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“ХАЛҚАРО КРЕДИТ МОБИЛЛИК: ТАЪЛИМ ВА ИЛМИЙ ТАДҚИҚОТЛАР СИФАТИНИ ОШИРИШДАГИ АҲАМИЯТИ”

X республика илмий-амалий
конференцияси материаллари

INTERNATIONAL CREDIT MOBILITY: ROLE IN IMPROVING QUALITY OF EDUCATION AND SCIENTIFIC RESEARCH

Materials of X scientific-practical conference



Тошкент – 2026

O‘ZBEKISTON RESPUBLIKASI
TA’LIM VA ILM-FAN VAZIRLIGI
O‘ZBEKISTONDAGI ERASMUS+ MILLIY OFISI
OLIY TA’LIM BO‘YICHA MUTAXASSISLAR MILLIY JAMOASI

INTERNATIONAL CREDIT MOBILITY: ROLE IN IMPROVING QUALITY OF EDUCATION AND SCIENTIFIC RESEARCh

Materials of the X scientific-practical conference

“XALQARO KREDIT MOBILLIK: TA’LIM VA ILMIY TADQIQOTLAR SIFATINI OShIRIShDAGI AHAMIYaTI”

X respublika ilmiy-amaliy konferensiyasi materiallari

«МЕЖДУНАРОДНАЯ КРЕДИТНАЯ МОБИЛЬНОСТЬ: РОЛЬ В ПОВІШЕНИИ КАЧЕСТВА ОБРАЗОВАНИЯ И НАУЧНІХ ИССЛЕДОВАНИЙ»

Материалі X республиканской научно-практической конференции

Toshkent – 2026

Ushbu to‘plamga Yevropa Ittifoqining Erasmus+ oliy ta’lim bo‘yicha ekspertlar milliy guruhi tashabbusi bilan tashkil etilgan “Xalqaro kredit mobillik: ta’lim va ilmiy tadqiqotlar sifatini oshirishdagi ahamiyati” mavzusidagi X respublika ilmiy-amaliy konferensiyasi materiallari kiritilgan.

Mazkur anjuman O‘zbekiston yoshlarining xorijiy mamlakatlarda mobillik dasturi orqali malaka oshirish jarayonida orttirgan bilim va tajribalarini o‘rganish hamda natijalarning mamlakatimizda olib borilayotgan ta’lim jarayoni va ilmiy tadqiqot ishlarida joriy etilish masalalarini muhokama qilish maqsadida tashkil etilgan.

Tahrir hay’ati: *A.Abduraxmanova, S.Nasirova.*

To‘plam O‘zbekistondagi Milliy Erasmus+ ofisining tashkiliy ko‘magi asosida nashr qilingan.

Nashr Yevropa Ittifoqining Erasmus+ dasturi tomonidan moliyalashtirilgan.

Mazkur nashr materiallari Yevropa Komissiyasi fikrini aks ettirmaydi.

В данный сборник включены материалы X республиканской научно-практической конференции на тему «Международная кредитная мобильность: роль в повышении качества образования и научных исследований», организованной по инициативе национальной команды экспертов высшего образования Erasmus+ Европейского Союза.

Целью этой конференции является повышение эффективности образовательного процесса и научных исследований молодежи Узбекистана, за счет обмена знаниями, опытом, приобретёнными в период мобильности и внедрения результатов научных разработок в Узбекистане.

Редакционная коллегия: А.Абдурахманова, С.Насирова.

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This collection includes materials from the X republican scientific and practical conference on the topic "International credit mobility: the role in improving the quality of education and research", organized by the initiative of the national team of experts of higher education Erasmus+ of the European Union.

The purpose of this conference was to increase the effectiveness of the educational process and scientific research of the youth of Uzbekistan, through the exchange of knowledge, experience gained during the period of mobility, and the introduction of the results of scientific developments in Uzbekistan.

Editorial Board: *A. Abdurakhmanova, S.Nasirova.*

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KIRISH

Bugungi kunda oliy ta’lim muassasalarining xalqaro hamkorligi nafaqat akademik aloqalarni kengaytirish, balki ta’lim sifatini oshirish, ilmiy salohiyatni rivojlantirish va zamonaviy bilim hamda tajribalarni ta’lim jarayoniga tatbiq etishning muhim omiliga aylanmoqda. Global ta’lim makonida yuz berayotgan o‘zgarishlar universitetlardan xalqaro hamkorlikni yangi bosqichga olib chiqish, xorijiy oliy ta’lim muassasalari bilan barqaror institusional aloqalarni yo‘lga qo‘yish va akademik mobillik imkoniyatlaridan samarali foydalanishni talab etmoqda.

