олиб борилаётган ишларни жадаллаштирмоқда. Хорижий ҳамкор университетлар билан янги лойиҳалар, илмий изланишларда профессор-ўқитувчилар малакаларини ошириш, институт ўқув базаси ва ахборот ресурс марказларини ривожлантиришга алоҳида эътибор берилмоқда. Институтда Европа Иттифоқининг Эразмус+ дастури “Кредит сафарбарлиги” лойиҳасида 2014 йилдан бошлаб ҳамкорликда лойиҳаларда иштирок этиб келинмоқда. Шу вақт мобайнида Европа Иттифоқининг нуфузли олий таълим муассасалари билан жумладан Болгариянинг Янги София университети, Д.А.Ценов иқтисодиёт ва бизнес академияси, Руминиянинг (Stefan cel Mare University of Suceava) университети, Литванинг (Lithuanian Maritime

Academy) академияси, Грециянинг (Technological Educational Institute) институти, Испаниянинг (Universidad del País Vasco) университети, Италиянинг Ла-Аквилла университети, Латвиянинг Резекне технология академияси, Португалиянинг Браганса политехника институти, (ISEG) Лиссабон Иқтисодиёт олий мактаби ҳамда Томар политехника институтлари билан икки томонлама ҳамкорлик шартномалари мавжуд. Болгариянинг Д.А.Ценов иқтисодиёт ва бизнес академияси ҳамда Қарши муҳандислик-иқтисодиёт институтининг келишувига мувофиқ институтнинг хорижий тиллар кафедраси ассистенти Хамдамова Ситора Сафаровна 2017 йилнинг 3-11 октябрь кунлари 7 кунга мўлжалланган 12 соатлик маъруза дарсларини ўтиб келди ва кафедра, институт ректорат йиғилишларига янгича замонавий педагогик технологиялар асосида тақдимотлар қилди. Талабалар сафарбарлиги бўйича институтнинг “Иқтисодиёт” факультети Молия-463 гуруҳ иқтидорли талабаси Бегматов Жаҳонгир Холмамат ўғли мазкур академияда тўрт ойлик ўқув курси бўйича сафарбарликни амалга оширди ва диплом сертификат билан тақдирланди. Хорижий олий таълим муассасасига олган билим ва тажрибаси асосида битирув малакавий ишини инглиз тилида ёқлади. Эразмус+ “Кредит сафарбарлиги” лойиҳаси бўйича ўқув жараёнига жалб этилган хорижий профессор-ўқитувчилар бир нафарни ташкил этади. 2018 йилнинг 5-17 апрель кунлари Болгариянинг Д.А.Ценов иқтисодиёт ва бизнес академияси профессори и.ф.д Анелия Радулова Кирилова ташриф буюрди ва Иқтисодиёт ва молия йўналиши талабаларига маърузалар ўқиди ва 13 апрель куни ўтказилган “Иқтисодиётни ривожлантириш ва либераллаштириш шароитида кичик бизнес ва тадбиркорликни замонавий бошқарув тенденциялари” мавзусидаги республика илмий-амалий конференциясида хорижий мутахассис сифатида иштирок этди.

Грециянинг Крит Технология ва таълим институти ва Қарши муҳандислик-иқтисодиёт институтининг икки томонлама келишув шартномасига мувофиқ Халқаро алоқалар бўлими бошлиғи, Erasmus+ дастурининг институт бўйича координатори Эшев Алибек Сабинович ҳамда “Хорижий тиллар кафедраси” катта ўқитувчиси, Erasmus+ дастурининг институт бўйича эксперти Холиёров Бунёд Хусановичларни Европа Иттифоқининг Erasmus+ дастури “Кредит сафарбарлиги” лойиҳаси доирасида 2018 йилнинг 20-26 май кунлари Грециянинг Крит Технология ва таълим институтида бўлиб ўтган Erasmus+ дастурининг “Бугун билан яшаб, келажак учун орзу ва режалар қил” деб номланган Халқаро ўқув ва ходимлар тайёрлов-тренинг ҳафталигида иштирок этишди. Халқаро ҳафталик давомида 10 соатлик маъруза дарслари ўтилди ҳамда Европанинг кредит тизими бўйича семинар тренингда иштирок этиб сертификат билан тақдирланди. Бўлиб ўтган халқаро ҳафталикда иштирок этган давлатлар Греция, Германия, Бельгия, Финляндия, Португалия, Венгрия, Испания, Польша, Литва, Туркия, Румыния, Албания, Косова, Грузия, Армения, Молдова, Украина, Россия, Болгария келажакда ушбу давлат олий таълим муассасалари ва илмий тадқиқот институтлари билан ҳамкорлик шартномалари хорижий мутахассисларни жалб қилиш бўйича ўзаро келишиб олинди. Қарши муҳандислик-иқтисодиёт институти ҳамда Португалиянинг Браганса политехника институти ўртасида 09.12.2017 йилда тузилган ҳамкорлик шартномасига мувофиқ Erasmus+ дастури доирасида икки томонлама магистратура дипломи (*Double degree master programme*) лойиҳаси амалга оширилмоқда. Лойиҳада “Саноат иссиқлик энергетикаси” ва “Иқтисодиёт Менежмент” йўналишида таҳсил оладиган магистр талабалари иштирок этиши бўйича келишилди. Ушбу лойиҳа асосида институтнинг “Иқтисодиёт” йўналиши

биринчи босқич талабалари Бегматов Жахонгир Холмамат ўғли ҳамда Шодмонов Қобилжон Қахрамон ўғли номзодлари танлов асосида танлаб олинди ва 2018 йилнинг 17 сентябридан Браганса политехника институтида тахсил олишни бошлайдилар. Келажакда Европа Иттифоқининг Эразмус+ дастури “Кредит сафарбарлиги” лойиҳаси асосида институтда хорижий олий таълим муассасалари билан ҳамкорликда хорижий конференция ва семинар-тренинглار ўтказилиши бўйича таклифлар ишлаб чиқилмоқда.

ОБМЕН ОПЫТОМ - ГАРАНТИЯ КАЧЕСТВА СПЕЦИАЛИСТА

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Ключевые слова: обмен, философия, Бабуриды, востоковедение

Abstract: In this article the author notes that Erasmus+ Mobility Project between Leiden University and the Tashkent State Institute of Oriental Studies have played an important role not only in the exchange of experience, but also in the self-improvement of specialists.

Обмен опытом по специальности между различными исследовательскими центрами или университетами всегда повышает качественный уровень специалиста. Одна из таких программ по обмену поддерживается нашим институтом согласно Меморандуму с Erasmus+ mobility и с центром Центральноазиатского исследования Нидерландского университета Лейден.

Центральноазиатское исследование – это часть востоковедческой науки, где изучаются языки и исторические памятники стран Центральной Азии. Посещение центра науки, соответствующее нашей специальности, во многом обогащает знания, опыт и кругозор в области востоковедения.

История, литература и философская наука народов Востока эпохи средних веков находились в непосредственной связи друг с другом. В очень многих сферах науки есть источники, доказывающие эти связи, влияния и взаимовлияния. Стоит вспомнить одного Бабура, выходца из Средней Азии, создателя великой империи на территории Индии в эпоху средних веков. Его наследие сегодня служит незаменимым источником по истории, философии, литературе, этнографии, природоведению и по другим наукам. По этой причине эпоха Бабура интересует многих ученых-исследователей Центральной Азии и всего мира.

Поездка в университет Лейден согласно программе Erasmus+ mobility дала мне возможность пообщаться с молодыми учёными-исследователями, обменяться мнениями по эпохе Бабуридов, предоставить им информацию о том, что именно дала империя Бабуридов для Индии и для Средней Азии, в чем проявилось их

взаимовлияние, какие источники служили доказательством этому. Данный период действительно является самым плодотворным области связи Индии с Центральной Азией. Это можно увидеть и в торговле, и в дипломатии, и в литературе, где персидский язык был языком литературы в обоих континентах. Происходило влияние творчества Навои на творчество Бабура и на многих других поэтов средневековой Индии. Высокую оценку этих связей можно прочесть в книгах воспоминаний многих путешественников из Франции, Китая и других стран.

Следует отметить, что особое внимание в университете Лейден уделяется чтению рукописного материала с целью глубокого изучения исследуемого вопроса. Посещение занятий по лингвистике показало, что грамматические правила староузбекского языка, а именно чигатайского стиля, закрепляются ими через чтение и перевод отрывков из «Бабурнаме», что действительно повышает уровень знаний исследователя как в области языка, так и в понимании самого источника. Методика преподавания и обучения в университете, в основном, классическая, не уделяется особого внимания на новые педтехнологии или интерактивные методы обучения, так как классические тексты, и вообще фундаментальная наука не позволяет применения игровых методов обучения, чему уделяется большое внимание в наших вузах.

Очень актуально привлечение к образовательному процессу в изучении иностранного языка носителя языка. Применение ими курсов онлайн для самопроверки, т.е. проверка лексического запаса, проверка навыков понимания текста на изучаемом языке, проверка усвоения грамматического материала, проверка произношения и других.

Университет Лейден обладает богатым библиотечным фондом. Существует специальные коды для пользователей, которые дают доступ к фонду библиотеки. Иностранцам предоставляется годичный срок, для пользования фондом библиотеки из любой точки мира. Библиотека имеет богатый рукописный фонд, куда можно зайти только с точной информацией о рукописи, с которым хотите познакомиться. В библиотеке есть книги на разных языках, в основном, конечно на английском, голландском, также на немецком, русском, персидском, арабском и на других восточных языках.

Одним словом, поездка в университет Лейден послужила обогащению моих знаний и понятий не только по центральноазиатским исследованиям, но и по своей теме исследования эпохи Бабуридов и «Бабурнаме», так как на нашей кафедре также изучается памятник «Бабурнама», как источник по изучению Индии, влияние языка хинди на лексику Бабура, которая отразилась в тексте «Бабурнама». Также прибытие специалистов из Лейдена в наш институт и чтение ими лекций по Амиру Тимуру, по классической персидской литературе, по арабской литературе создало атмосферу очень интересного обмена мнениями специалистов-нидерландов с нашими востоковедами, что особенно было полезно для наших молодых ученых-исследователей.

Данная программа обмена специалистами должна быть постоянной и хотелось бы увеличить срок данной поездки, чтобы иметь достаточное количество времени для работы в богатом фонде библиотеки университета Лейден и иметь больше возможностей посетить занятия как по лингвистике, так и по истории, а также занятия по другим предметам и выделить время для общения с крупными учеными университета, что даст возможность специалисту подняться на более высокий уровень, как в области своей специальности, так в области практических знаний английского языка и языка науки и общения.

ПРОГРАММА ERASMUS+ КАК ВОЗМОЖНОСТЬ РАЗВИТИЯ ЧЕЛОВЕЧЕСКОГО ПОТЕНЦИАЛА В УЗБЕКИСТАНЕ

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Ключевые слова: Erasmus+, безработица, вакансии, демография

Аннотация: In this article is considered opportunities which the program Erasmus + provides. Also are shown the benefits which author gained from participating in this program.

На сегодняшний день есть вакансии, но вследствие несоответствия навыков молодежи, достаточно низкий уровень трудоустройства среди выпускников ВУЗов и профессиональных колледжей. Возрастающие требования к высококвалифицированной работе являются вызовом для современной молодежи. Обучение молодежи в условиях изменений в экономической и социальной сфере поможет снизить относительно высокий уровень безработицы среди молодежи. В то же время существует глобальная конкурентная борьба за таланты, в этой связи компании и организации борются за высококвалифицированных специалистов. На наш взгляд программа Erasmus + - это отличный шанс для получения образования международного уровня.

Erasmus + - программа Европейского Союза на период с 2014 по 2020 гг., направленная на поддержку проектов, сотрудничества, академической мобильности в области образования, обучения, спорта и молодежной политики. Данная программа направлена на дальнейшее содействие модернизации и устойчивому развитию систем образования и обучения, поддержку развития молодежной политики и спорта, а также совершенствование навыков и, таким образом, улучшение возможности трудоустройства людей. Новая программа предполагает значительное увеличение инвестиций в развитие человеческого потенциала.

