

# Objective Factors Affecting Uzbekistan's Access To The Bologna Agreement

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**Abstract:** This article describes the author's scientific research about the efforts being made to join the Bologna process in the higher education system of our country, their rise to the level of state policy, and the achievements and shortcomings in this regard.

**Key words:** Lisbon Convention, ratification, transformation, credit module system, modernization, outlook, unification, corruption, social problems.

## Introduction

The educational process is the main content of the pedagogue's activity, and it is a comprehensive and complex process related to providing students with theoretical and practical knowledge. Its effectiveness is not measured only by students' knowledge, skills and abilities. Objective factors related to time and space also determine the effectiveness of the educational process. For example, at a certain time, the blackboard was considered a novelty. Nowadays, blackboards are giving way to electronic boards. The novelty is various modern devices connected with virtual reality. In this situation, a simple approach to the quality of education would not fully reveal the essence of the issue. At the same time, the obsolescence of educational programs raises a number of questions regarding the quality of education. It will also be necessary to resolve the issue of whether a mature specialist in non-demanding professions can be said to have received quality education.

## Research Methods

The Bologna system of qualifications aims to achieve mutual recognition of diplomas across countries. It is known that Uzbekistan has a national system of recognition of diplomas of foreign higher education institutions. Starting from March 1, 2019, a new procedure for recognition and nostrification (recording of equivalence) of documents on education received in foreign countries will be introduced. The relevant decision of the President of January 16, 2019 was published on the UZA website.

## Results And Discussions

However, the list of cases of direct (without special tests) recognition and nostrification of education documents was adopted with significant changes and additions. According to the document, the following have this right:

Citizens of Uzbekistan, foreign citizens and stateless persons who have studied in foreign educational institutions with separate divisions (branches) and joint educational institutions operating in the territory of Uzbekistan;

The list of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education, Academic Ranking of World Universities) approved annually by the joint decision of the Ministry of Higher and Secondary Special Education and the State Inspectorate for Quality Control of Education under the Cabinet of Ministers is the first among higher education institutions Citizens who studied in foreign higher education institutions occupying 1,000 places;

Citizens who received education at the expense of quotas (grants) allocated by foreign countries for targeted training of specialists on the basis of referrals from the ministries and departments of Uzbekistan that have higher education institutions under their jurisdiction;

Citizens enrolled in foreign educational institutions before January 1, 1992;

Full members of the European Association for Quality Assurance in Higher Education (European Association for Quality Assurance in Higher Education) - citizens who have studied in educational institutions accredited by authorized organizations, except for areas, specialties and professions whose list is determined by the Cabinet of Ministers;

Citizens of the USA, Australia, Israel, Canada, Singapore, the Republic of Korea, Japan who studied in educational institutions accredited by the authorized organizations of these countries, with the exception of the directions, specialties and professions whose list is determined by the Government of Uzbekistan; citizens who have received education at the expense of the funds allocated by the ministries and agencies of Uzbekistan for the targeted training of specialists in foreign higher education institutions.

Thus, if it is stipulated in the international treaties of our country, the decisions of the President and the Cabinet of Ministers, it is possible not to certify the documents on the education received in foreign countries [1].

In the process of joining the Bologna agreement, the above document will gradually change and be applied to 48 countries within the framework of the entire agreement. This allows graduates of higher education institutions operating in Uzbekistan's higher education institutions to move freely throughout Europe and work in high-paying professions based on their diplomas. This point is very attractive and allows diversification of migration for Uzbekistan, which has about 300,000 graduates of higher education. It should be noted that the accession to the Bologna agreement may take much longer under the current conditions. At the same time, it should be noted that the recognition of the diploma is not a single legal act, but also the recognition of the educational standards and norms of the higher educational institutions of the whole country.

There have been no calls from any European country on this matter, and it is pointless to expect it in the future. At the same time, many people are worried about the issue of quality specialists going abroad. In our opinion, it is the attractive environment, not the Bologna agreement, that drives graduates to go abroad. This problem can only be solved by creating an environment that attracts such graduates. The table below shows the list of documents adopted on the monitoring of quality indicators in the European higher education area [2].