Toshkent davlat sharqshunoslik universiteti ham xalqaro hamkorlikni rivojlantirish, xorijiy hamkor universitetlar bilan ta’lim va ilmiy tadqiqotlar sohasidagi aloqalarni mustahkamlash, professor-o‘qituvchilar va talabalarning xalqaro akademik muhitda ishtirokini kengaytirishga alohida e’tibor qaratmoqda. Bu borada Yevropa Ittifoqining Erasmus+ dasturi, xususan, Xalqaro kredit mobillik (ICM/KA171) loyihalari universitetning xalqaro faoliyatida muhim o‘rin egallaydi.

Mazkur dastur doirasida amalga oshirilayotgan akademik almashinuvlar ishtirokchilarga xorijiy universitetlarning ta’lim tizimi, ilg‘or pedagogik yondashuvlari, ilmiy-tadqiqot amaliyoti va institusional boshqaruv tajribasi bilan bevosita tanishish imkonini bermoqda. Ayni damda, akademik mobillikni bir tomonlama tajriba orttirish jarayoni sifatida emas, balki bilim va ilmiy yondashuvlar almashinuvi, madaniyatlararo muloqot hamda uzoq muddatli hamkorlikni rivojlantirish vositasi sifatida baholash lozim.

Joriy yilgi konferensiya materiallari ham Erasmus+ dasturi imkoniyatlarining keng qamrovli ekanini namoyon etadi. Ularda Piza, Leyden, Budapesht, Nisa va Lyublin kabi Yevropa shaharlaridagi hamkor universitetlarda orttirilgan akademik tajribalar, ta’lim jarayoniga innovasion yondashuvlarni tatbiq etish, raqamli boshqaruv, xalqaro ta’lim muhitidagi o‘zgarishlar va institusional hamkorlik istiqbollari yoritilgan. Shuningdek, maqolalarda akademik mobillikning yosh tadqiqotchilar ilmiy salohiyatini oshirish, madaniyatlararo muloqotni rivojlantirish va Markaziy Osiyo madaniy-tarixiy merosini xalqaro akademik maydonda targ‘ib etishdagi ahamiyatiga ham alohida e’tibor qaratilgan.

Bundan tashqari, Erasmus+ dasturi doirasida amalga oshirilayotgan EMPOWER kabi xalqaro loyihalar natijalarining barqarorligini ta’minlash, xotin-qizlarning tadbirkorlik ta’limi bo‘yicha imkoniyatlarini kengaytirish va loyiha doirasida yaratilgan bilim hamda tajribalarni amaliyotga tatbiq etish masalalari ham konferensiya materiallaridan o‘rin olgan. Bu esa xalqaro loyihalar samaradorligini faqat ularni amalga oshirish davri bilan emas, balki erishilgan natijalarning keyingi faoliyatda davom ettirilishi bilan ham baholash zarurligini ko‘rsatadi.

Shu nuqtai nazardan, mazkur yillik konferensiya akademik mobillik ishtirokchilarining shaxsiy tajribasini keng akademik jamoatchilik bilan o‘rtoqlashish, xorijiy universitetlarda o‘zlashtirilgan ilg‘or tajribalarni muhokama qilish va ularni universitetlar ta’lim hamda ilmiy faoliyatiga tatbiq etish imkoniyatlarini belgilash uchun muhim muloqot maydoni hisoblanadi. Ishtirokchilar tomonidan taqdim etilayotgan maqolalar Erasmus+ dasturining amaliy natijalarini aks ettirish bilan birga, kelgusidagi hamkorlik yo‘nalishlari uchun ham yangi g‘oya va tashabbuslarni ilgari surishi bilan ahamiyatlidir.

Ishonamanki, konferensiya materiallari akademik mobillikning institusional rivojlanishdagi o‘rnini yanada chuqurroq anglash, mavjud hamkorlik aloqalarini mustahkamlash, yangi qo‘shma ta’lim va ilmiy tadqiqot tashabbuslarini shakllantirishga xizmat qiladi.

Fursatdan foydalanib, Erasmus+ dasturi doirasida hamkorlik qilayotgan xorijiy universitetlarimizga, Yevropa Ittifoqining O‘zbekistondagi vakolatxonasi va Erasmus+ Milliy ofisiga, shuningdek, xalqaro akademik almashinuvlarda ishtirok etayotgan professor-o‘qituvchilar, tadqiqotchilar va talabalarimizga samimiy minnatdorlik bildiraman.