В период с 16.08.2017 по 13.11.2017 мне посчастливилось стать участником программы Erasmus + Credit mobility в Университете Карлов в Праге Чешской Республике. В рамках этой программы мы получили 16 кредитов по предмету «Демография для недемографов». В этой программе я участвовал в качестве студента PhD. В первые дни пребывания было немного сложно адаптироваться к новой среде. Процесс обучения построен на свободе выбора предметов, но в то же время обязательности их полного усвоения и сдачи экзамена.

Обучение в Университете Карлов в Праге позволило обогатить мою диссертацию новыми идеями и методами. В виду того, что обучение проходило на английском языке уровень знания языка, значительно повысился. У меня появилось много друзей и знакомых, которые обучались и преподавали в

университете Карлов. Кроме того знакомство с ведущими учеными в области демографии позволили улучшить мою диссертацию новыми взглядами и сделать детальный анализ демографической ситуации в Узбекистане.

В период с 19.10.2018 по 29.10.2018 в рамках программы Erasmus + Staff mobility мне довелось преподавать в университете Аристотель в г. Салоники (Греция). Необходимо отметить, что университет Аристотель, является самым большим университетом не только в Греции, но и на Балканах. Университет насчитывает около 12 факультетов. Большинство факультетов находится на территории университетского городка (кампуса), расположенного в центральной части города. Его территория составляет около 230 тыс. м². Другие факультеты и лаборатории размещены как в черте города, так и за его пределами.

В настоящее время в нём обучается 95 тыс. студентов, в том числе 86 тыс. в бакалавриате, 9 тыс. получает последипломное образование. Кроме того, преподавательский и научно-исследовательский состав насчитывает 2248 человек, включая 716 профессоров, 506 адъюнкт-профессоров, 576 доцентов, и 450 лекторов.

Образовательная система в университете Аристотель значительно отличается от данной системы в Узбекистане. В университете Аристотель большое внимание уделяется самостоятельной работе студента и используется система кредитов. Это дало мне возможность изучить опыт Греции в системе образования.

Преподавая в университете Аристотель, я познакомил студентов о культуре и туристическом потенциале Узбекистана как центра Шелкового пути. К сожалению, большинство студентов даже не слышали об Узбекистане, не говоря уже о Ташкенте, Самарканде, Бухаре и других городах, но к концу курса лекций все уже знали столицу нашей страны.

Таким образом, можно отметить следующие преимущества программы Erasmus +: жизнь в новой стране дает колоссальный опыт, другая система образования, другая жизнь, другой менталитет, множество достопримечательных мест; пребывание в другой стране дает возможность хорошо подучить язык; так же есть возможность попасть в престижный вуз и получить более глубокую квалификацию и специализацию; программа значительно расширяет круг знакомств, происходит обмен опытом и знаниями.

ИҚТИСОДИЁТ СОҲАСИДАГИ МУТАХАССИСЛАРНИНГ МОБИЛЛИК ДАСТУРЛАРИДАГИ ҲАМКОРЛИГИ

Баходиржон Зокирович Носиров

Тошкент давлат аграр университети Андижон филиали

**Болгариянинг Свиштов шаҳридаги Д.А.Ценов номли Иқтисодиёт академияси
Erasmus+ KA107 Staff Mobility**

2017 йил 3-11 декабр

“Агробизнес ва инвестицион фаолият” кафедраси доценти, и.ф.н.

Тел: +998902690920, nosirov_bz@mail.ru

Калим сўзлар: микроиқтисодиёт, қишлоқ хўжалиги иқтисодиёти, педагогик технологиялар, ўқув-услугий адабиётлар

Аннотация: The purpose of the mobility is exchange of knowledge and experience in microeconomics, agricultural economics at the D.Tsenov Academy of Economics in Svishtov, Bulgaria; acquaintance with professors and pedagogical technologies; joint discussion of research ideas for future collaboration.

Европа Иттифоқининг Erasmus+ KA107 Staff Mobility дастурида Болгариянинг Свиштов шаҳридаги Д.А.Ценов номли Иқтисодиёт академиясида 2017 йил 3-11 декабрь кунлари Андижон қишлоқ хўжалик институти “Қишлоқ хўжалиги иқтисодиёти” кафедраси доценти, и.ф.н. Носиров Баходиржон Зокировичнинг дарс ўтиши кўзланган 9 кунлик хизмат сафари учун таклифнома олинди. Сафар мақсади Болгариянинг Свиштов шаҳридаги Д.А.Ценов номли Иқтисодиёт академиясида микроиқтисодиёт, қишлоқ хўжалиги иқтисодиёти соҳасидаги билим ва тажрибани алмашиш; 12 соатли дарслар олиб бориш; қўлланиладиган таълим ресурслари ва амалиётларини ўзаро алмашиш; академия билан яқиндан танишиш; академиянинг талабалари ва профессор-ўқитувчилари ҳамда академияда машғулотлар педагогик технологиялари билан танишиш; келгусидаги ҳамкорлик учун илмий-тадқиқот ғояларини профессор-ўқитувчилар билан биргаликда муҳокама этиш ҳисобланади.

Сафар билан боғлиқ авиабилет, турар жой, озиқ-овқат ва бошқа харажатлар Erasmus+ дастури томонидан тўлиқ қопланди.

Дарслар ва семинарлар инглиз тилида ўтказилди. Сафар якуни бўйича Б.Носиров 12 соатли дарс ўтилганини тасдиқловчи халқаро сертификат олди.

Сафар давомида Болгариянинг Свиштов шаҳридаги Д.А.Ценов номли Иқтисодиёт академиясининг халқаро алоқалар бўлими бошлиғи Маруся Смокова ва ходими Карина Агоп Саркисян-Дикова ҳамроҳлик қилди.

Кафедралараро даражада Андижон қишлоқ хўжалик институтининг “Қишлоқ хўжалиги иқтисодиёти”, “Қишлоқ хўжалигида бухгалтерия ҳисоби ва аудит” ва Д.А.Ценов номли Иқтисодиёт академиясининг “Аграр иқтисодиёт”, “Бухгалтерия ҳисоби” кафедралари билан ҳамкорликда илмий лойиҳалар бажариш, диссертацияларга раҳбарлик қилиш, ўқув-услугий адабиётлар алмашиш, профессор-ўқитувчи ва тадқиқотчилар алмашиш, конференциялар ташкил этиш кабиларни назарда тутилган шартномалар имзолашга эришилди.

Мазкур Кредит мобиллиги дастури доирасида Андижон қишлоқ хўжалик институтига Европа Иттифоқи Эразмус+ дастурининг Credit Mobility лойиҳаси доирасида 2018 йилнинг 10 апрелидан 14 апрелига қадар Болгариянинг Д.А.Ценов номли Свиштов иқтисодиёт академиясидан Вентсислав Диков ташриф буюриб, инглиз тилидан 12 соат ҳажмида маҳорат дарслари ўтказди.

Ташрифнинг биринчи куни меҳмонни Андижон қишлоқ хўжалик институти ректори қабул қилиб, ташрифдан миннатдорлигини ва биздаги хизмат сафари учун барча зарурий шароитлар яратилганини билдирди. Кейинги босқичларда ҳамкорлик кўламини янада кенгайтириб, алмашиш дастурлари кўпроқ профессор-ўқитувчилар ва талабаларни қамраб олишини, илмий ҳамда ўқув-услугий соҳаларда ҳам ҳамкорликни бошлаш ҳар иккала томон манфаатларига хизмат қилишини билдирди, эсдалик совғалар алмашилди.

Вентсислав Диков 11 апрель куни институтимизнинг “Хорижий тиллар” кафедрасининг профессор-ўқитувчилари билан инглиз тилини ўқитиш бўйича дастурлар ва ўқув-услугий материаллар муҳокама этилди.

Вентсислав Диковнинг инглиз тилидан маҳорат дарсларига институтимизнинг Қишлоқ хўжалигида менежмент факультетидан 26 нафар иқтидорли талабалар таклиф этилди. Дарслар “Презентация услубини танлаш”, “Омма олдида такдимот қилиш” каби қизиқарли мавзуларда ташкил этилди. Дарслар давомида талабалар билан қизгин интерактив мунозаралар бўлиб ўтди. Вентсислав Диков томонидан қизиқарли презентациялар ва видеоматериаллар намойиш этилди.

Шунингдек Вентсислав Диков институтнинг “Қишлоқ хўжалиги иқтисодиёти” кафедраси жамоаси билан 11 апрель куни ҳамда “Қишлоқ хўжалиги иқтисодиёти” кафедраси жамоаси билан 13 апрель куни учрашувлар ўтказиб, ҳамкорлик истикболлари муҳокама этилди.

Мазкур сафарнинг ижобий натижалари сифатида “Қишлоқ хўжалиги иқтисодиёти” кафедрасининг катта ўқитувчиси Илхомжон Эргашов Д.А.Ценов номли Иқтисодиёт академиясидан Искра Пантелеева ва Виолетта Блажевадан илмий маслаҳатчи сифатида ишлаш учун розилик хати олишга эришилди ва Ўзбекистон Республикаси Президентининг “Истеъдод” жамғармаси гранти ғолиблари сифатида 1 ойлик малака ошириш курсини ўтаб келди. Шунингдек “Қишлоқ хўжалигида бухгалтерия ҳисоби ва аудит” катта ўқитувчиси Каримова Гулбаҳор Д.А.Ценов номли Иқтисодиёт академиясидан Атанас Атанасовдан илмий маслаҳатчи сифатида ишлаш учун розилик хати олишга эришилди ва Ўзбекистон Республикаси Президентининг “Истеъдод” жамғармаси гранти ғолиблари сифатида 1 ойлик малака ошириш курсини ўтаб келди.

Ушбу ҳамкорликлар натижаси сифатида “Агробизнес ва инвестицион фаолият” кафедраси мудири, и.ф.н. Зиёдин Исраилов Европа Иттифоқининг Горизонт-2020 дастури доирасида қишлоқ хўжалигини истикболли ривожлантириш йўналишлари бўйича ҳамкорликда илмий тадқиқот лойиҳасини тайёрлаб танловда иштирок этиш мўлжалланган.

Шунингдек Агробизнес, Бухгалтерия ҳисоби ва аудит мутахассисликлари бўйича Ўзбекистон ва Болгария стандартлари асосида қўшма диплом беришни назарда тутувчи магистратурани ҳамкорликда ташкил этиш бўйича ҳам музокаралар олиб борилмоқда.

АГРАР УНИВЕРСИТЕТЛАР НЕМИС ТИЛИ ЎҚИТУВЧИЛАРИНИНГ ГЕРМАНИЯДАГИ ТРЕНИНГИ

Мухайё Насирова, Махмуджон Иргашев
Тошкент давлат аграр университети Андижон филиали
Германиянинг Вайнштефен-Триздорф амалий фанлар университети
Erasmus+ KA107 Staff Mobility
2018 йил 25-31 март
“Ҳорижий тиллар” кафедраси немис тили ўқитувчилари
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Калит сўзлар: аграр университет, немис тили, педагогик технологиялар, ўқув-услубий адабиётлар

Аннотация: Trainings focused on German language teaching in Agrarian Higher Education Institutions. At the presentation of the professors of Weihenstephen-Triesdorf

University, the German education system was introduced to the actual issues of German language teaching methodology, especially in master's degree.

Германия Федератив Республикасининг нуфузли олий таълим муассасаларидан бири саналган Weihenstephan-Triesdorf Университетида Erasmus+dasturining KA1 Staff Mobility йўналиши бўйича 2018 йилнинг 25-31 март кунларида ташкил этилган аграр олий таълим муассасалари немис тили ўқитувчиларининг семинар-тренинги бўлиб ўтди. Семинар-тренингда Аграр олий таълим муассасаларида немис тили ўқитиш масалалари муҳокама қилинди. Weihenstephan-Triesdorf Университети профессорлари томонидан семинар-тренинг тақдимотида Германия таълим тизими айниқса, магистратура таълимида немис тили ўқитиш методикасига доир долзарб масалалар билан яқиндан таништирилди.