**Table 1. Monitoring of quality indicators in the European higher education area**

Year	The place where the ministerial conference was held	Regulation in the adopted official document
1999	Bologna	Quality assurance agreement
2001	Prague	Agreement on the Recognition of Degrees and Qualifications
2003	Berlin	Recognition of quality assurance at higher education institution, national and European level
2005	Bergen	European standards and recommendations on the quality of higher education have been adopted
2007	London	A European register of higher education quality was created
2009	Leuven-Louvain-la-Neuve	The quality of education has been recognized as a system builder
2012	Bucharest	The rights and obligations of subjects monitoring the quality of education have been determined
2015	Yerevan	Recognition of the quality of European education in joint schools
2018	Paris	Creating a database of educational quality results
2020	Rome	Communiqué on Social Dimensions of Higher Education

At the current stage, the ratification of the following three international documents creates a legal basis for the international recognition of national diplomas.

First, the European Convention "On Equivalence of University Admission Diplomas" adopted in Paris on December 11, 1953 [5]. Based on it, all graduates of the European Higher Education Area can apply to the higher education institutions of their choice.

Second, the European Convention on the Recognition of General Equivalence in University Studies was adopted in Rome on November 6, 1990 [3]. On the basis of this document, the basic knowledge during the study period was recognized and an opportunity was created to continue education at another higher educational institution based on one's desire.

Thirdly, the European Convention "On Academic Recognition of University Qualifications" has legally strengthened the recognition of all diplomas between member states [4].

It should be noted that even in the European higher education area, there is no single order in this regard and there are a number of peculiarities. In particular, to enter a higher education institution in Great Britain, citizens of countries outside the Bologna agreement must have a two-year preparatory course and an English language certificate. Or those who have studied in the first two years of the prestigious higher education institutions in Russia are admitted to the first year of higher educational institutions in Germany. According to German professors, these subjects are already divided in the upper grades of German schools. In France, it is also possible to apply to a higher education institution after passing special language training courses [5].

As can be seen from the above issues, becoming a part of the European Higher Education Area is a long and difficult process. The fact that the President of the Republic of Uzbekistan showed political will to start this process can be considered a great success. At the same time, there are a number of objective and subjective factors that can have a positive or negative effect on joining the agreement.

The objective factors that have a positive effect on joining the Bologna agreement are the following.

Firstly, the high demographic indicators of Uzbekistan. Currently, an average of 800,000 students are graduating from schools. The ability to provide employment using internal capabilities is limited. In such conditions, it is possible to turn existing human resources into human capital and thereby supply the world with highly qualified personnel. According to the data, today Parag Agrawal to Twitter, Satya Nadella to Microsoft, Sundar Pichai to Alphabet, as well as top managers of IBM, Adobe, Palo Alto and dozens of other leading corporations are Indian migrants [6]. At the same time, a number of Indians have reported that the success in the USA has inspired them to develop their businesses in their homeland. This means that in current conditions, migration is not a problem, but an opportunity, and through its diversification, it is possible to move to a new stage of Uzbekistan's development. For this, it is necessary to master quality education models. Secondly, it is a situation caused by the geopolitical location of Uzbekistan. The positive attitude of European countries towards Uzbekistan and the image of our country give a positive impetus to the integration of international organizations. According to the data: "As a result of Uzbekistan joining the preferential trade system "GSP+", a sharp increase in the turnover of goods with the EU countries was noticed. It should be noted that Uzbekistan has fulfilled all the conditions of the EU in order to receive the status of the beneficiary of the GSP+ system. In particular, it has ratified 27 international conventions, and finally, starting from April 10, 2021, the EU began to apply preferential tariffs to goods imported from our country within the framework of this system. As a result, the volume of mutual trade is constantly increasing. In particular, in the past period of 2023, the trade turnover with the member countries of the organization increased by 70%.

## Conclusion

As the European Higher Education Area continues to develop, it is essential to maintain a dynamic and flexible approach to higher education reform. Embracing the emerging trends in technology, meeting the changing needs of the requirements and encouraging internationalization are the main factors shaping the future of the Bologna process.

Overall, the Bologna Accords are a transformative force in European higher education, promoting collaboration, academic excellence and intercultural understanding. The commitment of the participating countries to the principles of the Bologna process remains important for its continuation. By addressing challenges, seizing opportunities and encouraging a spirit of collaboration, the Bologna agreement continues to lay the foundations for a harmonized and globally competitive higher education landscape in Europe.

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