Toshkent davlat sharqshunoslik universiteti rektori,
Nasirova Saodat Abdullaevna

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TA’LIMDA SHAKLDAN MOHIYATGA: PIZA UNIVERSITETI TAJRIBASI, XALQARO AKADEMIK HAMKORLIK VA ZAMONAVIY TA’LIM MADANIYATI

DSc. Nodir Karimov
Toshkent davlat sharqshunoslik universiteti

ANNOTATSIYA

Maqolada zamonaviy oliy ta’lim tizimida o‘qituvchining o‘rni, xalqaro akademik mobillikning ahamiyati, talabalar orasida bilim olishga bo‘lgan ichki motivatsiyani shakllantirish hamda ta’lim jarayonining mazmun va sifat jihatidan takomillashuvi masalalari yoritilgan. Muallifning Erasmus+ International Credit Mobility dasturi doirasida Italiyaning Piza universitetida amalga oshirgan akademik faoliyati misolida xalqaro ta’lim muhitining o‘ziga xos jihatlari, Markaziy Osiyo tarixi va madaniy merosini xalqaro auditoriyaga tanishtirish tajribasi hamda universitetlararo hamkorlikni kengaytirish istiqbollari tahlil qilingan. Shuningdek, xorijiy universitetlarda talabalar ishtirokining ixtiyoriyligi, akademik qiziqish, mustaqil fikrlash va ilmiy munozara madaniyatining ta’lim samaradorligidagi o‘rni asoslab berilgan.

Kalit so‘zlar: *oliy ta’lim, xalqaro akademik mobillik, Erasmus+, Piza universiteti, ta’lim sifati, akademik hamkorlik, Markaziy Osiyo, talabalar motivatsiyasi, mustaqil fikrlash, xalqaro ta’lim muhiti, akademik erkinlik.*

KIRISh

Ta’lim insoniyat taraqqiyotining eng muhim omillaridan biri bo‘lib, har qanday jamiyatning kelajagi, intellektual salohiyati va raqobatbardoshligi bevosita bilim va ilm-ma’rifatning rivojlanishiga bog‘liq. Shu bois ilm o‘rgatish, bilim ulashish va yosh avlodni mustaqil fikrlashga yo‘naltirish barcha davrlarda eng sharafli vazifalardan biri sifatida e’tirof etilgan.

Qur’oni karimning «Alaq» surasi 5-oyatida Alloh taoloning insonga bilmagan narsasini o‘rgatgani bayon etiladi. Bu oyat ilmning, ta’limning va insonni ma’rifat sari yetaklashning naqadar ulug‘ qadriyat ekanini anglatadi.

Darhaqiqat, dars berish shunchaki ma’lumot yetkazish emas. Bu — inson tafakkurini shakllantirish, dunyoqarashini kengaytirish, unda izlanish va bilim olishga bo‘lgan ehtiyojni uyg‘otish jarayonidir. Shuning uchun ham o‘qituvchilik kasbi nafaqat chuqur bilim, balki yuksak mas’uliyat, fidoyilik va doimiy izlanishni talab etadi.

Bugungi globallashuv sharoitida oliy ta’lim oldida turgan vazifalar yanada kengaymoqda. Universitetlar endilikda faqat ta’lim beruvchi muassasalar emas, balki xalqaro ilmiy aloqalarni rivojlantiruvchi, turli madaniyat va sivilizatsiyalar o‘rtasida intellektual muloqotni ta’minlovchi markazlar sifatida namoyon bo‘lmoqda.

Shu nuqtayi nazardan, xalqaro akademik mobillik dasturlari professor-o‘qituvchilar uchun nafaqat xorijda dars berish, balki yangi tajribalarni o‘rganish, ilmiy hamkorlikni yo‘lga qo‘yish va milliy ta’lim tizimining xalqaro akademik maydondagi ishtirokini kengaytirish imkoniyatini yaratadi.

ASOSIY QISM

Xalqaro akademik tajriba — bilim va madaniyatlararo muloqot maydoni

Shukrki, ilmiy-pedagogik faoliyatim davomida Niderlandiya, Xitoy, Hindiston, Qozog‘iston, Qirg‘iziston, Saudiya Arabistoni, Yaponiya va Italiya kabi mamlakatlarning oliy ta’lim muassasalarida ma’ruzalar o‘qish imkoniyatiga ega bo‘ldim.

Turli mamlakatlardagi universitetlar faoliyati, akademik muhit, talabalar bilan ishlash uslublari va ilmiy muloqot madaniyati bilan tanishish men uchun katta tajriba maktabi bo‘ldi. Har bir mamlakatning ta’lim tizimi o‘ziga xos xususiyatlarga ega. Biroq ularni birlashtiradigan umumiy jihat — bilimga hurmat, akademik muloqot va ilmiy izlanishga bo‘lgan intilishdir.

Ayniqsa, 2026-yil 26–29-oktabr kunlari Erasmus+ dasturining International Credit Mobility (ICM) loyihasi doirasida Italiyaning nufuzli Piza universitetida (University of Pisa) amalga oshirgan akademik faoliyatim alohida taassurot qoldirdi.