Weihenstephan-Triesdorf университети профессори Ютта Крезин хоним томонидан семинар-тренинг жараёнида немис тилини “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрларга мувофиқ амалга оширишда адабиёт, мавзулар ва ўқитиш методикаси юзасидан ҳамкор олий таълимдаги муаммолар ечимини топиш масаласи кўриб чиқилди. Ютта Крезин хоним ҳамкор олий таълим муассасаларида немис тили ўқитиш методикасини янада яхшилашда Дастур, мавзулар, грамматика, сўзлар, ўқув материаллари, ўқитиш усуллари ва B1, B2, C2 даражасида синов ўтказиш зарурияти ҳақида айтиб ўтди. Мазкур семинар-тренингнинг афзалликлари шундан иборатки, барча иштирокчилар томонидан талабаларга немис тилини ўқитишда илғор услуб ва усуллар асосида қизиқарли ва мазмунли таълим бериш ва таълим сифатини ошириш ҳамда талабаларнинг тили ўрганилаётган мамлакатга қизиқишини орттиришда семинар-тренингнинг ташкилий-маданий қисмида тайёрланган видеороликлар, ўқув материаллар ва хорижий ўқув адабиётлар муҳим аҳамиятга эгадир. Семинар-тренинг жараёнида қишлоқ хўжалиги соҳасида таълим олувчиларнинг мутахассисликка оид тил бойлигини шакллантириш ва уларнинг эркин мулоқот жараёнига тадбиқ этиш малакаларини такомиллаштириш зарурлигидан қишлоқ хўжалиги соҳаларига оид Немисча-русча-ўзбекча расмий луғат яратмоқдан ва бундан ташқари, немис тилини A1, A2, B1, B2 даражалари бўйича махсус гуруҳ ва курслар кесимида ўргатмоқдан. Талабалар учун амалий машғулоти олиб боришда семинарда тавсия этилган адабиётларнинг афзаллиги дарс жараёнида ўқиш, сўзлашиш, ёзиш ва кўриш-тинглаш малакаларига оид аудио-визуал материаллар мавжудлигидадир.

Weihenstephan-Triesdorf университети декани профессор Ралф Шлаудерер ва доктор Арам Аристанкесянларнинг аграр олий таълим муассасаларида, хусусан, халқаро магистратура таълимида немис тили бўйича талабаларнинг билим, малакаларини шакллантириш учун умумий ўқув дастурининг тайёрлаш ва немис тилини онлайн курсларини фаоллаштириш маърузалари тингланди. Семинар-тренингда муҳокама қилинаётган масалалар моҳиятидан келиб чиққан ҳолда, МДХ давлатлари ҳамкор олий таълим тизимида немис тили ўқитишнинг янада ривожлантириш мақсадида таълим муассасалар вакиллари томонидан тақдимотлар ташкил этилди. Шу жумладан, “Қишлоқ хўжалик соҳаларида немис тилини ўқитишда талабаларнинг лексик малакаларини шакллантириш ва ривожлантириш”га доир тақдимот Тошкент давлат аграр университети Андижон

филиали немис тили ўқитувчилари Носирова М. ва Иргашев М. томонидан ўтказилди.

Семинарнинг ташкилий-маданий масалаларида Ансбах, Ротенбург, Нюрнберг ва Мюнхен шаҳарларининг диққатга сазовор жойларига ташриф уюштирилгани боис, Германия Федератив Республикасининг тарихий ёдгорликлари, музейлари, бугунги кун тараққиёти ва немис халқи маданияти билан яқиндан танишиш имконияти яратилди. Ташриф жараёнида амалий машғулотлар учун видеороликлар, расмлар ва ўқув материаллари тайёрланди.

Erasmus+ дастурининг лойиҳаларида Ўзбекистон Республикаси олий таълим муассасалари профессор-ўқитувчиларининг хорижий нуфузли олий таълим муассасаларида тажриба ва фикр алмашиши Ўзбекистон таълим тизимида жорий этилган таълим сифатига ижобий таъсир кўрсатади. Мазкур семинар-тренинг жараёнида орттирилган тажриба ва малакалар асосида талабаларга немис тилини ўргатишда самарали натижа бераётганлиги, тавсия этилган ўқув адабиётлардан амалий машғулотларда қўллаш имконини мавжудлиги, айниқса Weihenstephan-Triesdorf университети профессори Ютта Крезин Тошкент давлат аграр университети Андижон филиали немис тили ўқитувчилари томонидан яратилаётган Немисча-русча-ўзбекча қишлоқ хўжалиги соҳасига оид расмий лўғатга ижобий фикрларини билдирганлиги ҳамда таклиф ва тавсиялар беришга розилиги, ҳамкор олий таълим муассасалари билан ўзаро ҳамкорлик йўлга қўйилаётганлигидадир.

Erasmus+ дастурининг лойиҳалари ватанимиз тараққиётида, таълим тизимида ўқитилаётган соҳаларга доир янгиликлар ва истиқболли лойиҳалар яратилишида муҳим аҳамиятга эга бўлиб, илм-фанни янада такомиллаштиришда амалий-истиқболли дастур сифатида эътироф этилмоқда.

GIVING A FEEDBACK ON STUDENTS' MISTAKES

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***Key words:** mistakes, visual feedbacks, working individual, positive feedback, using praise, educational corrections.*

***Annotation.** The article considers different opinions about giving a feedback on students' mistakes during classes.*

Over the last decades, many people have been paying attention to study, because education is the most necessary and essential thing in our life. As we know that coin has two points. While studying students may have some mistakes. Feedbacks are given to students in order to correct their mistakes by teachers. When we talk about feedback, we

do not only mean saying things like ‘great job’. In this article, we are talking about how to correct students’ errors so that they can learn in the future, without destroying their confidence. There are different types of feedbacks. First, it is better to give a visual feedback on students’ mistakes. The reason is that students can easily understand their mistakes by seeing and it is easy to remain. On the ground that we are inherently, visual learners and images always have power in learning. If your student is struggling with understanding his/her mistakes, it is a perfect opportunity to correct their mistakes by images or quick sketches that relate to what you are discussing. Besides that, there is a working individual feedback, which is the result by communicating between teacher and student. In other words, teacher can explain the mistakes of the student one by one. Teacher may have 20 students and he/she should spend time for each of them to give a feedback. For example, when I participated in this project, I had a course called “Teaching practice 2” and all students had an opportunity to check their abilities in the sphere of teaching a foreign language. After each teaching section, our teacher gave her feedback to each of students in a special time with a small group of us. In individual working, teachers are allowed to create their own feedbacks, as they want. It is a kind of work that can improve the students’ mind and help them to realize their mistakes. It is also recommended to use stress teamwork, when giving feedbacks. While doing this task, do not forget to let your students you are working on this together with them. Sometimes all it takes is for someone to realize they are not alone in order to find a renewed interest in taking up the next step of the challenge. In other words of Hellen Keller, “Alone we can do so little, but together we can do so much”. It is more common than we think.

There is another essential feedback called positive. It is the one of the vital feedbacks in educational system. Ample research shows that giving positive feedback increases students’ sense that they are learning and growing at their study and leads to increased confidence and competence. Let us turn to the next type of feedback that is known a praise. It can be done during the lessons and help the teachers to have a contact with students. Praise is a majorly useful tool for every teacher, but it is important to use it correctly. Teachers praise him/her students. However, instead of simply saying ‘good job’, explain why they did a good job. Just because a student gave you the right answer, does not mean they know how they got there. Repeating their process back to them will help to do it again in the future. I personally think that teachers should use this feedback less than other ones. Because it is a bit critical to use it to all students.

Always make sure your corrections are educational and help the students to realize their mistakes. “Never be afraid to correct students’ mistakes, they always need your help. There are two ways available to highlight errors during the lesson.

1. The wrong way-simply saying ‘no, that’s not correct’, or ‘incorrect’ etc .This will only leave your student feeling helpless and shamed.
2. The right way-make the feedback constructive and educative. Every piece of feedback you give must have some sort of educational value. When you correct an error, explain why it was an error and how to correct it. Explain mistakes in a simple and clear way, which the students will be able to understand and relate to.

Students will be in different situations after getting a feedback. For example, a student that receives great feedback during the lesson walks out of the door feeling confident and motivated to keep improving” (Paulo Vega. 9 powerful ways...).

A student that receives poor feedback will feel the opposite, and might even end up dreading the next class. Students want to know that they need to feel protected and supported in their learning environments.

Asking your students to try and correct their own mistakes before teacher help them is a great practice. It causes to involve students in the learning process, and gives them some responsibility.

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ERASMUS+ LOYIHASI – TALABALAR BILIMINI OSHIRISH VA DUNYOQARASHINI KENGAYTIRISHNING ENG SAMARALI VOSITASI

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***Annotatsiya:** Mobillik davridagi yutuqlar haqida qisqacha xulosa, uning talabalar hayotidagi samarasi to'g'risida fikr va mulohazalar. Erishilgan bilim va ko'nikmalarning kelajakdagi ilmiy izlanishlarga ta'siri haqida shaxsiy yondashuvlar.*

Bugungi kunda yurtimizda olib borilayotgan islohotlar bilan bir qatorda oliy ta'lim muassasalaridagi ta'lim sifatini oshirish, malakali kadrlar yetishib chiqarish ham asosiy maqsadlardan biriga aylanib bo'lgan.

Shu qatorda, Samarqand veterinariya meditsina institutida ham qator loyihalar amalga oshirilib kelayotgan bo'lib, ular orasida talabalarni xorijiy mamlakatlarda almashinuv sifatida talaba tahsil olishini ta'minlash hamda xorijiy universitetlarda tajriba almashish, yangi bilim va ko'nikmalarga ega bo'lish, mavjud imkoniyatlardan to'la foydalanishga erishishni o'rgatish uchun Erasmus+ dasturi asosida ko'plab bilimli talabalar qo'llab-quvvatlanib kelinmoqda.

Shu jumladan, joriy yilning mart-iyul oylarida Germaniyaning Justus-Leibig universitetida tahsil olib qaytgan ekanman, ko'plab bilim va ko'nikmalarga, tajriba hamda imkoniyatlarga ega bo'la oldim deyishim mumkin. Misol qilib aytadigan bo'lsam, tanlagan fanlarimning malakali professorlar tomonidan o'qitilishi, dars jarayoni davomida aynan mahalliy talabalar bilan birga bo'lish, har bir mavzuni turli hil usullar bilan tushuntirgan holda talabaning bilimini tekshirilib borilishi ham maqsadga muvofiq bo'ldi. Shuni alohida ta'kidlash joizki, mahalliy professorlar tomonidan almashinuvchi talaba hamda mahalliy talabalarni do'stlashtirish uchun dars jarayonining o'zida turli davlatlardan bo'lgan talabalarning birgalikda ishlashi, fikr almashini, moslashishi uchun ham kichik guruhlariga ajratib ishlashi barcha uchun ijobiy ta'sir qildi. Bu jarayonda turli xil dunyoqarashlarning birlashishi bilan bir qatorda, o'z mulohazalarini yoritish uchun sog'lom raqobat vujudga kelganining guvohi bo'ldim.

Albatta, Markaziy Osiyo hamda Yevropa Ittifoqi universitetlari ta'lim tizimi orasida, madaniyati orasida sezilarli tafovutlar mavjud. Masalan, respublikamizdagi oliy

ta'lim muassasalarida har bir talaba oldindan belgilangan dastur asosida o'qitiladi ya'ni talabaning o'quv jarayonida fanlarni tanlashi cheklangandir. Justus-Leibeg universitetida esa biz doimiy talaba emasligimizga qaramay barcha fanlarimizni o'z ixtiyorimizga ko'ra tanlashimiz bilan bir qatorda, mutaxassisligimiz bo'lmagan boshqa fakultetlardan ham bizga qiziqish uyg'otgan fanlarni tanlashimizga ham imkoniyat berildi. Nafaqat fanlar, balki sport bilan shug'ullanish uchun ham sharoitlar yaratilgan edi.

