



Academic Profession And University In The Context Of The Historical Role Of Higher Education

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ABSTRACT

When considering the various transformations of universities and the academic profession, it is useful to study the process of the emergence and development of higher education systems in historical dynamics. In discussions about the problems of the scientific profession, as a rule, the image of the university arises, and vice versa. This relationship is primarily due to the institutional genesis of science as a social phenomenon.

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Introduction

The period of the 17th century is usually considered as a starting point in the institutionalization of science as an independent branch. The era of geographical discoveries, the industrial revolution in production led to the creation in England in 1660 of the Royal Society for the Development of Knowledge about Nature, which was a kind of prototype of the Academy of Sciences. At the same time, according to R. Merton, the prestige of the profession of a scientist increased as never before, but it itself remained the prerogative of a select few. With the development of science and technology, the ideas of progress and the utilitarian direction of scientific research spread, which were closely intertwined with the social and cultural life of Europeans [1, 164].

Main Part

Until that time, in the academic system, research was not part of university education. Medieval universities performed mainly educational and certifying functions. Their educational programs were structured in relation to the complexity and level of training: already by the XII-XIII centuries. in the academic system, bachelor's, master's, and doctor's degrees have been established. At the same time, from a formal point of view, doctoral and master's degrees were equivalent, since both gave the right to teach at the university [2, 36]. In fact, the difference between the two titles boiled down to the fact that

the doctoral degree was supposed to be more prestigious and received only at three "higher) faculties: theology, medicine, and law." In addition, in some cases, it was allowed to inherit the degree of doctor from father to son. It should also be noted that for quite a long time, obtaining the corresponding title remained an exclusively male prerogative [3, 229]. Moreover, scientific or research activities in medieval universities in Europe until the 18th century. was on the periphery of higher education. So, in the XIV-XV centuries. the university departments in the natural sciences (astronomy, mathematics, etc.), the institutional model of which was the example of the differentiation of the medical faculty, appear. Despite this development, the position of these departments was secondary: getting a professorship at higher faculties (theology, medicine, law) was still considered more prestigious and was perceived as an immediate promotion in an academic corporation [4, 95] ... It can be concluded that the academic differentiation of scientific degrees and the level of educational attainment in the Middle Ages was simplistic. It mainly reproduced the institutional hierarchy of relations between faculties that made up European universities at the time.

In the academic system of England during the XVII-XVIII centuries. the separation of science and higher education remained. The quintessence of this approach can be considered the views of the English theologian and educator J. Newman, whose university project was in opposition to the German model of the "research university" W. Humboldt. J. Newman called university graduates "gentlemen," meaning educated people who share the value of a broad erudition. Newman believed that such gentlemen should be distinguished by a formed strict and impassive mind; versatility of intelligence; the ability to reasonably judge things around. It was to these qualities that he assigned a key role, arguing that they can become part of a person's value orientations exclusively at the university, in contrast to ethical education acquired in a secular society [5, 63]. Thus, the meaning of the university was not in the production of new knowledge, but in the production of new members of society, capable of expressing their civic position. In other words, the university was created for the benefit of the people studying in it. This view is at the heart of Newman's distinction between the functions of universities and academies. The goal of higher education is only to disseminate and accumulate knowledge, while academies are called upon to engage exclusively in scientific research [6, 165].

The outlines of the modern academic system appear in universities only since the 19th century. Since 1815, students from different countries have been flocking to the University of Berlin to obtain a PhD (Doctor of philosophy) degree following the defense of the original research. The result of such a study should have been the acquisition of new knowledge in the studied area, which was assessed by competent specialists with the necessary level of education and relevant research practice [7, 227]. The situation has changed: a condition for entering the academic profession has become a unique knowledge that demonstrates the level of the applicant's skill in the studied discipline. Successful defense of the study meant recognition from colleagues. From that moment on, the awarding of a doctoral degree ceased to be the exclusive prerogative of the three higher faculties. Obtaining this title became available within the disciplines that used to be the liberal arts faculties.