Mazkur mobillikning asosiy maqsadi Toshkent davlat sharqshunoslik universiteti va Piza universiteti o‘rtasida akademik tajriba almashinuvini rivojlantirish, ilmiy-ta’limiy hamkorlikni mustahkamlash hamda Markaziy Osiyoning tarixi, madaniy merosi va ijtimoiy hayotiga oid bilimlarni xalqaro akademik muhitda keng targ‘ib etishdan iborat edi.



Piza universitetida talabalar uchun uchta asosiy mavzuda ma’ruzalar tashkil etildi:

1. “Sivilizatsiyalar chorrahasi sifatida Markaziy Osiyo: Buyuk Ipak yo‘li tarixi”.

Ma’ruzada Markaziy Osiyoning Sharq va G‘arb o‘rtasidagi tarixiy aloqalardagi o‘rni, Buyuk Ipak yo‘lining savdo-iqtisodiy va madaniy almashinuvdagi ahamiyati, shuningdek, Temuriylar davrida ilm-fan, me’morchilik va madaniyatning yuksalishi masalalari yoritildi.

2. “Markaziy Osiyoda o‘zlikni anglash, tarixiy xotira va o‘tmish siyosati”.

Ushbu mashg‘ulotda mintaqa xalqlarining tarixiy xotirasi, milliy va mintaqaviy o‘zlikni anglash jarayonlari, tarixiy merosning zamonaviy jamiyat hayotidagi o‘rni hamda o‘tmish haqidagi tasavvurlarning bugungi ijtimoiy-siyosiy jarayonlarga ta’siri muhokama qilindi.



3. “Markaziy Osiyo jamiyatlarida marosimlar, ramzlar va ijtimoiy ma’nolar”.

Ma’ruza doirasida mintaqa xalqlarining urf-odatlari, marosimlari, ramziy an’analari, ijtimoiy qadriyatlari va ularning kundalik hayotdagi ahamiyati tahlil qilindi.

Mazkur mavzular orqali Markaziy Osiyo nafaqat geografik hudud, balki turli sivilizatsiyalar, madaniyatlar, dinlar va iqtisodiy aloqalar kesishgan tarixiy makon sifatida namoyon etildi.

Talabalar qiziqishi — samarali ta’limning muhim mezoni

Piza universitetidagi akademik faoliyat davomida meni eng ko‘p quvontirgan jihatlardan biri talabalar tomonidan bildirilgan samimiy qiziqish bo‘ldi.

Muhimi, ma’ruzalar oldindan e’lon qilindi va talabalar uchun ularda ishtirok etish ixtiyoriy edi. Ya’ni, auditoriyaga kelgan talabalar majburiyat yuzasidan emas, balki mavzuga bo‘lgan qiziqishi va yangi bilim olish istagi bilan qatnashdilar.

Mashg‘ulotlar davomida talabalar bilan jonli ilmiy munozaralar tashkil etildi. Markaziy Osiyoning tarixiy taraqqiyoti, Buyuk Ipak yo‘li, Temuriylar davri, milliy o‘zlik, tarixiy xotira va zamonaviy ijtimoiy jarayonlarga oid ko‘plab savollar muhokama qilindi.

Meni ayniqsa, talabalar savollarining mazmuni va tahliliy xarakteri quvontirdi. Ular shunchaki ma’ruza davomida aytilgan ma’lumotlarni takrorlash bilan cheklanmadilar, balki tarixiy hodisalarni qiyoslashga, sabab va oqibatlarni aniqlashga, turli ilmiy qarashlarni muhokama qilishga intildilar.



Piza universiteti professor-o‘qituvchilari ham ma’ruzalarning mazmuni, ilmiy yondashuvi va mavzularning dolzarbligiga yuqori baho berdilar.

Bu jarayonda bir haqiqatni yana bir bor angladim: talaba bilim olishga ichki ehtiyoj sezganida, ta’lim jarayoni tabiiy ravishda samarali va mazmunli kechadi.

Tadbirlarda ishtirokni ta’minlash emas, bilimga qiziqish uyg‘otish muhim

Xorijiy akademik tajriba meni o‘zimizdagi ta’lim jarayonini ham qayta tahlil qilishga undadi.

Bugungi kunda oliy ta’lim muassasalarida ko‘plab konferensiyalar, davra suhbatlari, seminarlar, uchrashuvlar va ma’naviy-ma’rifiy tadbirlar tashkil etilmoqda. Albatta, ularning barchasi muayyan maqsadga xizmat qiladi. Biroq tadbirlarning ko‘pligi har doim ham ta’lim sifati va samaradorligini anglatmaydi.