Shuni qayd etib o'tishim kerakki, mobillik davrida har bir talabaning o'z mutaxassisligi bo'yicha tanlagan va mutahassislikdan tashqari tanlagan fanlari ham kelajakda o'z ilmiy izlanishlari hamda kasbiy mahoratini oshirishga katta hissa qo'shadi. Dunyoning turli chekkalaridan o'ziga orttirgan do'stlari kelajakda ular uchun muhim hamkor, tajriba almashuvchi do'st bo'lib qoladi. Turli xil innovatsiyalarning mamlakatlararo tarqalishiga turtki bo'ladi deb aytishimiz mumkin. Almashinuvchi talaba bo'lib ta'lim olishning aynan bakalavrluk davridanoq boshlanishi ham ushbu jarayonni tezlashtirishning hamda muhim ko'nikmalarni olishining muhim davri hisoblanadi. Negaki, unda talaba ta'lim jarayoning ilk davridanoq o'z maqsadlarini yanada to'g'ri yo'naltirgan holda bilim olishni boshlaydi. Shunday ekan, men bir semestr davomida o'tagan mobillik davrimni o'qish jarayonimdagi eng mas'uliyatli, samarali, tajriba va izlanishlarga boy davr bo'ldi deb hisoblayman.

THE IMPACT OF CREDIT MOBILITY ON CAREER PREPARATION

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***Key words:** credit mobility, career development, culture, language, knowledge, employees, graduates, experience and innovation.*

***Abstract:** As an increasing number of Uzbekistan corporations position themselves for international competition, the demand for cross-culturally competent employees is expected to rise. In this paper, we try to analyze the role of credit mobility in career*

development via sharing our experience and knowledge earned in Germany during our stay.

Nowadays, in fast-changing world, employers need graduates with the appropriate academic skills who can think and act on a global scale, who can shape a world with ideas for the future which can be one of the main contribution of credit mobility. Educators use the terms study abroad, overseas/international experience and education abroad interchangeably. However, an “international experience” includes learning a foreign language, hosting international students, or studying abroad. One can broadly define international involvement in terms of a career as interacting with representatives from other cultures. This definition would then encompass careers in corporations with global strategies that do not include international posts or extended international travel for employees. In these cases, international involvement might include domestic positions featuring geographic mobility, interacting with representatives from other cultures, adapting products and services to new markets, cooperating with international partners, and working with a cross-cultural team. Additionally, the majority of students who studied abroad through international programs have different attitude towards in working process like innovative ideas and knowledge which leads our society to be developed. Likewise, with lots of opportunities provided by Erasmus+, many students in our institute get a chance to study abroad and to be well qualified every year. Achieving such a golden possibility to study in Germany the country, which has one of top ranked education system was dream for us. After presenting our documents to our international cooperation department to participate one of the Erasmus mobility program, we were selected to be an exchange student in Germany. Namely, we (Akhmadjon Nurullaev, Oybek Norboev) spent a semester at Justus-Liebig University in Germany where we experienced not only overseas life for the first time but also German culture and language as well. Thinking about future plans, we have selected following destination University courses which can help us to specialize in our field:

- Transition and integration economics;
- Technology and innovation management;
- Professional writing;
- Human Resource management;
- Communicating in English;
- English B2.1;
- Russian A2.1;
- German A1.2.

After successfully completed our semester at JLU, we realized how many opportunities Erasmus+ Mobility can bring. In addition to this, Erasmus students, like us, worked on different projects in every subject and prepared presentations by collecting data. What impressed us a lot about the lessons was that while studying we learned working on diverse types of computer programs and we managed to improve our software skills as well. We believe that each of those completed courses will make huge contribution to our future career. For instance, due to the advanced technologies, we are required to know global knowledge about innovation and spreading innovative ideas among society which we studied from Technology and innovation management. Moreover, while Human resource management helps us to manage our employees, communicating in English and German courses enable us to communicate easily with our

international partners in the future. That is why, we honestly think that all courses we had at JLU are significantly important to our future career where we can use these learnt skills in practice.

Upon our arrival in Uzbekistan, we continued our education. Regarding to social and academic life, we created a speaking club at our University. In this speaking club, we share our experience earned during our stay in Germany with our peer. Moreover, we offer some English learning courses to help our university students to improve their language skill for free.

To conclude, credit mobility plays an important role in one's career preparation because during an exchange semester period, one can witness acquire global knowledge and/or experiences which lead to broaden their horizons in working life. As undergraduate students who studied abroad, we are looking forward to use our knowledge as well as experience in order to contribute to the development of our Country- Uzbekistan and the quality of our life.

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ABOUT THE METHODOLOGY OF REGIO MAX PROGRAM AND ITS PRACTICE

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Key words: staff mobility, internship, methodology of Regio MAX program

Annotation: This article describes the methodology of the program for use of agricultural information for students during transition from theoretical-oriented to practical education in agrarian studies.

I work at Samarkand Institute of Veterinary Medicine. I participated in workshops on “Practice-oriented Sustainable Agriculture Education - training process, farming data” within the Erasmus+ staff mobility training program on June, 2018. I have been on a business trip to the Weihenstephan-Triesdorf University of Applied Sciences in the Federal Republic of Germany and I'm going to present its results.

Within the framework of Erasmus + staff mobility training program, representatives from Samarkand Institute of Veterinary Medicine (Uzbekistan), Andijan branch of Tashkent State Agrarian University (Uzbekistan), Urgench State University (Uzbekistan) participated in “Practice-Oriented Sustainable Agriculture Education - internships, farm data” and Bavarian Cultural Program. The main objective of the collaboration is to study the methodology and practice of the Regio MAX program developed by professors and teachers of the Weihenstephan-Triesdorf University of Applied Sciences (author Markus Heinz, editors Christian Shuh and Ralf Schlauderer), Weihenstephan-Triesdorf University of Applied Sciences Faculty of Agricultural and Village get acquainted with the international magistracy specialization in the field of agriculture, study professor-teachers’ progress in science, educational process in the creation of their choice.

We have learned the methodology and application of the Regio MAX program developed by the professors and teachers of the Weihenstephan-Triesdorf University of Applied Sciences, Federal Republic of Germany (author Markus Heinz, editors Christian Shuh and Ralf Schlauderer).

Within the framework of the Erasmus + staff mobility training program, we got acquainted with the faculties of Weihenstephan-Triesdorf University of Applied Sciences in Germany, including international master's degree in agriculture, partner universities established on June 10-17, 2018 in “Industrial Economics” and At the Erasmus + Seminar for Business Managers, a number of trainers, including Ralf Schlauderer, Aram Aristakesyan, Christian Shuh, Thomas Dengler, Holtzner, Georg Shauer. We took an important part in the workshops of our professors and teachers and learned about innovative projects and systems used in agriculture in Johannitag-2018 (Green. Innovative. Practice) organized on June 24, 2018 in Triesdorf. We visited the Learning Center to get acquainted with the process of production of farms (Shindler-Braun farming), and we got acquainted with the educational center, in the town of Ansbach in Bavaria, Rottenburg Highlights of historical and cultural monuments, as well as the Nuremburg documentary center and took part in the discussion and conclusion.

Below I would like to give you some information on the methodology of the Regio MAX program and its practice.

The availability of relevant, professionally-specific and sufficiently detailed information material is the foundation for each training. Students of vocational schools and universities equally benefit from this. At the same time, provision of unified, comparable and well-updated data is of great importance. The influence of constantly changing external factors urgently leads to the current updating of information material. This data should not only reflect the theoretical foundations, but also reflect important practical examples.

In the field of agrarian economy, it is especially important to register constantly changing market conditions, production and technical innovations and methods of adaptation to agrarian-political ones that have a direct impact on production indicators and expenses of the enterprise and conditions, at the same time require continuous re-evaluation of the economic efficiency of individual production processes. In agriculture, production is very dependent on its location.

The description and economic analysis of individual production processes in this data collection is carried out on the basis of calculating marginal income.

Methodically correct calculation of marginal income is based on the principle of marginal value. To create the best possible transparency and unification of the process for practical use, the calculation of marginal income based on the available data is carried out using a practical method. This calculation is constructed as follows:

- The relative basis of such a calculation is always one specific unit of one specific production process (for example, one hectare or one slaughterhouse in a barn) and (until nothing else is specified in the calculation) one year.
- The market value of a product is calculated from the value of the manufactured commercial main product (such as cereals, milk, meat) and a by-product (such as calves, old animals for slaughter, straw). If we are talking about by-products of production that do not come true on the market and are used within the enterprise, they are given a replacement rate (such as fertilizer for animal husbandry).
- Here only those out-of-pocket variables are taken into account, which will change in proportion to the expansion of the production process. Disproportionate-variable costs, depending on planning time and level of expansion of the production process remain unaccounted for.
- Expenses for fertilizers are determined based on the removal of nutrients from the soil by different crops. This takes into account, until nothing else is specified in the calculation, nitrogen, phosphorus and potassium. The return of nutrients to the soil is also taken into account, for example, through straw, which remains on arable land. The residual need for fertilizers of a certain crop is multiplied with the prices of the pure nutrients N, P₂O₅ and K₂O, derived from the prices of mineral fertilizers.
- Needs in working and animal means, in working time and in the land used are expressed in quantitative terms, but not valued in monetary terms.
- Estimated costs and output are based on net prices.
- The base price in each case is the ex-yard price (location of the goods). In case of deviation from this basis, the transportation costs to the location of the product to which its price will be calculated should be taken into account.
- Subsidies are counted only if they are specific to one of the production processes and change in proportion to the expansion of this production process.

Marginal income is determined by the difference between the cost of market products produced by an enterprise calculated according to the above conditions and variable costs.

Today Samarkand Institute of Veterinary Medicine is implementing a number of international projects in order to increase the quality of the educational process, taking into account the best practices of remote and near abroad, in line with the radical reforms aimed at further improving the education system in Uzbekistan. This, of course, promotes the broad use of the academic and pedagogical potential of prestigious universities of the partner countries, for professors, teachers, researchers, masters and students of the Institute. Professors and trainees of higher education institutions in European countries have been trained in their academic and pedagogical activities.

COOPERATION ADVANTAGES FOR QUALITY EDUCATION AND EFFECTIVE RESEARCH

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***Annotation:** This article highlights the work done, the results obtained during the internship program for international credit mobility, as well as the main advantages of this project for participants and scientific researchers from partner countries.*

***Аннотация:** В этой статье освещаются проделанная работа, результаты, полученные в ходе программы стажировки по международной кредитной мобильности, а также основные преимущества данного проекта для участников и научных исследователей из стран-партнеров.*

***Аннотация:** Ушбу мақолада халқаро кредит мобиллиги лойиҳаси доирасида амалга оширилган малака ошириш дастури давомида бажарилган ишлар, эришилган натижалар, шунингдек, ушбу стажировка дастурининг ҳамкор-мамлакатлар томонидан иштирок этувчи қатнашчилар, илмий тадқиқотчилар учун асосий афзалликлари тўғрисида маълумотлар келтирилган.*

I completed internships at the University of Pisa (Italy) in the framework of the European Union's Erasmus + KA107 International Credit Mobility programm. The mobility duration was 3 months (from March 18 till June 17, 2018). The main purpose of the project was to conduct scientific research on the subject "Features of the managerial economics of charitable foundations in countries with transitional economies (On the example of Uzbekistan)", in accordance with the approved Learning agreement.

1. University of Pisa

The University of Pisa (Università di Pisa) is one of the most renowned educational institutions in Italy. Although formally founded in 1343. Famous alumni of the university include Galileo Galilei and Antonio Pacinotti, Nobel Prize winners such as Giosue Carducci (Literature), Enrico Fermi (Physics) and Carlo Rubbia (Physics), and Fields medalists Enrico Bombieri and Alessio Figalli (Mathematics).

