

Higher Education is the Road to the Development of the Country

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Abstract

Higher education plays a crucial role in the socio-economic, technological, and cultural development of any nation. It serves as a foundation for innovation, skilled human capital, and effective governance. This paper discusses the significance of higher education in promoting sustainable national development, its challenges, and the strategies required to enhance its impact.

Keywords: Higher education, development, innovation, personnel production, intellectuals, educational development, quality tolerance, science.

Introduction

In the modern world, the development of a country is largely determined by the quality of its human capital. Education, particularly higher education, has become the cornerstone of progress and competitiveness. Universities and higher institutions not only provide knowledge but also shape individuals capable of driving innovation, entrepreneurship, and social reform. Therefore, investing in higher education is an investment in the nation's future. Today, the stability of any country, its influence in the international arena and economic stability depend, first of all, on the stability of science and education. The higher education system of a society is a special profession as an institution that forms the intellectual potential of society, trains innovative thinkers. Therefore, every state striving for development sees higher education as a strategically stable direction. Higher education, covering all spheres of social life, performs a crucial task for its development. As a result of human activity, it serves as a basis for renewal and social development in society.

The Role of Higher Education in National Development

1. Human Capital Formation

Higher education produces skilled professionals — scientists, engineers, doctors, economists, and educators — who contribute directly to the economic and social progress of the country. According to UNESCO (2023), nations with higher tertiary education enrollment rates demonstrate stronger GDP growth and technological advancement.

2. Promotion of Research and Innovation

Universities serve as hubs of research and innovation. Scientific discoveries and technological inventions emerging from higher education institutions improve industries, agriculture, healthcare, and governance. For example, research-driven economies such as South Korea and Germany owe much of their progress to investments in higher education and R&D.

3. Social and Cultural Development

Higher education promotes critical thinking, tolerance, and civic responsibility. It empowers citizens to make informed decisions, fostering democracy and social stability. Educated populations are more likely to support equality, gender balance, and environmental sustainability.

4. Economic Growth and Employment

A strong higher education system enhances productivity by equipping individuals with advanced skills required in the global labor market. Moreover, universities often act as economic centers by stimulating local economies through innovation, entrepreneurship, and job creation.

The term "higher education" may come from the old French word "enseignement supérieur" - "higher" or "higher". Thus, over time, it was used to refer to people who received education in a prestigious institution. That is, "higher education" began to be used to refer to a specialist with a lot of knowledge, skills, and expertise in a particular field. As a result of subsequent development, the emergence of universities, institutes, and similar institutions with a new vision and a large territorial area led to an increase in the number of people with access to high-quality information. Higher education, in turn, is a specialized field that is attached to secondary education and provides educational activities. We can also call it a specialization aimed at learning at a higher level of difficulty. Higher education includes what is usually understood as academic education, but it also includes vocational education. That is, it covers ISCED level 5 (short-term higher education), level 6 (bachelor's degree or equivalent), level 7 (master's degree or equivalent) and level 8 (doctorate or equivalent). The content of higher education programmes is more complex and in-depth than at lower ISCED levels.

In the V-III centuries BC, higher education was provided in Ancient Greece, which paid great attention to the education of young people. In the IV-III centuries BC, one of the thinkers who emphasized the need for the highest level of education was Plato.

In the middle ages, that is, in the XIV-XVI centuries, there was a gradual liberation of science and education from scholasticism. Scholastic school was later criticized by the English philosopher F. Bacon. The humanist writer and teacher of that time - V. Da. Feltpé, E. Pottepdamckiy, L. Vivec, F. Pable, M. Montan attempted to monopolize the educational field of the Catholic Church.

The university of Bologna, Italy, recognized as the fifth university in Europe, is the university of Italy, which is said to have been founded in 1088. Its founder was the famous teacher of his time, Epnerius, who taught Roman law. In 1158, the German Emperor Frederick I granted the university professors broad powers and privileges, which made this institution even more famous. The university was specialized in the rules and laws of commerce, law, and commerce. Therefore, its main students were merchants. The university's education system and related issues were still not fully established, and education was directed towards the interests of certain classes. The University of Bologna was formed in the interests of a group of people connected with commerce. Another major European university is the University of Paris (France), which, unlike other higher education institutions, was founded by teachers, not students. The new university was founded in 1150 and developed very quickly, uniting several faculties. In France, conflicts between the clergy and the church had a negative impact on university activity. For example, in 1209, 1212, and 1231, the autonomy of the university was limited by papal bulls. The fact that the church restricted and sanctioned the university's activities did not directly indicate that the educational institution was under the influence of the church.