Ba’zan talabalarimizning qimmatli vaqti turli tadbirlarda ishtirok etish bilan o‘tib ketayotgandek tuyuladi. Vaholanki, talabaning eng muhim vazifasi bilim olish, mustaqil izlanish, kitob mutolaa qilish, ilmiy faoliyat bilan shug‘ullanish va o‘z intellektual salohiyatini rivojlantirishdan iborat.

Shu sababli talabalarni turli tadbirlarga majburiy jalb qilishdan ko‘ra, ularda mazkur tadbirlarga nisbatan haqiqiy qiziqish uyg‘otish muhimroqdir.

Har bir tadbirning mazmuni, ilmiy yangiligi va talabaga beradigan foydasi aniq bo‘lishi kerak. Talaba tadbirga faqat davomat uchun emas, balki yangi bilim olish, o‘z qarashlarini boyitish va savollariga javob topish uchun kelishi lozim.

Menimcha, tadbirning muvaffaqiyatini faqat zalning to‘laligi yoki ishtirokchilar soni bilan o‘lchash to‘g‘ri emas. Uning haqiqiy natijasi talabalar tomonidan berilgan savollar, yuzaga kelgan ilmiy munozaralar, shakllangan yangi g‘oyalar va keyingi izlanishlarda namoyon bo‘ladi.

Tadbirning muvaffaqiyati zalning to‘laligi bilan emas, тингловчининг қизиқиши ва олган билими билан ўлчаниши керак.

Shakldan ko‘ra mohiyatga, sondan ko‘ra sifatga, majburiy ishtirokdan ko‘ra ongli qiziqishga ko‘proq e’tibor qaratishimiz zarur.

Akademik mobillik — bir martalik tashrif emas, uzoq muddatli hamkorlik mexanizmi

Piza universitetidagi tashrifning ahamiyati faqat ma’ruzalar bilan cheklanib qolmadi. Akademik mobillik davomida universitet vakillari bilan o‘tkazilgan uchrashuvlar Toshkent davlat sharqshunoslik universiteti uchun yangi xalqaro hamkorlik imkoniyatlarini yaratdi.

Xususan, muzokaralar davomida quyidagi istiqbolli yo‘nalishlar bo‘yicha kelishuvlarga erishildi:

Birinchidan, 2027-yilda professor-o‘qituvchilar akademik mobilligini davom ettirish. Joriy tashrifda erishilgan kelishuvga muvofiq, navbatdagi almashinuv imkoniyatlari doirasida Toshkent davlat sharqshunoslik universitetining kamida ikki nafar professor-o‘qituvchisi nomzodini Piza universitetiga yuborish masalasi ko‘zda tutilmoqda. Bu esa universitetimiz akademik xodimlarining Yevropa ta’lim va ilmiy muhitidagi ishtirokini kengaytirishga xizmat qiladi.

Ikkinchidan, Erasmus+ ICM dasturining 2027 va 2028-yilgi tanlovlari doirasida hamkorlikni davom ettirish. Tomonlar professor-o‘qituvchilar va doktorantlar almashinuvini rivojlantirish, yangi nomzodlarni tanlash hamda akademik mobillikni tizimli davom ettirishdan manfaatdor ekanliklarini bildirdilar.

Uchinchidan, qo‘shma magistratura dasturlarini ishlab chiqish imkoniyatlarini o‘rganish. Ayniqsa, ikki universitetning akademik salohiyati va mavjud ta’lim yo‘nalishlaridan kelib chiqib, qo‘shma Master's degree va Joint Degree dasturlarini tashkil etish istiqbollari muhokama qilindi. Bu yo‘nalishdagi hamkorlik talabalar uchun xalqaro ta’lim imkoniyatlarini kengaytirishi mumkin.

To‘rtinchidan, ilmiy-tadqiqot va akademik hamkorlikni yangi yo‘nalishlarda rivojlantirish. Professor-o‘qituvchilar o‘rtasida qo‘shma ilmiy loyihalar, xalqaro konferensiyalar, ilmiy nashrlar, seminarlar va tajriba almashish tashabbuslarini amalga oshirish masalalari ko‘rib chiqildi.

Mazkur kelishuvlar universitetlar o‘rtasidagi hamkorlikni alohida tashriflar darajasidan barqaror va uzoq muddatli institutsional sheriklik darajasiga olib chiqish uchun muhim asos yaratadi.

Toshkent davlat sharqshunoslik universiteti uchun bunday hamkorlikning ahamiyati, avvalo, professor-o‘qituvchilar va talabalar uchun yangi imkoniyatlar yaratish, xalqaro akademik aloqalarni kengaytirish hamda universitetning xalqaro ta’lim maydonidagi nufuzini mustahkamlash bilan belgilanadi.



