

New Generation University - “University 3.0”

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Abstract: The problems and prospects for implementing the “University 3.0” concept in domestic higher education are considered. Experience in implementing the concept of “University 3.0” in universities of the republic occurs mainly according to the models of developed countries, taking into account the existing system of higher education in Uzbekistan.

Keywords: higher education, “University 3.0” concept, intellectual potential, innovative development.

INTRODUCTION

As a result of the last five-year reforms, to increase and develop the quality and scope of education in the republic, to ensure the flexibility of the personnel training system to the needs of the economy, to comprehensively support and develop scientific and innovative activities, to form and further improve the innovative potential of the country regulatory frameworks aimed at developing effective mechanisms for creating favorable conditions were developed and fundamentally updated.

Main part. In particular, by the decrees of the President of the Republic of Uzbekistan, the strategy of innovative development of the Republic of Uzbekistan in 2019-2021, the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, the concept of the development of science until 2030, "Uzbekistan — 2030" strategy, the concept of development of the public education system of the Republic of Uzbekistan until 2030, the strategy of agricultural development of the Republic of Uzbekistan for 2020 — 2030, the New Plan for 2022 — 2026 Uzbekistan's development strategy was approved. Laws "On science and scientific activity", "On innovative activity", and "On education" were also adopted.

For example, the Concept for the Development of Higher Education of the Republic of Uzbekistan is a document that defines the general strategy, main directions, priorities, objectives of state policy in the field of education and mechanisms for their implementation, as a fundamental component

of the formation and strengthening of state independence, the progressive development of the country. The laid down qualitatively new Concept is focused on the formation of a harmoniously developed generation, on strengthening the national foundations of the educational sphere, raising them to the level of world standards in harmony with the requirements of the time. The strategic goal of the national program is to form human capital capable of solving complex issues facing society in a rapidly developing market economy. The result of its implementation was the creation of an educational model that ensures lifelong education in the republic.

The President of the Republic of Uzbekistan Sh. Mirziyoyev set the task of moving from centralized financing to self-financing and economic independence in order to increase the international prestige of universities and adequately stimulate the activities of scientific and pedagogical personnel.

Among foreign economists are Bell D., Boyce J., Karayannis E.G., Campbell D.F.J., Castells M., Chesbrough H.W. Curley M., Formica R., Etzkowitz H., Leydesdorff L., Gibbons M., Limoges K., Novotny H., Schwartzman S., Scott P., Trow M. and scientists of the Russian Federation Parfirova A.A., Kryukova A.A., Solovyov O.G., A. Glazev and other scientists expressed their opinion about "University 3.0" in their research. In recent years, research has been carried out in the country on the "University-3.0" model, as well as scientific articles, monographs and textbooks. These include R. Madieva, Sh.I.Ilkhamov, I.N.Ismanov, A.A.Karimov, M.K.Pardaev, A.Zh.Tuichiev, B.A.Khasanov, K.R.Hotamov, R. .O.Kholbekov. They published textbooks and scientific articles that contain a range of information and analyzes about University 3.0.

In the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, the issue of gradually introducing the concept of "University 3.0" into our lives is emphasized. What does this concept mean? Universities have passed through several models in their historical development.

At the beginning of the 21st century, the traditional, classical model of knowledge transfer and teaching has been replaced by the concept of University 2.0. According to him, the university has become a source of new knowledge and a center of consulting services for market participants. The University 3.0 is a new type of educational institution that must actively participate in the processes related to technological entrepreneurship, business development and the formation of new markets. Higher education institutions of this format will serve as a "driver" for the innovative development of Uzbekistan in the next five to ten years.

The University of the Future is an educational institution where graduates go to specific enterprises, companies, government agencies, and third- or fourth-year students are clearly defined depending on the prospects in the workplace.

It is very important to create professional teams involving students from different universities, for example, to combine the projects of economists with engineers, physicists, programmers. Then it will be possible to create a smart, modern business. Ensuring the joint development of research institutes and universities is an effective direction.