Nowadays the University of Pisa (QS world university rankings (2018) 421- 430th) represents a prestigious modern centre for teaching and advanced research:

- Number of departments: 20
 - Bachelor's degree programmes: 58
 - Master's degree programmes: 67
 - Long single cycle degree programmes: 8
 - PhD programmes: 34
 - Third cycle specialisation programmes: 47
 - One-Year specialisation programmes: 62
- Number of students: more than 53,000
- Number of research and teaching staff: 1,270
- Number of technical and administrative staff: 1,565

2. Department of Economics and Management

The mobility program was directly assigned to the Department of Economics and Management, and was being studied under the tutorship of professors Nicola Meccheri and Luca Spataro. The department has numerous classrooms and classrooms for students and researchers and some very important structures, such as:

- a large own library with “**open shelves**” that can also be used in the evening, with a computerized catalog that can be found online and a particularly rich library of donations on economic, statistical, legal and business matters and the presence of wonderful collections;
- **OneSearch UniPi**, which is a discovery tool that allows researcher to query all the catalogues of the University of Pisa and most subscribed databases, in order to retrieve books (paper and e-books), theses, articles, journals (print and electronic) and other materials owned or accessed by the University of Pisa, allowing for localization or download.
- **SBART Research**. After searching the University of Pisa resources (UNIPi), researcher can switch to the SBART tab in order to have his search repeated in the resources of the SBART consortium, which includes, besides University of Pisa: Servizio Bibliotecario Senese (libraries system of Siena), Sant'Anna School of Advanced Studies - Pisa, University of Florence.
- a computer center consisting of multimedia classrooms and a computer lab where students can practice to test computer skills, conduct research and follow practical exercises;
- Laboratory of Multimedia Languages, in which students take language lessons, conduct their knowledge tests and receive certificates of linguistic knowledge.

3. Education and research activity

Improving teaching methodology and curriculum

To achieve maximum results from the mobility, I attended lectures and practical classes of professors of the Department of Economics and Management (for example: some courses taught in English in Master's degree programme: ECONOMICS - 255PP Public economics and 332PP Business and society.) Where I tried:

- to gain new knowledges in economics, management and business;
- to improve the teaching methodologies, to collect more e-books, in particular, in subjects like, "Management", "Human resource management" and "Social economics" which I teach my students;
- to study the achievements of higher educational system of Italy in the field of teaching economics and business, on the example of the University of Pisa.

Working at the libraries, information resource centers, departments of faculty, scientific centers and scientific laboratories.

- by using electronic searching systems, such as **OneSearchUniPi**, **SBART research** I conducted bibliographic research, studied theories and scientific approaches of world authors on my my research topic. I found and doanload scientific articles, e-books and other resources about the history of charitable foundations in the world, in particular in Italy and in Europe;
- Professor L.Spataro is also the head of the **Jean Monnet Project** titled "**Development and Harmonization of Socially Responsible Investment in the European Union**" financed by the European Commission. The results of activities

carried out within this project, the scientific materials and the scientific findings accumulated in international conferences and scientific seminars I tried to use effectively in my scientific research subject. Under the supervision of Professor Spataro I'd learnt the role and functions of charitable foundations in social sphere, different classifications of charitable foundations and NGOs, examples of managing charity funds in developed countries, sources of their financing, options for state support in a market economy and etc.;

- During the mobility period, I learnt practical examples of management of organizations of the “third sector”, collected statistical data concerning the activities of NGOs and charitable foundations of Italy and the countries of the European Union.

Participating in different scientific conferences, seminars, meetings and forums.

- I participated in international conferences ("Development and Harmonization of Socially Responsible Investment in the European Union"), workshops (“Social enterprises and for-profit benefit corporations”) and seminars (“Concept of leadership”) and had got acquainted with professors, scientific workers and PhD researchers for exchanging of research experiences;
- I researched as more scientific data, analytical materials, materials of scientific articles and dissertations close on the topic of my scientific work;
- Participated in the seminar-training for Erasmus coordinators, which took place in the University of Pisa, during the mobility period.
- We are, Erasmus+ students from Central Asia studying at the University of Pisa, under the project of International credit mobility “KA107”, participated in the creation of the Yurt on the occasion of the opening of the photo exhibition “Marco Polo's Journey in the photographs of Michael Yamashita”, organized by the National Geographic and Palazzo Blue Foundation. Thanks to International office of the University of Pisa and Professor Ann Katherine Isaacs, expert on European programmes for education and research, and involved for many years in higher education projects in Central Asia, doctoral students from Central Asia and Mongolia had the opportunity of sharing their cultural traditions on the day they celebrate Nawruz, the first day of spring, and of the New Year.

4. Activity dissemination of the mobility

During the mobility:

- During the internship program, I wrote two articles for University newspaper (Andijan State University) about my activities in the mobility program and about my participation in an international conference at the University of Pisa;
- And also two articles were published in the official website of the University (Andijan State University), devoted to participation in the international seminar and in a training seminar for coordinators at the University of Pisa.

After the mobility:

- For undergraduate students of Andijan State University who want to get a master's degree abroad, I held a presentation about the University of Pisa, as well as the Department of Economics and Management;

- With the participation of students of PhD and Master's degree programmes of Andijan State University, I held seminars about the Erasmus+ International credit mobility program advantages, about the Higher education system of Italy and the procedure for preparing scientific papers for publication on European cited journals.

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MOBILITY – OUR WAY TOWARDS NEW EDUCATIONAL CHALLENGES

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***Key words:** Mobile+3, international credit mobility, education system*

***Annotation:** This article provides information about Erasmus+ Programme. In the article challenges of Mobility are written from my point of view.*

Almost all of us try to take risks and experience new challenges either in home country or abroad. In the field of education the challenges may be studying at another institution where the education system is different, at least. Nowadays, it is common to call this phenomena as a mobility or a mobility period.

Mobility programs are organized and financed by different international organizations, one of the largest is the Erasmus + programme of the European Union.

The Erasmus+ program aims to boost skills and employability, as well as modernizing Education, Training and Youth Work. Erasmus+ supports transnational partnerships among Education, Training and Youth Institutions and organizations to foster cooperation and bridge the worlds of Education and work in order to tackle the skill gaps.

The Mobile +3 program (International Credit Mobility, ICM) is approved in May 2017 and financially supported by European Commission. Coordinated by the University

of Porto, Mobile+3 aims at fostering the mutual enrichment and a better understanding between Portugal and partner countries, through the encouragement of student, academic and administrative staff mobility as well as the transfer of know-how and best practices.

ICM is usually a six-month program for students of different levels, who are the students of partner institutions. This period can have its positive effects in many ways including:

- Host universities are mainly situated in the educational, touristic, industrial and administrative centres of developed countries, which makes available to learn experiences of the countries;

- At universities professors have great working experience not only in the field of education but also, most of them worked for real sector or financial organizations, so during the lectures student can develop theoretical skills in the harmony with the practical ones;

- Credit system also stimulates students to choose subjects they like mostly out of the given ones, furthermore they become more independent as compared with non-credit systems;

- Mobility period has a great impact on fostering exchange of culture, traditions, language and other individual peculiarities of nations;

- Foreign experience also increases a probability of being employed by a transnational companies.

As for me, studying in Europe among the students from developed countries like Germany, Italy, France gave the opportunity of comparing my previous knowledge with theirs. We used to make our projects in small groups, give our opinions about our tasks, exchange ideas and so on. Moreover, I got to know the real facts about European people, their everyday habits, holidays, traditions.

“ERASMUS+” GERMANIYADAGI TA’LIM JARAYONI VA TALABALAR HAYOTI

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Respublikamizda ko‘plab talabalarga chet elda o‘qish imkoniyatlari mavjud bo‘lib, bu borada esa Samarqand veteranariya meditsinasi instituti yetakchi o‘rinda bo‘lib kelmoqda, ya’ni bizning institutimizda ko‘plab xalqaro grantlar mavjud, ulardan “Erasmus+” dasturi va bunda ko‘plab Yevropa mamlakatlarida almashinuvchi talaba sifatida o‘qish imkoniyatlari mavjud. Biz ham shu imkoniyatlardan foydalangan holda

Germaniyaning Giessen shahridagi Justus-Liebig Universitetida almashunivchi talaba sifatida o‘qishga muvaffaq bo‘ldik.

2018-yil 1-mart kuni Germaniyaga yo‘l oldik., Giessen shahri Frankfurtdan uncha uzoq bo‘lmagan shaharcha hisoblanadi. Giessen shahri kichik talabalar shaharchasi hisoblanar ekan (shaharda taxminan 28000 talaba istiqomat qilar ekan). Giessenda “mentorlar”- ya’ni yo‘lboshlovchilar bizga yo‘l ko‘rsatib yotoqxonaga joylashishga hamda joylashish bilan bog‘liq hujjatlarni rasmiylashtirishga ko‘maklashdi.

2-mart kuni xalqaro talabalar o‘rtasida katta yig‘ilish bo‘lib o‘tdi. Bu yig‘ilishning asosiy maqsadi shundan iborat edi, har bir talabaning kerakli hujjatlari to‘plandi va shu bilan bir qatorda bahorgi til kursida qatnashish uchun talabalarning til darajasini aniqlash maqsadida test sinovlari bo‘lib o‘tdi. 3-mart kuni intensiv til kursining guruhleri aniqlanib dars jarayonlari boshlandi. Nemis tilini o‘rganishga qaratilgan bahorgi intensiv til kursi bu til o‘rganish bilan bir qatorda nemis madaniyatini, urf-odatlarini o‘rganishga qaratilgan til kursi edi. Darslar davomida turli xil sayohatlar ham mentorlar tomonidan tashkil qilindi.

Bu intensiv til kursi 23 kun davom etdi. Til kursining yakunida chet davlatlardan kelgan talabalar o‘z milliy ovqatlarini taqdim etishdi. Biz ham bu yig‘ilishda o‘z milliy taomlarimizdan taqdim qildik va O‘zbek milliy taomlari barcha qatnashuvchilarga juda ham manzur bo‘ldi.

Bahorgi til kursidan keyin biz “Economics and Law”- Iqtisodiyot va huquq fakultetida o‘qishni davom ettirdik. O‘qish jarayonida bizni qiziqtirgan eng muhim tomonlaridan biri bu talabalar va o‘qituvchilar o‘rtasida munosabatlarning yaqinligi. Germaniya ta’lim tizimining farqli tomonlaridan biri har bir talaba o‘zlari qiziqqan fanlari bo‘yicha istalgan kurslarni tanlab o‘qish va shu fanlar bo‘yicha imtihon topshirish mumkin biz ham o‘zimizni qiziqtirgan va mutaxassislik bo‘lgan fanlarni tanlab va bu fanlarga faol qatnashish bilan birga taqdimotlar qildik. Bundan tashqari turli xildagi til kurslari ham mavjud bo‘lib talabalar o‘zlarini qiziqtirgan til kurslariga qatnashish imkoniyati ham mavjud. Almashinuvchi talabalarning til darajasini oshirish maqsadida oqshomgi til kurslari tashkil etilgan bo‘lib, biz bu til kursida faol ishtirok etib yuqori ko‘rsatgichlar ko‘rsatib sertifikatlar bilan taqdirlandik. Semestr yakunida fanlarni yaxshi o‘zlashtirib 13-iyulda darslarni yakuniga yetkazdik.

Erasmus+ dasturi shu bilan bir qatorda talabalarga chet elda o‘qish va yashash bilan birga chet elda sayohatlar qilish imkonini ham beradi. Biz mu imkoniyatlardan unumli foydalanib, 28-31-mart va 13-20-iyul kunlari universitet tomonidan berilgan ta’til davomida biz Yevropadagi bir necha davlatlarga sayohat qildik.

24-iyulda imtihonlar boshlandi va ularni muvaffaqiyatli topshirib, Giessendagi Erasmus koordinatorimizga kerakli hujjatlarni taqdim etdik.

30-iyul kuni Germaniyaning Frankfurt xalqaro aeroporti orqali O‘zbekistonga qaytib keldik. Fakultet dekani farmoyishiga ko‘ra, bizga fanlarni yakka tartibda o‘zlashtirish va imtihon topshirish imkoniyati yaratib berildi.

Bizning almashinuvchi talaba dasturimiz o‘z yakuniga yetgandan so‘ng, O‘zbekistonga kelgach, olgan bilim va taassurotlarimiz bilan o‘rtoqlashib kelmoqdamiz.