Zamonaviy universitet: akademik erkinlik, sifat va xalqaro raqobatbardoshlik

Bugungi kunda universitetning xalqaro nufuzi faqat xalqaro reytinglardagi o‘rni yoki hamkor universitetlar soni bilan belgilanmaydi. Uning asosiy mezonlaridan biri — shakllangan akademik muhit, ta’lim sifati, professor-o‘qituvchilarning ilmiy salohiyati va talabalar uchun yaratilgan intellektual imkoniyatlardir.

Xalqaro akademik mobillik ana shu jarayonlarning muhim tarkibiy qismidir. Chunki xorijiy universitetda ma’ruza o‘qigan professor o‘z bilimini xalqaro auditoriyaga taqdim etish bilan birga, boshqa ta’lim tizimining afzalliklarini o‘rganadi, yangi ilmiy aloqalarni yo‘lga qo‘yadi va o‘z universiteti uchun yangi tashabbuslarni shakllantiradi.

Erasmus+ dasturining eng muhim jihatlaridan biri ham shunda: u individual akademik tajribani institutsional hamkorlikka, alohida tashrifni esa uzoq muddatli ta’lim va ilmiy loyihalarga aylantirish imkonini beradi.

Shu nuqtayi nazardan, xalqaro mobillik natijalarini faqat safarlar soni yoki ishtirokchilar statistikasi bilan emas, balki undan keyin amalga oshirilgan qo‘shma loyihalar, yangi akademik dasturlar, ilmiy nashrlar, professor-o‘qituvchilar va talabalar uchun yaratilgan imkoniyatlar orqali baholash maqsadga muvofiq.

XULOSA

Piza universitetidagi akademik mobillik men uchun nafaqat navbatdagi xalqaro tajriba, balki ta’limning mohiyati, o‘qituvchining

mas’uliyati va universitetlararo hamkorlikning haqiqiy qiymati haqida yana bir bor chuqur mulohaza yuritish imkoniyati bo‘ldi.

Bir tomondan, Markaziy Osiyoning boy tarixi, madaniy merosi va ijtimoiy taraqqiyotini xalqaro auditoriyaga tanishtirish imkoniga ega bo‘ldim. Ikkinchi tomondan, xorijiy talabalar va professor-o‘qituvchilarning ilmiy qiziqishi, akademik munozaralardagi faolligi va bilimga intilishi yangi taassurotlar uyg‘otdi.

Eng muhimi, ushbu tashrif Toshkent davlat sharqshunoslik universiteti uchun 2027-yilgi professor-o‘qituvchilar mobilligi, 2028-yilgi Erasmus+ tanlovlari, qo‘shma magistratura dasturlari va yangi ilmiy tashabbuslarni rivojlantirish uchun istiqbolli imkoniyatlar yaratdi.

Bunday tajribalar shuni ko‘rsatadiki, xalqaro hamkorlikning haqiqiy natijasi imzolangan hujjatlar yoki o‘tkazilgan uchrashuvlar bilangina cheklanmaydi. Uning asosiy qiymati yangi bilimlar, mustahkam aloqalar, amalga oshirilgan tashabbuslar va kelajak avlod uchun yaratilgan imkoniyatlarda namoyon bo‘ladi.

Shunday ekan, oliy ta’lim tizimida tadbirlar sonini ko‘paytirishdan ko‘ra ularning mazmunini boyitish, talabalarni majburiy ishtirokchi emas, balki faol bilim oluvchi va mustaqil fikrlovchi shaxs sifatida shakllantirishga ko‘proq e’tibor qaratishimiz kerak.

Tadbirning muvaffaqiyati zalning to‘laligida emas, talabalar tafakkurida uyg‘ongan qiziqishdadir. Ta’limning haqiqiy samarasi esa berilgan bilimning inson hayotida davom etishidadir.

Dars berish — muqaddas vazifa, o‘qituvchilik esa sharafli kasbdir. Shunday mas’uliyatli kasb egasi bo‘lganim uchun Allohga shukr!