Considering the university as a completely new type of educational institution, Humboldt sought to instill in this organization a number of institutional features, which later became practically inalienable for academic systems. First of all, we are talking about freedom of teaching, freedom of

learning, the unity of teaching and research, and additionally - academic autonomy. According to the author's idea, the teacher could choose the content of his lectures and courses, students, in turn, had the right to choose subjects for study. Research (as a process of searching for truth) became a system-forming element of university education, since students, interacting with teachers, acquired not only formal knowledge, but also certain value imperatives that formed their professional vocation and personal position. The state had to ensure the preservation and reproduction of these principles by funding the university. At the same time, he should be out of any political pressure. The ideological neutrality of higher education is explained by the fact that the area of interest of the academic community is related to the nation as such, and not to the current political apparatus of government.

The principles of the organization of higher educational institutions and the academic profession on the model of the University of Berlin quickly spread to all universities in Germany. The academic system based on freedom of research and teaching allowed a high level of demand for successful researchers who were welcome members of university corporations. As a result, the conditions for open competition among universities and the mobility of teachers and researchers were formed in the German academic market. All this obliges institutions of higher education to maintain high standards in the areas of teaching and research, and also allows to avoid the situation of monopolization and usurpation of academic work by certain bureaucratic structures both inside the university itself and outside it ...

At this stage of a generalized acquaintance with academic systems, it will be important to consider the American experience of forming a university system and adapting the European understanding of the structure of higher education. Today, the leading positions of American universities are generally recognized, which can be confirmed, for example, in various world rankings, but it is not always clear why such a result was obtained.

The American historian of science R. Coeler notes that one of the advantages of the US higher education system was the presence of departments that performed the function of undergraduate and postgraduate training. At the turn of the beginning - mid-twentieth century. this approach has proven to be very fruitful, especially in the context of the increased flow of students after World War II. The massive emergence of colleges, some of which merged into universities, allowed the formation of a sufficient number of sites for scientific research (although large-scale research was carried out only in large prestigious universities), and the system of choice of courses helped to attract a large number of those wishing to study. Thus, the structure of the inclusion of students in research practice was consolidated, when, after preparing a diploma, graduates could go to graduate school to continue their scientific searches.

Separately, it is worth noting the influence of "elective courses" on the development of the American academic system. In addition to the obvious attractiveness of the variable set of disciplines and the possibility of their choice for a large number of students, a broader scientific specialization is provided. Graduates of graduate schools enter the developing and growing academic market when colleges need teachers and unique educational courses.

As historians of science note, the perception of the very process of research in America is changing: due to the massiveization of higher education, doing science is less perceived as a privilege

of the elect. A longer (in comparison with German universities) stay in graduate school deepens the disciplinary training of graduates, and a developed spirit of entrepreneurship and a free market are oriented towards achieving practically useful results in research. In universities and colleges, social communication between members of a department is less hierarchical than in European faculties.

To illustrate the generalized perception of the American university in the mid-20th century, can be the views of T. Parsons. The role and place of university education is usually seen by him as an integral part of the broader professional complex. Parsons called universities “the keystone of the professional arch,” emphasizing the fundamental importance of this institution for the process of becoming a professional and professional community. Such a comparison is far from accidental, since the university allows an individual to move from the assimilation of complex knowledge to the real professional practice of its application. The American sociologist believed that the following functions are realized at the university: the production, transmission and legitimation of complex codified professional knowledge takes place; the values and norms of behavior of the professional community are acquired; the regulation of the professional services market is carried out through the issuance of diplomas and certificates.

Conclusion

The content and image of the institutional structure of higher education and the academic profession, described earlier, were forced to transform due to a number of social transformations and changes, which affected the academic systems of Europe and the United States. Assessing the situation in which the universities found themselves after the events of the Second World War, supporter and compatriot of Humboldt K. Jaspers noted with bitterness that the essence of the university is changing under the pressure of the following circumstances: a) the growth of scientific specialization and differentiation makes the once relevant disciplines (for example, such as Egyptology) are less popular, while others are more in demand from the state and private enterprises (chemistry); b) the massization of the educational process and the influx of students make teaching less high-quality, contact in communication "teacher - student" becomes difficult; c) orientation towards utilitarian benefit changes the perception of subjects of the educational process (students, teachers).

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