KREDIT MOBILLIGI: ERASMUS+ LOYIHASINING OLIY TA'LIMNI RIVOJLANTIRISHDAGI O'RNI VA XORVATIYA TAJRIBASI

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***Annotation:** This thesis gives full definition to the one of biggest projects of European Union, “Erasmus+” and the role of Credit mobility in higher education system of the Republic of Uzbekistan. Over the past years, huge number of students and professors had a chance to participate in exchange and internship programs. In addition, the author of this thesis shares his own experience being an Erasmus student in Europe, at the University of Dubrovnik, Croatia. It also includes brief information about the higher education system of the host country, Croatia, comparison of the home university with the University of Dubrovnik and advantages of being international student.*

***Key words:** credit mobility, Erasmus+, European Union, exchange programs, international cooperation, university, higher education system.*

***Аннотация:** Этот тезис дает полное определение одному из крупнейших проектов Европейского Союза «Эразмус+» и роли кредитной мобильности в системе высшего образования Республики Узбекистан. За прошедшие годы огромное количество студентов и преподавателей имели возможность участвовать в программах обмена и стажировки. Кроме того, автор этого тезиса делится своим опытом, будучи студентом Erasmus+ в Европе, в Университете Дубровника, Хорватия. Он также включает краткую информацию о системе высшего образования принимающей страны, Хорватии, сравнение домашнего университета с Университетом Дубровника и преимуществами международного студента.*

***Ключевые слова:** кредитная мобильность, Erasmus +, Европейский Союз, программа обмена, международное сотрудничество, университет, система высшего образования.*

***Annotatsiya:** Erasmus+ loyihasi Yevropa Ittifoqining yirik loyihalaridan biri bo'lib u asosan Oliy ta'lim muassasalari o'rtasida hamkorlik, kredit mobilligi doirasida talabalar va professor-o'qituvchilarni hamkor universitetlarda almashinuv asosida tahsil olish va malaka oshirish imkoniyatini beradi. Maqola muallifi Erasmus+ loyihasi haqida ma'lumot berish bilan bir qatorda, o'zi tahsil olib qaytgan Xorvatiya davlatining ta'lim tizimi va Dubrovnik universitida orttirgan tajribasi va oliy ta'limga doir takliflarini yoritadi.*

***Kalit so'zlar:** Kredit mobilligi, Erasmus+, Yevropa Ittifoqi, almashinuv dasturi, xalqaro hamkorlik, oliy ta'lim muassasasi, oliy ta'lim tizimi.*

Bugungi kunda mamlakatimizda amalga oshirilayotgan ishlar jamiyatimizni har tomonlama rivojlantirishga qaratilgani har bir O'zbekiston Respublikasi fuqarosi uchun katta ma'suliyat yuklaydi. Sababi bu o'zgarishlarning barchasi biz yurtimizni jahonning rivojlangan mamlakatlari safida qayd etilishi uchundir. Shuni maqsad qilgan holda

hozirda yurtimizda jahonning yirik tashkilotlari bilan hamkorlikda turli sohalarda turli loyihalar amalga oshirilmoqda. Ayniqsa oliy ta'lim tizimida Yevropa Ittifoqining Erasmus+ loyihasi doirasida qilinayotgan ishlar samarasini natijalar amalda isbotlamoqda. Yevropa Ittifoqi va O'zbekiston o'rtasidagi do'stlik munosabatlari azaldan yaxshi bo'lib kelganini inobatga olsak, aynan Erasmus+ loyihasining ham bugungi kunda muvaffaqiyatli faoliyati kishini hayron qoldirmaydi. Poytaht Toshkent shahrining markazida joylashgan ushbu loyihaning Bosh ofisi ham respublika miqyosida turli ilmfanga, oliy ta'lim tizimidagi turli dolzarb masalalar, talaba va professor-o'qituvchilarning chet elda malaka oshirishlariga doir tadbirlarni tashkillashtirish va o'tkazishda anchagina faolligini ham alohida ta'kidlab o'tish joiz. Shaxsan o'zim ham "Erasmus Plus" loyihasi doirasida Xorvatiya davlatining Dubrovnik universitetida talabalar almashinuv dasturi doirasida bir semester davomida ta'lim olib qaytdim. O'qish davomida orttirgan tajribam va bilimlarimga tayanib aytish mumkinki, kredit mobilligi oliy ta'lim muassasalari va tizimda ham muhim. Zero bu bizga xorij tajribasini ko'rish, anglash va yutuq tomonlarini yurtimizga jalb qilishga yordam beradi.

Oldin ta'kidlab o'tganimdek, Erasmus+ dasturi doirasida Toshkent Moliya Instituti va Dubrovnik universiteti o'rtasidagi kelishuvha asosan 2017-2018 o'quv yilining II-semesterini mezbon universitetda o'tkazdim. O'qish jarayoni Xorvatiya ta'lim tizimi bilan ham tanishish imkonini berdi. Xorvatiya oliy ta'lim tizim ham boshqa Yevropa Ittifoqi davlatlari kabi "Bolonya jarayoni" amalda va undan avval bo'lgan tizim (ikki pog'onali *veleučilište*- yuqoriroq va *sveučilište*- eng yuqori) ni asta sekin yo'q bo'lib borishiga olib bormoqda. Hozirda oliy ta'limning quyidagi bosqichlari mavjud:

- Bachelor of Science and Bachelor of Arts (*prvostupnik*)
- Master of Science and Master of Arts (*magistar*)
- Master of Education (*magistar edukacije*)
- Doctor of Science and Doctor of Arts (*doktor*)

Barcha katta universitetlar mustaqil fakultetlarga bo'lingan, fakultetlar bitta qilib kampus deb atalsada ular shaharning turli joylarida joylashgan bo'ladi. Har bir fakultet o'z xodimlariga, o'z prorektoriga ega va ba'zi universitetlar markaziy rektoratdan mustaqil faoliyat yuritadi (Universitet nomi ostida). O'quv yili oktabr oyining ikkinchi haftasida boshlanib to iyun oyining birinchi o'n kunligiga qadar davom etadi. Boshqa Yevropa davlatlari kabi o'quv kunlari hafta besh kun va darslar erkin jadval asosida qo'yiladi. Dubrovnik universitetida (Iqtisodiyot va Biznes fakulteti nazarda tutilayapti) ta'lim berayotgan barcha professorlar PhD (falsafa fanlari doktori) va fan doktori darajasiga ega va bu darslarning sifatli o'tishi va standartlarga to'g'ri kelishini ta'minlaydi.

Yevropada qisqa muddat talaba bo'lish menda ulkan tajriba va sinov bo'ldi. O'tgan bir semester vaqt davomida ko'plab yangiliklar va innovatsiyalarga guvoh bo'ldim. Aynan ta'lim tizimiga kelsak, meni mamnun qilgan taraflaridan biri talaba fakultet tanlash bilan birga qaysi fanlarni o'qishni ham o'zi tanlaydi va yakunda ECTS (European Credit Transfer and Accumulation System) kreditlarini to'plash muhim sanaladi. Ayni shu tizimni bizning oliy ta'lim muassalarida ham jalb qilsak balkim yo'nalishga aloqador fanlarni sarflanadigan vaqtni tejash va talaba o'z ustida ishlashi uchun ko'proq vaqt yaratilardi.

Keling endi yuqoridagi ma'lumotlar asosida ikki oliy ta'lim muassasalari, Toshkent Moliya Instituti va Dubrovnik Universitetining aynan ta'lim berish jarayonini solishtirib ko'rsak. Avvalo ikki OTMning axborot resurs markazi, o'quv binolari o'rtasida deyarli farq yo'qligini aytib o'tish zarur. Shunga qaramay Dubrovnik universitetida *moodle* tizimi yo'lga qo'yilgan va samarali faoliyat yuritmoqda. Bu esa talabaga mashg'ulot jarayonida berilgan ma'lumotni, taqdimotni o'zi ro'yhatdan o'tgan va yagona tizimli univervitet bazasidagi o'z sahifasidan olishi, o'sha fan o'qituvchisiga fan yuzasidan savollar berish bu orqali o'z vaqtini tejash imkoniga ega bo'ladi. E'tiborga loyiq tarafi shundaki, talaba dars jarayonida umumiy ma'lumotning 40-50 % olsada, qolganini mustaqil ravishda tavsiya etilgan adabiyotdan topishi lozim. Shunga qaramay Axborot resurs markazi va kutubxonalar yetarli miqdorda resurslar bilan ta'minlanmagan. Ikki OTMda ham talaba davomati, fanning o'zlashtirish ko'rsatkichi muhim hisoblanadi, talabalar dunyo qarashi ham turlicha bo'lishiga qaramasdan maqsad tanlangan mutaxassislikni puxta egallash.

Xulosa qilib aytadigan bo'lsam, bunday Kredit Mobilligi loyihalari yurtimizdagi Oliy ta'lim muassasalari talabalari va professor-o'qituvchilari uchun Yevropada qisqa muddat bo'lsa ham ta'lim tizimi bilan tanishish va bevosita unda qatnashish imkonini beradi. Buni aynan o'zim tahsil olgan Dubrovnik universitetida o'tkazgan bir semestr va Toshkent Moliya Instituti professor-o'qituvchilarning Xorvatiyaga tashrifi, ikki OTM o'rtasidagi iliq munosabatlardan kelib chiqib aytayapman. Fikrimcha, bunday loyihalarni yanada ko'paytirish va unda qatnashuvchilar sonini ham oshirib borish maqsadga muvofiqdir.

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ЕВРОПАДА АДАБИЁТГА ОИД ЗАМОНАВИЙ ҚАРАШЛАРНИНГ ЎЗБЕК АДАБИЁТИГА СИНТЕЗИ ТАЖРИБАСИДАН

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Аннотация: This article outlines the results of the mobility program on the biographical novelty in the University of Pisa at the Faculty of Foreign Philology.

Бухоро давлат университети ва Пиза университети ҳамкорлигида амалга оширилган Erasmus+2015-1-IT02-KA107-014705 International Credit Mobility

(Халқаро Кредит Мобиллик) лойиҳаси доирасида Италиянинг Пиза университетида 24.03.16 дан 14.06.16 гача “Биографик роман жанри хусусиятлари” мавзуида олиб борилган филология фанлари бўйича фалсафа доктори (PhD) тадқиқот иши амалга оширилди. Тадқиқот иши мазкур университетлар келишуви асосида тайинланган илмий маслаҳатчи – Пиза университети профессори, филология соҳаси етакчи мутахассиси Сержио Затти раҳбарлигида олиб борилди. Докторлик диссертацияси юзасидан Пиза университети Филология факультети ахборот ресурс маркази ҳамда Европанинг нуфузли кутубхоналаридан саналган Scuola Normale Superiore кутубхонасида мавжуд бўлган илмий китоблар ва электрон манбалардан фойдаланган ҳолда библиографик тадқиқот олиб борилди. Шунингдек, мавзуга тегишли адабиётларда келтирилган илмий ва назарий қарашлар ўрганилиб, диссертациянинг назарий асоси бойитилди ҳамда библиографик рўйхат шакллантирилди.

Тадқиқот давомида докторлик диссертацияси бобларидан бирининг мазмунини ёритиб берадиган, Ўзбекистон Республикаси ОАК талабларига мос келадиган, халқаро миқёсда чоп эттириш учун мўлжалланган илмий мақола устида иш олиб борилди. Шу муносабат билан тегишли долзарб илмий ва назарий манбалардан материаллар тўпланди.