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PIZA UNIVERSITETIDA ERASMUS+ ICM DASTURI: XALQARO HAMKORLIK, INSTITUTSIONAL TAJRIBA VA YANGI AKADEMIK ISTIQBOLLAR

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ANNOTATSIYA

Mazkur maqolada Toshkent davlat sharqshunoslik universiteti Xalqaro reytinglar bilan ishlash bo‘limi boshlig‘i Dr. Nilufar Imamovaning 2026-yil 26–31-oktyabr kunlari Erasmus+ International Credit Mobility (ICM) dasturi doirasida Italiyaning Piza universitetida amalga oshirgan xodimlar malakasini oshirish akademik mobilligi natijalari yoritilgan. Unda Piza universitetining turli akademik va ma’muriy tuzilmalari vakillari bilan o‘tkazilgan uchrashuvlar, xalqaro hamkorlikni tashkil etish mexanizmlari, akademik mobillikni muvofiqlashtirish tajribasi hamda universitetlararo hamkorlikni yangi yo‘nalishlarda rivojlantirish istiqbollari tahlil qilingan. Shuningdek, qo‘shma magistratura va ikki diplomli ta’lim dasturlarini tashkil etish, 2027-yilda professor-o‘qituvchilar almashinuvini kengaytirish, 2028-yilgi Erasmus+ tanlovlarida hamkorlikni davom ettirish bo‘yicha erishilgan kelishuvlarning institutsional ahamiyati ochib berilgan. Maqolada xalqaro akademik mobillikning universitetlarning xalqaro nufuzi, institutsional rivojlanishi va xalqaro reytinglardagi raqobatbardoshligini mustahkamlashdagi o‘rni ham yoritilgan.

Kalit so‘zlar: *Erasmus+ ICM, xalqaro akademik mobillik, Piza universiteti, xalqaro hamkorlik, institutsional rivojlanish, xalqaro reytinglar, qo‘shma magistratura, Double Degree, akademik almashinuv, oliy ta’lim, xalqaro integratsiya, kasbiy rivojlanish.*

KIRISh

Globallashuv, raqamli transformatsiya va xalqaro integratsiya jarayonlari oliy ta’lim tizimida universitetlararo hamkorlikning ahamiyatini tubdan oshirmoqda. Bugungi kunda universitetlarning xalqaro akademik maydondagi mavqei nafaqat ta’lim va ilmiy tadqiqotlar sifati, balki xalqaro hamkorlik tarmoqlarining kengligi, akademik

mobillik ko‘rsatkichlari, xorijiy professor-o‘qituvchilar va talabalar bilan almashinuv, qo‘shma ta’lim dasturlari hamda xalqaro ilmiy tashabbuslarda ishtirok etish darajasi bilan ham belgilanadi.

Zamonaviy universitetning rivojlanish strategiyasida xalqaro hamkorlik alohida yo‘nalish sifatida emas, balki ta’lim, ilm-fan, institutsional boshqaruv va xalqaro raqobatbardoshlikni birlashtiruvchi strategik mexanizm sifatida qaralishi lozim. Shu nuqtayi nazardan, xalqaro akademik mobillik dasturlari oliy ta’lim muassasalarining xalqaro aloqalarini kengaytirish, xodimlarning kasbiy salohiyatini rivojlantirish va xorijiy universitetlarning ilg‘or institutsional tajribasini o‘rganishda muhim ahamiyat kasb etadi.

Yevropa Ittifoqining Erasmus+ dasturi ana shunday imkoniyatlarni taqdim etuvchi yirik xalqaro ta’lim dasturlaridan biridir. Xususan, International Credit Mobility (ICM) yo‘nalishi doirasida universitetlar o‘rtasida talabalar va xodimlar almashinuvi amalga oshirilib, akademik tajriba almashish, kasbiy rivojlanish va uzoq muddatli institutsional hamkorlikni shakllantirish uchun sharoit yaratiladi.

2026-yil 26–31-oktyabr kunlari Toshkent davlat sharqshunoslik universiteti Xalqaro reytinglar bilan ishlash bo‘limi boshlig‘i sifatida Erasmus+ ICM dasturi doirasida Italiyaning Piza universitetida xodimlar malakasini oshirish mobilligida ishtirok etish men uchun xalqaro hamkorlikni tashkil etish, universitetlararo munosabatlarni rivojlantirish va Yevropa oliy ta’lim tizimining institutsional tajribasini o‘rganish nuqtayi nazaridan muhim imkoniyat bo‘ldi.

Mazkur tashrif davomida Piza universitetining turli akademik va ma’muriy bo‘linmalari vakillari bilan uchrashuvlar, tajriba almashish mashg‘ulotlari, taqdimotlar hamda xalqaro akademik ma’ruzalarda ishtirok etish tashkil etildi. Uchrashuvlar natijasida Toshkent davlat sharqshunoslik universiteti uchun yangi akademik va institutsional hamkorlik yo‘nalishlari belgilab olindi.

ASOSIY QISM

1. Erasmus+ ICM: xalqaro akademik mobillik va kasbiy rivojlanish imkoniyatlari

Erasmus+ dasturining muhim yo‘nalishlaridan biri bo‘lgan International Credit Mobility oliy ta’lim muassasalari o‘rtasida xalqaro akademik almashinuvni rivojlantirishga xizmat qiladi. Dastur doirasidagi mobillik nafaqat professor-o‘qituvchilar va talabalar uchun yangi

akademik muhitda tajriba orttirish, balki universitetlarning xalqaro hamkorlik salohiyatini mustahkamlash uchun ham imkoniyat yaratadi.