In the world, univepcitetlap tupilka omillap acocida was formed. The prestige of the university was created due to the influence of the person and patronage of the two family members, partly due to the socio-economic situation and needs of the country. Let's take a look at the foundation of the University, and we will see that it is very complex. The world's first university of scientific literature was founded in Constantinople in 855, on the basis of the pre-existing ACP schools, the Byzantine emperor Vapda and Leo Mathematician (philologist). It is mentioned that Magnavp (the name of capoy in Konctantinople) is the univepcitet of Acoc colingan.

The influence of the religious authority on the education system was also noticeable in Shapq. Al-Azhap, which began to flourish during the reign of Caliph al-Muiz (953-975) from the Fatimid (909-1171) dynasty, was founded in 970 in the Madpacaca near the Jame Mosque. The Shia school is also taught in the university. Al-Azhap University was founded by Qahipa shahpi. Only from the 11th century did the madrasah (996) within it become a university where the Holy Quran, hadith, jurisprudence, language, and philology were taught. In the 14th-15th centuries, the university expanded due to the addition of several newly built madrasahs, and various sciences began to be taught in it. Initially, classes were held in the courtyard of the mosque. As the number of students increased, special buildings were built and scholarships were awarded to active students. After the Fatimids' rule in Egypt (1171), as a result of the internal struggles between Shiites and Sunnis, the status of Al-Azhar declined, and it was even plundered (valuable books from the university library were confiscated and destroyed). The incorporation of Egypt into the Ottoman Empire in 1517 resulted in a diverse ethnic composition of Al-Azhar students.

Although Al-Azhar received no government funding during this period, the university remained a center for the promotion of Islamic learning and law. Today, Al-Azhar University has become a symbol of the Egyptian state. Only after the Fatimid caliphate did Al-Azhar acquire the status of a true university, as a result of the teaching of secular sciences.

Literature Review

The history of the founding of the University of Oxford (England), currently considered the world's largest higher education institution, is widely cited in sources. The university was founded in 1096

(some sources say 1118) by English students from the University of Paris. Since then, the university has not been active in Oxford. After some of the teachers returned to the city in 1214, students began to be accepted again. It is clear that this university was very popular with students, and the teaching system was also very good. Similarly, Cambridge University (England) was also founded in 1209. It should be noted that they, unable to come to an agreement with the townspeople and church officials in Oxford, founded their own new university. During the Reformation in Western Europe (16th century), the universities of Cambridge and Oxford came under the control of the Church of England, and in 1536, King Henry VIII banned the scholastic faculty at the university, which ultimately led to the cessation of university activities. This, in turn, was significant because it was aimed at the theoretical establishment of religious authority over secular power. As a result of ten years of conflict, in 1546 Trinity College was established at the University of Cambridge, where the ancient Greek language, physics and law were taught. It is known that the University of Cambridge came into existence as a place of worship, religious education and religious philosophy, and later fell into the hands of secular authorities. The university suffered from a conflict between religious and secular authorities. While some universities were founded by secular authorities, they were unable to operate legally without the interference of religious authorities, and some universities were founded on private funds. For example, let's take Uppsala University in Sweden as an example. Although this institution of higher education was founded in 1477, its elevation to university status was made possible by the great wealth of Emperor Gustav II Adolf (1611-1632). Similarly, in 1632, Emperor Gustav II Adolf also founded the University of Tartu in Livonia (present-day Latvia and Estonia). Later, in 1802, Taptu University was renamed as "Deppt University", and in 1893-1919, it was named "Yup University". Since 1919, a part of the university has been moved to Vonage, where the University of Vonage was formed. The old part of the university continues its activity in the present name. Since the 13th century, conditions for the establishment of a university have also been created in the Czech Republic. In particular, by this time, a number of Augustinian and Dominican orders, dependent on the Catholic Church, had managed to establish their own independent educational institutions, and there were dozens of religious institutions in the churches. On April 7, 1348, by decree of Charles IV, the University of Prague officially began its work.

As a result of the rapid and intense globalization of higher education, the education system is taking shape in a completely new way. From this kind of education, education is becoming more innovative.

Meeting the demands of the 21st century change in higher education has been realized in a consistent way in Uzbekistan. The principles of organizing higher education in the global educational space have been improved.

By the Decree of the First President of the Republic of Uzbekistan dated January 28, 2000, Tashkent State University was granted the status of the National University of Uzbekistan. In 2005, the Tashkent Medical Academy was established in the capital on the basis of two medical institutes. The Tashkent State Law University was established on the basis of the Tashkent State Law Institute.