Тадқиқот натижасида Америка, Европа (инглиз) ва ўзбек тилидаги биографик романларда тарихий ҳақиқатни бадиий ифода этиш, асарларда инсон руҳиятини акс эттирадиган поэтик воситаларни қиёслаш орқали жанрнинг хужжатлилик ва бадиийликни бириктира олиши, дуалистик ҳамда синтетик хусусияти асосланиб берилди. Биографик романларда хронотоп, эпистоляр техника, концентрик ва хроникал сюжет, архитектоника, бадиий ғоя ва мавзунини ёритиш орқали жанрнинг бадиийлик тамойиллари концепцияси исботланди. Синхрон аспектда ўзбек ва жаҳон адабиётшунослигида биографик роман жанри намуналари контекстуал тарзда қиёсланилиши натижасида адабий жараёндаги биографик асарларда муштарак тарихий шахслар образлари ва романлар композициясидаги динамик ҳамда тематик фарқли жиҳатлари далилланди. Биографик романлардаги инсонпарварлик ва фидоийлик ғоялари, сюжетларидаги эпизодлар, инсон табиати тасвирининг муштарак томонлари, шунингдек, муаллиф образи ва баёнидаги фарқли услубий жиҳатлар аниқланди. Биографик асарларнинг генетик илдизларини – жаҳон адабиётида агиография, ҳаётнома, биографик луғат, биографик портрет ва ўзбек адабиётида ҳолот, қисса, манокіб, дoston сингари жанрлар ташкил этиши асослаб берилди.

Халқаро Кредит Мобиллик лойиҳаси доирасида олиб борилган тадқиқот натижалари Республикадаги турли соҳаларда жорий қилинди. Биографик роман жанри хусусиятларини Америка ва ўзбек романчилиги қиёсида ўрганиш ва биографик роман табиатини ёритиш юзасидан олинган илмий натижалар ва амалий таклифлар асосида биографик романнинг дуалистик ва синтетик табиати, поэтикаси, ғоявий-композицион қурилиши, образлар таркиби ва генезисига оид назарий хулосалардан Ф-1-06 рақамли «Истиклол даври ўзбек адабиётида Шарку Ғарб адабий анъаналари синтези» мавзусидаги фундаментал лойиҳасида фойдаланилди. Натижада биографик романларнинг бадиий тараққиёт тамойиллари, бадиияти, ижодкор маҳорати, ўзида тарихий-биографик ҳақиқатни, хужжатлиликни ва психологизмларни қай даражада акс эттириши каби бир қатор муҳим масалаларни ёритилишига асос бўлди.

Абу Али ибн Сино илмий биографиясининг бадий талқини, асар қаҳрамонининг образли тасвири, ички олами, илмий меросининг биографик романда қайта яратилиш тамойилларига оид хулосалардан Бухоро давлат бадий-меъморчилик музей-кўриқхонаси фаолиятида фойдаланилган. Натижада «Афсона. Абу Али ибн Сино музейига саёҳат» номли рисоласи нашрга тайёрланган, мемориал музейи экспозицияси орқали Абу Али ибн Сино биографияси ва адабиётдаги сиймоси ҳақида омма орасида ташвиқот ишларини самарали ташкил этишга хизмат қилди.

Биографик романлардаги бадий хронотопнинг рассомлар картинаси асосида асарларда вербал воқеланиши билан боғлиқ хулосалардан Бухоро вилоят телерадиокомпаниясининг «Ижод устахонаси» номли туркум телекўрсатувларини тайёрлашда фойдаланилди. Н. Норматовнинг «Рўзи Чориевнинг сўнгги васияти» ва И. Стоуннинг «Ҳаёт иштиёқи» романларининг ўзига хос жиҳатлари, асарларда қўлланилган картинани сўз орқали ифодалаш, романда замон ва макон категорияларини яратиш бадий техникаси каби масалалар бўйича телетомошабинларнинг маълумоти ва дунёқараши кенгайтишига асос бўлди.

Пиза университети Хорижий филология факультетида олиб борилган тадқиқот натижасида унумли, инновацион ғояларга асосланган хулосаларга эришилди. Шунингдек, диссертация Тошкент давлат шарқшунослик институти, Ўзбекистон давлат жаҳон тиллари университети, Ўзбекистон миллий университети ҳузуридаги илмий даражалар берувчи DSc.27.06.2017.Fil.21.01 рақамли Илмий кенгашнинг 2018 йил 20 июндаги мажлисида ҳимоя қилинди.

Хулоса қилиб айтганда, Erasmus+2015-1-IT02-КА107-014705 International Credit Mobility (Халқаро Кредит Мобиллик) лойиҳаси доирасида олиб борилган тадқиқот ишини назарий ва амалий бойитишда салмоқли ёрдам бера олди. Ўзбекистон Республикасида филология, қиёсий адабиётшунослик соҳасидаги илмий изланишлар замонавий Европа адабиёти билан ҳамоҳанг бўлишига туртки бўлди.

КРЕДИТНАЯ МОБИЛЬНОСТЬ КАК ПЛАТФОРМА ДЛЯ РАЗВИТИЯ ОБРАЗОВАТЕЛЬНОГО ПОТЕНЦИАЛА СТУДЕНТОВ

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***Ключевые слова:** Кредитная мобильность, научный опыт, интернационализация образования, Erasmus+, международное партнерство.*

***Аннотация:** In this article are going to be looked at questions concerning education of foreign students and increasing their level of education in various fields.*

Современные образовательные системы многих стран характеризуются высоким уровнем интернационализации обучения. В научной и учебно-

методической литературе понятие интернационализации образования имеет несколько замещающих синонимов, каждый из которых, на наш взгляд, выражает определенные оттенки данного понятия: глобальный рынок образовательных услуг, глобальные университеты или транснациональное образование.

Рассматривая вопрос о кредитной мобильности, необходимо определить, что принято понимать под этим термином, а также в каких формах она может осуществляться. Кредитная мобильность – международные перемещения студентов и преподавателей в целях осуществления научной и преподавательской деятельности, обмена опытом, представления результатов исследований, а также в других профессиональных целях. Безусловно, одним из важнейших показателей интернационализации высшего образования является кредитная мобильность как студентов, так и вузовских преподавателей. Кредитная мобильность студентов осуществляется на базе межвузовских и межгосударственных договоров о сотрудничестве в области обучения по различным направлениям и специальностям.

Интернационализация образования состоит не только во взаимном обмене студентами или в подписании договоров о научном сотрудничестве. Ее следует рассматривать как компонент, способствующий улучшению качества и повышению значимости высшего образования.

Главная цель мобильности – дать студенту возможность получить разностороннее «европейское» образование по выбранному направлению подготовки, обеспечить ему доступ в признанные центры знаний, где традиционно формировались ведущие научные школы, расширить познания студента во всех областях европейской культуры.

Мобильность студентов и преподавателей важна не только с точки зрения развития и улучшения возможностей трудоустройства отдельных граждан, но и с точки зрения развития университетов, где мобильность становится стимулом для сравнения и обновления программ обучения, улучшения качества преподавания, совершенствования деятельности международных и студенческих служб. Мобильность полезна не только для студентов, но и для качества высшего образования в целом, так как способствует разработке стратегии интернационализации и оказывает положительное влияние на системы образования (в частности, за счет формирования инструментов признания). В Европе мобильность стала важным катализатором реформирования системы высшего образования.

Кредитная мобильность отличается тем, что, во-первых, студенты едут учиться за рубеж хоть и на ограниченные, но длительные сроки – от семестра до учебного года, и, во-вторых, во время таких стажировок они учатся полноценно, не только изучают язык и отдельные дисциплины, а проходят полный семестровый или годичный курс.

Большое преимущество данной программы это интернациональность. В первый/второй день моего пребывания в Румынии я познакомилась почти со всеми своими однокурсниками на общем мероприятии в честь начала нового семестра. Студенты прибыли с разных концов планеты: Турция, Франция, Германия, Испания, Россия, Италия, Латвия, Марокко, Сербия, Босния Герцеговина и другие. Лекции начались со второго дня моего пребывания в Румынии. Мы изучали предметы по своему направлению на иностранном языке, а именно: Business to business marketing, Product and brand management, Public finance, Auditing and

financial controls, Romanian as a foreign language. По началу была сложность в понимании терминов на английском языке, система образования и методы обучения отличались. Занятия включали лекционную и практическую части, а также выполнение различных проектов в небольших группах. Большинство преподавателей использовали презентации Power Point в своих лекциях. Вся информация была доступна для самостоятельного изучения и повторения пройденного материала. Помимо студентов Erasmus, лекции и практические занятия посещали местные студенты.

В свободное от учебы время мы посещали мероприятия, вечеринки приветствия и закрытия, экскурсии в различные музеи и исторические города вместе со студентами Erasmus+. Было очень познавательно каждую неделю посещать мероприятие под названием «Present your country», на котором можно было подробно узнать о какой-либо стране, начиная с их древней истории, традиций и обычаев, достопримечательности, национальных блюд и современных достижений.

Опыт, полученный в рамках участия в программе Erasmus+, был бесценным с точки зрения развития моих академических, профессиональных и личностных качеств. Все знания, полученные в рамках программы я сейчас применяю в своей работе. Для меня Erasmus+ - это уникальная программа, которая дает возможность расширить ваш кругозор, формирует вас как личность, учит вас ценить разнообразие, обогащает вашу жизнь появлением новых друзей и путешествий, закаляет вас в отношении самостоятельности, учит вас жить в мире с другими культурами и с самим собой, а также это самосовершенствование и бесценный опыт, который в свою очередь значительно увеличивает шансы на успешное трудоустройство. Вместе с этим мы также получаем сертификаты с соответствующими баллами при условии, что мы усвоили всю программу обучения, выбранного нами направления. Обучаясь за рубежом по данной программе, я приобрела интернациональный и предпринимательский менталитет, профессиональную ответственность и в целом повысила свой уровень образования во многих отраслях и сферах.

Возможность получения именно научного опыта в зарубежных образовательных или научных учреждениях должна рассматриваться студентами в качестве стимула и мотивации для участия в программах кредитной мобильности по модульному принципу. Но для того, чтобы данный показатель сыграл в плюс вузу, нужно изначально выстраивать работу с потенциальными «мобильными» студентами таким образом, чтобы это в дальнейшем повысило репутацию вуза в академических национальных и международных кругах. С моей точки зрения только правильно спланированная кредитная мобильность студентов с их предварительной подготовкой к участию в такой программе может в дальнейшем привести к результатам, которые будут измеримы и видимы в форме созданных совместных научных проектов, изданных совместных публикаций, в форме обмена не только студентами, но и научно-педагогическими работниками, что в свою очередь будет благоприятно сказываться на формировании глобальной образовательной среды в вузе.

Обзорное рассмотрение вопроса кредитной мобильности в рамках данной статьи позволяет сделать следующие выводы:

- студенческая мобильность должна стать неотъемлемым компонентом обучения и необходимо сделать так, что любой заинтересованный в прохождении части своего обучения в зарубежном вузе имел такую возможность;

- кредитная мобильность должна быть правильно спланирована и продумана, студенты должны изначально понимать для чего они участвуют в данной программе и какой будет результат;

- необходимы специальные программы подготовки студентов к участию в программах кредитной мобильности, в данном случае имеется в виду не только языковая подготовка;

- мобильность также необходима не только для студентов, также необходимо развивать мобильность для административного персонала, как расширение программ повышения квалификации или стажировок;

- ведение базы выезжающих и приезжающих студентов с указанием целей и достигнутых результатов и дальнейший анализ такой базы данных могут повысить эффективность программ мобильности.

В заключение хотелось бы отметить тот факт, что международное партнерство в нынешних условиях является очевидным и обязательным условием повышения эффективности высшего профессионального образования, а кредитная мобильность повышает доступность, качество и эффективность образования и является важным инструментом формирования глобальной образовательной среды и обеспечения мобильности человеческих ресурсов.

BUXORODA TURIZM INFRATUZILMASINI TAKOMILLASHTIRISH YO‘LLARI (PADOVA MINTAQASI MISOLIDA)

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Kalit so‘zlar: infratuzilma, rivojlantirish, mintaq, takomillashtirish, xorij mamlakatlari, transport.

