



**ACCESSIBILITY AND HARMONIZATION OF HIGHER EDUCATION IN
CENTRAL ASIA THROUGH CURRICULUM MODERNIZATION AND
DEVELOPMENT**

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**DEV 2.6 ACADEMICA Modernised Curricula Piloting
Report – Part I (Winter Semester)
ANNEX 3 National Report for Republic Uzbekistan**

Period (semester/academic year): *Winter semester | 2017-2018*



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Dissemination Level Deliverable target Group	International HE Institutions in EU and Kazakhstan, Uzbekistan and Turkmenistan, educational authorities on all levels, University and professional networks, EACEA and commission services and project reviewers, and any other actors of the educational sector as well as all interested parties.
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1. General Information on National activity

Number of modernized courses: 17

Total number of students involved in these courses: 110

Are the courses modernized in the framework of ACADEMICA approved as integral part of the university curricula? YES NO

If YES, please specify which courses in which specialty curricula are included:
Courses are included in the following specialties: Computer Engineering, Telecommunication technologies, Mechanization of agriculture, Management in agriculture

Please, describe here what are the national indications for the approval of a course and what can be considered as institutional steps:

By SAI for institutional approval of the courses were carried out following steps: the first modernized courses were presented to departments and faculties of lecturers and after their discussion the courses were approved by the Academic and Methodological Department.

By TUIT in order to make modernized curricula be smoothly implemented within University educational process their special approval was got from the Academic and Methodological Department of TUIT before starting the courses. It was discussed and documented by the Head of this department, so further realization of ACADEMICA courses became justified by TUIT administration.

In Uzbekistan for implementation of modernized courses, it should be approved by the Academic and Methodological Department of Institution, that were carried out by both Partners.

In your country, there are courses not yet approved? YES NO

Are there specific comments on the approval procedures or specific cases to be underlined?

2. Teaching method used in the selected courses

Please describe what are the most used teaching approaches in your Country and if there are specific motivations on that:

By educational Law of Uzbekistan, students must attend all classes of universities. Since, all students of Uzbekistan regardless they are studying by grant of government or by contract, they receive scholarship of from university that supported by government. It is motivating the students to be busy only with study during all undergraduate years. Besides, there are several grants, that support to pay contract of student who study in excellent grades.

In the project the teachers use most teaching approaches is face-to-face classes that are related with the Law, also they are using e-learning platform in form blended learning session and technology enhanced classes in computer laboratories.



Please comment about the use of distance learning in your country:

Moreover, in order to improve quality of education and to provide more opportunities for studying of students in our country there are using distance learning based on e-platforms like Moodle.

In Uzbekistan last years started to open pure distance learning, based on self-learning education for certain specialties of some Institutions. It is first step of education to implement pure distance learning during many years. Main condition of submitting documents in this distance learning specialties candidate should have position in this field in any company. We suppose that, good experience of the project in distance learning will minister to the implementation of pure distance learning to specialties considered in the framework of the project ACADEMICA.

3. Modernization of courses

Indicate in this section the number of courses adopted each specific solution to modernize material (obviously, a course can use more than one).

Lecture notes:	11
Multimedia Lessons:	5
Presentations:	15
Video Lectures:	6
Case Studies:	9

Please comment on this last result evidencing specific trends and/or indication coming from institutions:

Indications adopted by institutions for modernization of courses are related to subjects are within technical/specialty courses; specific aspects take into account how this course is positioned within further specialty and qualification requirements of student' employment (practical skill or any additional knowledge required for grasping the specialty). Most cheaching materials used by presentation, that is simple to use for all devices, also lecture notes are important as a introduction material.

Please comment on the range of modernization of the selected courses (did you notice big differences between institutions? why? did you notice any particular correlation on range of modernization versus type of courses?):

Modernization range of selected courses are not big difference between Institutions. But existing difference are related to specialties of the students, fields and topic of the courses. Moreover, specialties of the institutions are completely difference. Number of modernized courses up to 30%: by SAI is 3 and by TUIT is 6; and in range 30%-60%: by both institutions are 4. Over 60% both universities didn't modernize.

Indicate the number of courses using the following electronic resources:

Discussion:	11
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Assignments:	10
Collaborative Space:	6
Wikis:	0
Quizzes:	10

Concerning last result, did you notice any particular correlation on the type of resources and institution or on the type of resources and courses? Please comment on that:

Since, both institutions don't use Wikis resources, because, Wiki doesn't have a lot of information in native language of Uzbekistan for specialties involved in the project. Another type of resources is used by both institution teachers relatively similar.

4. Delivery and updating of the modernized courses

Please give a general comment on the use of VLE in your country and if there specific evidences to be discussed on the delivery methods of the courses:

There is a Moodle-based VLE used in educational process of Uzbekistan. It is implemented and methodologically supporting by department of "The center of Implementation of electronic education" under Ministry of Higher and Secondary Specialized Education. Besides, all institutions have the same centers, that technically supporting VLE and methodologically supporting teachers.

Teaching materials on most of the currently taught courses within university departments are located at this system resources. Teachers use this platform as learning management system as well, with possibilities to planning the course(s), assigning and providing course material etc. Unfortunately, despite all these, according to the statistics, this platform is not used so actively by most teachers: some are not aware fully what kind of opportunities available, so this barrier needs to be overcome in nearest future.

Please comment on the different delivery solutions used in your country and if there are specific indications from national regulation:

Today, most people are using online-communications, like Telegram, Dropbox, Google drive etc., to delivery information rapidly. Even, for no internet connection during face-to-face classes students share information between smartphones and laptops with special apps like "Shareit", "WIFI-Direct" etc.

Please comment on the establishment of the ACADEMICA laboratory in the institutions of your country:

In the institutions are established a special laboratory with the equipment of the project ACADEMICA, that is used for teaching of all face-to-face classes of lecturers in the frame of project. These laboratories are always it is open for students involved in the project out of classes.

Please comment on the use of assessments in the institutions of your country (are they mandatory? are there specific correlations with course type or institution considered?):

In Uzbekistan method of assessment are different from ECTS. All classes will finish with assessment and it is mandatory. Each subject has three type of assessment:
intermediate assessment - related with theoretical lessons, contains 40% general assessment. This assessment depends on volume of subject can be separated in two parts.
current assessment - related with practical lessons and labs, contains 30% general assessment. In this assessment the students will be will be assessed in all practical lessons or labs.
final assessment - related with end of subject, contains 30% general assessment.
There are three types of assessments: oral, writing and test.