As a result of modernization of regional economy, Andijan Engineering-Economics Institute was transformed into Andijan Mechanical Engineering Institute, Namangan Engineering-Economics Institute was transformed into Namangan Engineering-Technology Institute. In this way, the

direction and necessity of training in the center of higher education has been adjusted to the needs of the economy.

With the decision of the President of the Republic of Uzbekistan dated May 11, 2016 PQ-2527, recruiting highly qualified students with the help of the world leader of higher education. to radically increase the level and quality, to further strengthen the scientific capacity of the National University, to strengthen the organic relationship between the educational institution and scientific research activities, and practical In order to attract a wide range of research activities, as well as to create the necessary modern infrastructure and material and technical base, the National University of Uzbekistan named after Mirzo Ulugbek was reorganized on the basis of the National University of the Republic of Uzbekistan and the Institute of Nuclear Physics of the Academy of Sciences.

The Decree of the President of the Republic of Uzbekistan No. PP-2524 dated May 2, 2016, provides for a radical increase in the level of training highly qualified specialists who can ensure the effective implementation of medium- and long-term strategic programs for the modernization and diversification of the basic infrastructure of the industry, and for the training of personnel taking into account the world experience in the field of engineering education. Tashkent State Technical University TDTU named after Abu Payhon Bepuni in order to further improve the organization and improve its quality, as well as to create a modern material and technical base for this purpose and was reorganized on the basis of the Institute of Ion-Plasma and Laser Technology of the Fanlap Academy of Uzbekistan.

As part of the ongoing international cooperation in the field of higher education, branches of prestigious higher educational institutions are operating in Uzbekistan. The following are listed: The G. Plekhanov Russian University of Economics was opened in Tashkent in 1995. The main task is to provide high-quality and continuous education in a modern competitive educational environment based on the latest innovative educational technologies, integration of teaching, educational processes, scientific and social activities.

Tashkent International Westminster University was established on January 16, 2002 in partnership with the University of Westminster in London and the Umid Foundation of the President of the Republic of Uzbekistan. The goal of the opening of the Tashkent International Westminster University is to provide our country with a bachelor's degree in business administration, information technology, economics and finance, commercial law, and a master's degree in international business and management, accredited by the University of Westminster in London, in accordance with international standards for citizens of Uzbekistan and other foreign countries. providing high-quality higher education.

The branch of Poccia Oil and Gas University named after I. Gubkin in Tashkent was established in 2007 under the auspices of the Cabinet of Ministers of Uzbekistan. His main task is to receive an education program and a nationally recognized program at the Poccia State University of Oil and Gas, as well as a national program for the development of the Uzbek Republic of Uzbekistan. and they are looking for highly qualified applicants who are able to perform their duties.

In 2007, the Singapore Institute of Management Development was established in Tashkent.

Research Methodology:

In order to further develop and improve the training of highly educated specialists at the level of advanced educational standards for the design and construction of high-tech industrial complexes, industrial and economic facilities in our country, and to expand international cooperation in the field of higher education, the Tashkent Polytechnic University was established in Tashkent on April 27, 2009 under the patronage of the President. Its main goal is to further develop and improve the training of highly educated specialists at the level of advanced educational standards for the design and construction of high-tech industrial, industrial and economic facilities, and to expand international cooperation in the field of higher education.

Inkha University in Tashkent was established in accordance with the Decree of the First President of the Republic of Uzbekistan No. PP-2155 dated March 24, 2014 "On the establishment of Inkha University in Tashkent" and began training personnel in the areas of "Computer Engineering" and "Software Engineering" on October 2, 2014.

The operation of such a prestigious institute and university in the republic is a sign that Uzbek education is rising to a level that meets world standards in the era of globalization.

As envisaged in the national program of personnel training, the integration of all levels of education, the establishment of methodological and practical cooperation, and the exchange of information between academic lyceums, vocational colleges and higher educational institutions are showing their high potential.

It should be emphasized that one of the most important changes in the system was the transition to a modern two-cycle higher education system in Uzbekistan, the first in the Commonwealth of Independent States.

One of the important tasks facing philosophy today is to help every person, regardless of their profession, think philosophically and broaden their worldview. In turn, the educational services market must be able to meet this demand in terms of quantity, structure, and quality. The development and success of this program depends on how well it adapts to the changes and trends of economic relations in the field of education.

Conclusion/Recommendations

In conclusion, the development of the educational system and the assessment of its importance have required a lot of research in the quality of the zapupi event, and it is also measured by the innovative implementation. Therefore, increasing the efficiency of the educational system, equipping the pedagogue with modern knowledge and practical skills and qualifications, learning foreign advanced technology and applying it to educational practice is the most important task of today. Bringing innovation to modern education, the application of advanced educational technology is aimed at solving the problem in this direction.

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