Annotatsiya: This article summarizes the results of studying in Padova university by Erasmus+ mobility on tourism infrastructure of the European cities, to improve the tourism infrastructure of the Bukhara region

Bilamizki, mamlakat iqtisodiyotining strategik tarmog‘i sifatida turizmni jadal rivojlantirish uchun qulay iqtisodiy va tashkiliy-huquqiy shart-sharoitlar yaratish, hududlarning ulkan turizm salohiyatidan yanada to‘liq va samarali foydalanish, turizm tarmog‘ini boshqarishni tubdan takomillashtirish, milliy turizm mahsulotlarini yaratish va ularni jahon bozorlarida targ‘ibot qilish, turizm sohasida O‘zbekistonning ijobiy qiyofasini shakllantirish maqsadida qabul qilingan O‘zbekiston Respublikasi Prezidentining 2016-yil 2-dekabrda “O‘zbekiston Respublikasining turizm sohasini jadal rivojlantirishni ta’minlash chora-tadbirlari to‘g‘risida”gi Farmonining 8-bo‘lim 2-5-bandida ko‘rsatilganidek, ...Toshekent, Samarqand, Buxoro va Urganch shaharlarining

xalqaro aeroportlarida respublikaga keluvchi (ketuvchi) xorijiy turistlar uchun “yashil yo‘lak” bojxona nazorat tizimi” hamda “...aeroportlarda va temir yo‘l vokzallarida qulay turizm axborot makonini, shu jumladan, turizm-axborot punktlari faoliyati, turizm navigatsiya tizimini, yo‘nalish olish belgilarni o‘rnatish va boshqa shu kabi tadbirlarni tashkil etish va rivojlantirish hisobiga yo‘lovchilarga, shu jumladan bepul asosda ko‘rsatiladigan xizmat darajasi va sifatini oshirish chora-tadbirlari” kabi maqsadlar qo‘yilgan bo‘lib, shu jumladan esa, 19-may 2017-yildagi “2017-2019 yillarda Buxoro shahri va Buxoro viloyati sayyohlik salohiyatini jadal rivojlantirish chora-tadbirlari” to‘g‘risidagi 2980-sonli Qaror qabul qilindi.

Ushbu qarorda 2017-2019-yillarda Buxoro shahri va Buxoro viloyati sayyohlik salohiyatini jadal rivojlantirish dasturini tasdiqlash va uning quyidagi ustuvor yo‘nalishlar bo‘yicha amalga oshirilishini samarali tashkillashtirilishini ta‘minlash:

- yangi mehmonxonalar, madaniy-sog‘lomlashtirish va savdo-ko‘ngilochar markazlari, sayyohlikni rivojlantirish uchun zarur sharoitlar yaratish bilan sayyohlik infratuzilmasining boshqa obyektlarini qurish;
- umumiy ovqatlanish tizimini takomillashtirish va sayyohlarning kechki hordiqdari uchun sharoitlar yaratish;
- transport xizmatini yaxshilash, avia va temir yo‘l infratuzilmasini rivojlantirish, Buxoro shahrining tarixiy qismi atrofida sayyohlarga xizmat ko‘rsatuvchi maxsus kompaniya yaratish, sayohatchilarga namoyish qilinadigan obyektlarga olib boruvchi avtomobil yo‘llarini qurish va rekonstruksiya qilish;
- Buxoro shahri hududini obodonlashtirish, valyuta ayirboshlash punktlarini tashkillashtirish, sayyohlik infratuzilmasi obyektlarida bankomatlar va terminallar o‘rnatish, sovg‘alar va suvenirlar do‘konlari joylashadigan yangi savdo ko‘chasini yaratish, sayyohlar to‘planadigan gavjum joylarda Wi-Fi-hududlarini yaratish kabi qator takliflar berilgan.

Erasmus+ mobility dasturi qatnashchisi tomonidan Buxoroning turizm infratuzilmasini yanada yaxshilash maqsadida 2017-yilning 15-yanvardan 15-iyungacha, Italiya davlatining Veneto viloyatining Padova shaharida amaliy o‘rganishlar olib borildi. Shuningdek, Yevropaning Avstriya, Slovakiya, Chexiya, Ispaniya va Italiya davlatlarining Genova, Milan, L’quale, Rim, Florensiya, Bologna, Vnetsiya, Verona shaharlari bo‘lib, ushbu turistik mazilgohlarning turizm infratuzilmasini o‘rganib chiqdi. Shu bilan birga, Abano Terme, Padova va Treviso shaharchalarning turizm salohiyati hamda ushbu mintaqalarining turizm sohasi bilan davlatiga hissa qo‘shayotga daromadi, transport, mehmonxona, umumiy ovqatlanish va turizm infratuzilmalariga amaliy izlanishlarini olib bordi.

Amaliy izlanishlar yakunida nafaqat Buxoro hududining turizm infratuzilmasini yanada takomillashtirish O‘zbekiston uchun quyidagi xorij tajribasidan tavsiya sifatida taklif etaman.

1. Buxoro viloyatining turistik brendini yaratish. Turistik brend-bu ushbu mamlakatning turistik salohiyati, resurslari, madaniyati, infratuzilmasi haqida tasavvurga ega bo‘ladi. Shuningdek, turizmni sohasini rivojlantirish uchun eng muhim reklama unsuridir.

2. Sayyohlar uchun axborot beruvchi markazlarni Buxoro hududining asosiy joylarida o‘rnatish, hamda ushbu markazlarga malakali, xorijiy tilda bemalol so‘zlasha oladigan, eng asosiysi muomula madaniyati yuqori va saviyali kadrlar bilan ta‘minlash;

3. Buxoro hududida har bir markaziy nuqtalarida, ijaraga velosiped berish joylarini yaratish. To‘g‘ri hozirgi kunda, ushbu mintaqada bunday joylar mavjud, lekin

hammasi xususiylashtirilgan bo‘lib, narx-navolar turlichadir. Misol uchun, Avstriya davlatining Vena shaharining Citybike (shahar velosiped) bunga yaqqol misol bo‘ladi. Yoki ushbu manzil orqali tanishish mumkin bo‘ladi. <https://www.citybikewien.at/en/>

4. Temir yo‘llar vokzallarida o‘z-o‘ziga chipta xarid qilish xizmati (self service ticket) bankomatlarni o‘rnatish, bilamizki, bunday bankomatlar rivojlangan mamlakatlarda keng qo‘llanib kelinmoqda. Shuning uchun ham rivojlangan mamlakatlar qatoriga kirish, aholini yashash sharoitini yanada qulaylashtirish, kam vaqt sarflash orqali amalga oshirish kerakdir;

5. Buxoro hududining eski shahar qismida bepul toza ichimlik suvi bilan ta‘minlash. Bilamiz, mintaqa yozda juda issiq bo‘lishini hisobga olsak, ushbu suv ta‘minoti asosiy tarixiy-arxitektura markazlariga joylashtirish zarurdir;

6. Buxoro viloyatidagi mehmonxonalarni markazlashtirilgan dastur bilan ta‘minlash ya‘ni ASA Hotel dasturini qo‘llash.

Yuqorida keltirilgan takliflarning barchasi Yevropaning turizmi rivojlangan davlatlarni o‘rganish natijasida keltirilgan bo‘lib, ushbu takliflarni yanada kenroq o‘rganib tatbiq etish zarurdir.

Xulosa tariqasida, turizm sohasi rivojlangan davlatlarda sezilarli darajada davlatga daromadlarni olib kelmoqda. Shu sababli turizmni rivojlantirishda ilg‘or mamlakatlar modelidan foydalanish va ular erishgan yutuqlarni respublikamiz turizmiga tatbiq etish yo‘llarini o‘rganish lozimdir.

DOKTORANTURA BO‘YICHA KREDIT MOBILLIGI – ILMIY-TADQIQOT VA TARAQQIYOT OMILI

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2016-yil 15-sentabrdan 2017- yil 15-fevralgacha

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Kalit so‘zlar: Import o‘rnini bosish, avtomobil sanoati, Import o‘rnini bosish siyosatini qo‘llab-quvvatlovchi holatlar, maqsadga muvofiqlik, sanoatlashtirish, maqsadga muvofiq va samarali import o‘rnini bosish siyosati

Annotatsiya: This article outlines the mobility results of research on the topic "The ability to apply import substitution policies in the automotive industry of Uzbekistan", which was held at the University of Aquila in Italy to obtain a PhD degree.

ERASMUS+ Xalqaro kredit mobilligi doirasida 2016-yilning 15-sentabrida L'Aquila Universitetida ilmiy faoliyatimni boshladim. Tadqiqot mavzusi "O‘zbekistonda avtomobil ehtiyot qismlari sanoatida importning o‘rnini bosish siyosatini qo‘llash imkoniyati".

Ushbu dissertatsiyaning maqsadi O‘zbekiston Respublikasi avtomobilsozlik sanoatida import o‘rnini bosish siyosatining maqsadga muvofiqligi va uning mamlakat iqtisodiy rivojlanishiga qanday ta‘sir qilishini baholashdan iborat edi.

Mobillik davrida ilmiy ish metodologiyasini o'rganish, ilmiy-tadqiqot faoliyatining nazariy qismini tadqiq etish, shuningdek, xorijiy tillardan bilim darajasini yanada yuksaltirish rejalashtirilgan edi.

Shu maqsadda, O'zbekiston avtomobilsozlik sanoatida import o'rnini bosish siyosatini qo'llashning texnik-iqtisodiy samaradorligi, ijobiy va salbiy jihatlarini tushunish uchun ushbu savdo va sanoat siyosatiga oid adabiyotlar o'rganildi. Ushbu adabiyotlarni tahlil qilish sohaga oid tushunchalar, o'zgaruvchilar, ta'sir qiluvchi omillarni va ichki ishlab chiqaruvchilarni himoya qilish tarixini o'rganish imkonini berdi.

Kredit mobillik davrida ko'plab dissertatsiyalar, kitoblar va ilmiy resurslar bazalaridan maqolalar, konferensiya materiallari va boshqa ko'plab adabiyotlar o'rganib chiqildi va tahlil qilindi. Natijada, tadqiqot sohasidagi eng muhim ma'lumotlar yangilandi, umumlashtirildi.

Tadqiqotni yanada takomillashtirish va natijalar muhimligini oshirish maqsadida Akvila universitetidagi ilmiy rahbarim, professor Luchio Bijjiero va Buxoro davlat universitetidagi ilmiy rahbarim Abror Jo'rayevlarning ko'rsatmalari orqali ba'zi o'zgarishlar qildim. Shu asosida dissertatsiyaning kirish qismi va birinchi bobi yakunlandi. Ikkinchi bobni yozish uchun talab qilinadigan ma'lumotlar bazasining 70 foizi shakllantirildi. Hozirgi vaqtda izlanishlar va ilmiy tadqiqot faoliyatim davom etmoqda.

Ilmiy-tadqiqot metodologiyasi bo'yicha o'rganilgan adabiyotlar:

- Anol Bhattacharjee. *Social Science Research: Principles, Methods, and Practices*. University of South Florida, 2012.

- Joshua D. Angrist and Jörn-Steffen Pischke. *The Credibility Revolution in Empirical Economics: How Better Research Design is Taking the Con out of Econometrics*.

- Jan Beran, Yuanhua Feng, Hartmut Hebbel. *Empirical Economic and Financial Research*. Springer International Publishing, Switzerland, 2015. (I am continuing and it's a bit difficult).

Ishtirok etilgan kurslar:

1. PhD talabalari uchun ilmiy ish metodologiyasi bo'yicha seminarlar. Professor Luchio Bijjiero.
2. Xalqaro sanoatni tashkil etish. Professor Lelio Iapadre.
3. Italiyan tili va madaniyati, B1 daraja uchun. Professor Elisa Mililli.
4. Ingliz tili kursi, C2 daraja uchun. Professor Walters Dominic Simon.

Buxoro davlat universiteti va Akvila universitetlari o'rtasidagi hamkorlik shartnomasiga binoan, Buxoro davlat universiteti va Akvila universitetlari mening ilmiy tadqiqot faoliyatimni amalga oshirish buyicha "Co-Tulela" (qo'shma doktorantura) bitimini imzoladilar.

Ta'kidlash kerakki, Akvila universitetida ta'lim va ilmiy tadqiqot ishlarini amalga oshirish borasidagi tajribalar Buxoro davlat universitetidagi pedagogik va tadqiqot ishlarida muhim ahamiyat kasb etmoqda. Turli zamonaviy pedagogik texnologiyalar va xorijiy tillarni yanada mukammal o'zlashtirish talabalarga dars berishda ko'plab xorijiy adabiyotlar va yangiliklardan foydalanishga o'zining yuksak samarasini bermoqda.

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