
Academic profession and university in the context of modern institutional reforms

Ismoilov Temurbek Islomovich

Associate Professor of Namangan State University,
Department of National Idea and Legal Education

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Abstract: The article reveals university education performs the function of socialization and preparation of students for life as citizens of the country, then the attention of the state to academic autonomy and freedom of education is quite natural. High school researchers Barnett and Middlehurst identify various difficulties in the academic profession that fit into the concept of functional-role conflict and are mainly related to research and teaching.

Key words: institutional requirements, academic differentiation, academic system, bachelor's, master's and doctoral degrees.

Introduction

British researchers note the following institutional requirements for the teaching staff of universities, initiated by the state apparatus: to achieve productive results in research to increase the ranking of the university; attract various budget and commercial funds for the implementation of projects; to be an effective teacher and make the course material high-quality, relevant (indicators of student learning also become a mandatory assessment of the teacher's activities); to be responsible in relation to the requirements of students (students turn into one of the main target groups, which the university focuses on in its activities); understand and take into account when preparing the course the question of how the material can intersect with the interests of employers in the labor market; participate in team projects in various capacities (as analyst, consultant, executor, etc.) [1, 49].

Main Part

Barnett and Middlehurst explain possible conflicts by the fact that academic life and its principles are changing due to closer intervention of the state: the university can provide the labor market with qualified personnel, therefore such an educational institution becomes the object of large-scale planning for the release of the necessary specialists and funding this process, respectively. As a result, the state, through its orders, influences the university through technology and ideology, which directly affects research and teaching, separating them on different procedural sides. Since the state sets certain financial and resulting quotas for the training and graduation of specialists, it influences the teaching and research functions of higher education. While an almost perfect research environment is being created for one group of universities, it is recommended for the other to focus exclusively on the educational process and staff training. The ideological substantiation of this distinction is carried out through the discourse of differentiating the tasks of higher education and taking into account the need to comply with specific plans [2, 157]. Thus, representatives of the academic community lose their professional legitimacy in the field of teaching if it is not closely linked to research and is not shaped by the interests of the state. This phenomenon is reflected in changes in curricula, and they, in turn, affect the educational process itself and its goals [3, 268].

Such structural problems are caused by the following regulatory changes, which have recently been significant for university education: higher education is becoming a means of serving the

population; the high school is now accountable to multiple stakeholders; higher education is increasingly connected with the non-university labor market, the requirements of which must be met and responded to in a timely manner [4, 59]. The result of this is the process of deconstruction and deprofessionalization of the academic profession, which is primarily expressed in the separation of research practice and teaching [Barnett, Middlehurst, 1993]. There is a segmentation of the academic community and its institutional reorganization (separation of research and teaching universities) [5, 71].

F. Buckley and D. Hurley note that in form and content, tendencies in higher education lead to the fragmentation of knowledge, to the transformation of knowledge into serving current needs, to the mechanistic design of educational programs, bureaucratization of university processes, focus on expectations consumers [6, 137].

Other significant challenges for higher education are commercialization and managerialization. The limitation of budgetary funding, focused primarily on practical benefits, complicates the ability to conduct fundamental research in various scientific fields. The search and attraction of funds from commercial organizations dictate the conditions for conducting research and the nature of the expected results [7, 166]. Moreover, the commercial and managerial modes of the organization of academic learning and research processes can influence the perception of the goals and objectives of education by students. Instead of content-cognitive questions "Is it true?", "What does it serve?" young minds codify professional knowledge and its application in terms of mercantilization ("Can it be sold?") and efficiency ("Is it effective?") [8, 294]. These changes actually indicate that higher education, previously supported by funding from the state and legitimizing the idea of general welfare, is moving into the mode of

market relations of the neo-Keynesian economic model. Universities now have to take care of their provision mainly on their own, attracting funds from various state and commercial sources, including through paid education.

All of the above problematic aspects do not lose their relevance today, since they tend to progress in the context of the knowledge society. Nevertheless, for the university and the academic profession, the knowledge society presents a new challenge that we have not mentioned earlier. The main "threat" to the academic community is that in many commercial environments, there are some elements of academic reward that in the past were characteristic only of higher education. These are, for example, the spread of the practice of free organization of working time, the growth of the number of professional communities, when the exchange of ideas and criticism becomes an important means of business development, the strengthening of the role of creative labor and an increase in the level of social prestige of intellectual forms of employment. Given that it is easy enough in commercial sectors to offer a high level of starting wages, universities have to compete with external organizations at the level of relative comparability of the proposed remuneration. Nevertheless, if the very trend of growth in the attractiveness of the commercial sector for scientists is global in nature, then the final patterns of employment can vary significantly depending on the type of scientific field and commercial sector, researchers' preferences in everyday work, as well as forms of employment. dissemination of the results of scientific research (publication, patent, etc.).

As an example, it should be noted that in foreign scientific fields the most "academic" are the commercial sectors associated with natural or biomedical research. First of all, this is due to the fact that initially research in these disciplines requires expensive equipment and technical support

for observing the necessary rules for conducting experiments. Thus, a commercial organization can attract PhD researchers if it can compete with the quality of laboratories at research universities. This is where the similarities end, since in the future the practical working conditions (salary, the level of personal freedom in organizing the work process, the opportunity to participate in conferences) can vary significantly. Moreover, for some of them (for example, salary), the academic sector can significantly lose at the initial stages, when a graduate, after defending a thesis, has to make a choice between postdoc work (a mandatory short-term contract with a university as the first stage in the beginning of an academic career after defense dissertation) or a researcher in the commercial sector with a higher starting remuneration. However, the private sector does not always fully compensate for potential “academic rewards”. It is not uncommon for the implementation of research projects in the commercial sector to impose obligations on the contractor prohibiting the exchange of results or any other information regarding work with the professional community.

Conclusion

In general, the above arguments relate mainly to the situation in firms associated with natural science projects. In the social sciences, the commercial sector is often less attractive in terms of conducting research modeled on academic standards and requirements. Therefore, in the context of social and human sciences, the discrepancy between employment in the academic and commercial sectors remains quite significant both in style and in content of the work [9, 75]. The specificity of firms involved in the KIBS sector dictates certain values and attitudes that guide employees towards achieving commercially beneficial results in research practice. But if employees with a scientific degree in an organization do not feel the specific atmosphere inherent in intellectual work, there is a risk that they

will leave the enterprise.

Thus, in our work, we have briefly presented the main points of the genesis of universities and the academic profession: from the birth of higher educational institutions in the Middle Ages to modern systems of higher education. Historical imperatives of academic work, such as the unity of teaching and research, which once served as a hallmark of the university and academic environment, are undergoing changes caused by the massiveization of higher education, government control, commercialization and managerialization of higher education. Finally, intellectual work becomes attractive in the context of non-academic employment sectors, forcing universities to compete within the broader professional labor market. All this reflects the apparent tension between the historical genesis of the institutional, moral and ethical imperatives of organizing academic work in higher education and the modern social context, which requires a change or serious renewal of these principles. The preservation of classical approaches their actual transformation becomes an open question not only for individual researchers of higher education and science, but also for the academic community as a whole.

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