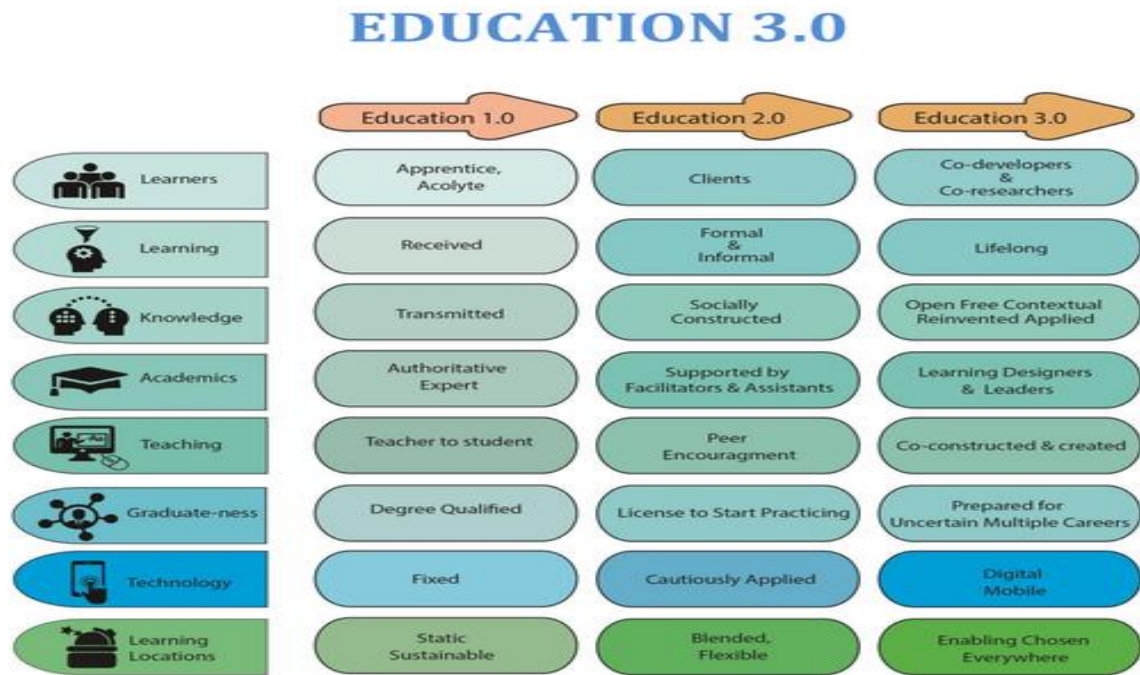


Fig. 1. The generations of university models

Universities are steeped in governance structures and see themselves as tasked with maintaining and building upon the knowledge and teaching methods through Education 1.0 and 2.0. However, there are huge opportunities, albeit challenging, to create very new futures for learning.

My view is that the values by which a university stands need not change but fixed institutional arrangements, including policies and strategies, preferred and often 'unconscious' or 'assumed' pedagogies need to transform.

The strands of Education 3.0 can be traced back to the 1980s but unlike 1.0 and 2.0, they are a substantial change from the preceding phases and their emergence requires shifts in underlying university structures and a rethinking of student outcomes. Design thinking has become more common as a way of flexibly changing learning and teaching practices.

Key Features of University 3.0:

- The formation and commercialization of knowledge as the main task of the new generation university;
- Enhanced cooperation with industrial companies, investors, venture funds, large corporations, research organizations and other universities;
- High international ratings;
- Active selection (competition) for the best professionals, students and research contracts;
- Globalization policy - teaching is conducted in English (teaching in English);
- Mainly conducting interdisciplinary research;

- A diverse faculty and student structure that is relatively close to the university 1.0 model (universities are becoming more multicultural, allowing students to develop not only research but also cultural and communication skills).
- Reducing dependence on public administration and intervention.

To date, researchers have identified two models of entrepreneurship universities:

- As a result, the university is an entrepreneur - this model provides a favorable environment for entrepreneurship training of students, teachers and graduates, in which teachers and graduates work in partnership with high-tech start-ups and mergers created by innovative companies;
- University or entrepreneur-university, depending on the type of activity of the management team - this model involves the creation of a strong research center, develops and markets new scientific and technical products, thereby attracting financial resources and becoming fully independent of public funding.

Acceleration programs to increase the role of the University of Entrepreneurship, the creation of new teams, mainly young people, successful start-ups (“Beginning of the process”), “spin-offs” (“advertising, message delivery”, “collaborative outcome”) plays an important role.

Conclusion. In conclusion, we can say that in the era of information overload, it is the "third" and "fourth" generation universities that have the ability to adapt the educational process to the rapidly changing reality. Step-by-step transition to new-generation universities provides an opportunity to integrate into global educational processes. Traditional universities are unable to meet the requirements of the times. Education is important, but it is not enough. Theoretical studies are important, but they remain theoretical if they are disconnected from reality. Our universities of today's generation must learn to commercialize the results of scientific research. This will increase their prestige and credibility both locally and internationally. It is clear that only flexible universities can withstand the competition.

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