Xodimlar mobilligining o‘ziga xos jihati shundaki, u faqat bevosita kasbiy faoliyat bilan bog‘liq bilim va ko‘nikmalarni rivojlantirish bilan cheklanmaydi. Ishtirokchilar xorijiy universitetlarning xalqaro aloqalarni tashkil etish, hamkorlik shartnomalarini amalga oshirish, akademik almashinuvni muvofiqlashtirish, xalqaro loyihalarni boshqarish va universitetning tashqi aloqalarini strategik rejalashtirish bo‘yicha tajribasini ham o‘rganish imkoniyatiga ega bo‘ladilar.

Piza universitetidagi mobillikning asosiy maqsadi Toshkent davlat sharqshunoslik universiteti bilan mavjud hamkorlik aloqalarini yanada mustahkamlash, xalqaro hamkorlikni rivojlantirish mexanizmlari bilan yaqindan tanishish, akademik mobillik imkoniyatlarini kengaytirish va kelgusidagi qo‘shma tashabbuslar uchun amaliy asos yaratishdan iborat bo‘ldi.

26-oktyabr kuni Piza universiteti Xalqaro hamkorlik bo‘limining Monika Villani boshchiligidagi qabul qiluvchi koordinatorlari bilan dastlabki uchrashuv tashkil etildi. Unda mobillik dasturining tashkiliy masalalari, tashrifning maqsad va vazifalari, belgilangan ish dasturi hamda amalga oshirilishi rejalashtirilgan faoliyat yo‘nalishlari muhokama qilindi.

Ushbu uchrashuv tashrifning keyingi bosqichlarini muvofiqlash-tirish, tegishli akademik va ma’muriy tuzilmalar bilan aloqalarni yo‘lga qo‘yish hamda mobillik dasturining samarali amalga oshirilishini ta’minlash uchun muhim tashkiliy asos bo‘ldi.

2. Piza universitetining akademik tuzilmalari bilan hamkorlik: yangi yo‘nalishlar va qo‘shma tashabbuslar

Tashrifning eng muhim yo‘nalishlaridan biri Toshkent davlat sharqshunoslik universiteti va Piza universitetining Sivilizatsiyalar va bilim shakllari kafedrasi (Department of Civilisations and Forms of Knowledge) o‘rtasidagi hamkorlikni kengaytirish bo‘ldi. 2026-yil 28-oktyabr kuni Piza universitetining mazkur kafedrasi professorlari Fabio Guidetti va Chiara Barbatilar bilan uchrashuv o‘tkazildi. Uchrashuv davomida ikki universitet o‘rtasidagi mavjud akademik aloqalarni mustahkamlash, professor-o‘qituvchilar va talabalar mobilligini rivojlantirish, Erasmus+ ICM dasturi doirasidagi hamkorlikni kengaytirish hamda yangi akademik tashabbuslarni amalga oshirish masalalari muhokama qilindi.



Muzokaralarda, ayniqsa, universitetlar o‘rtasida qo‘shma magistratura (Joint Master's Degree) va ikki diplomli (Double Degree) ta’lim dasturlarini tashkil etish istiqbollariga alohida e’tibor qaratildi. https://tsuos.uz/tdshu-va-piza-universiteti-ortasida-hamkorlik-aloqalari-yanada-kengaytirilmoqda/

Mazkur yo‘nalishdagi hamkorlikning ahamiyati shundaki, qo‘shma ta’lim dasturlari ikki universitetning akademik salohiyati, ilmiy tajribasi va ta’lim resurslarini birlashtirish imkonini beradi. Natijada talabalar xalqaro akademik muhitda tahsil olish, turli ta’lim tizimlari bilan tanishish va xalqaro miqyosda tan olinadigan malakaga ega bo‘lish imkoniyatlarini kengaytirishlari mumkin.

Ayniqsa, sharqshunoslik, tarix, filologiya, xalqaro munosabatlar va madaniyatlararo tadqiqotlar yo‘nalishlarida bunday hamkorlik uchun keng imkoniyatlar mavjud. Piza universitetining akademik tajribasi va Toshkent davlat sharqshunoslik universitetining Sharq mamlakatlari, Markaziy Osiyo va mintaqaviy tadqiqotlar bo‘yicha ilmiy salohiyati o‘zaro manfaatli qo‘shma ta’lim va ilmiy loyihalarni shakllantirishga zamin yaratishi mumkin.

Uchrashuv davomida akademik mobillikni bir martalik tashriflar bilan cheklab qolmasdan, uni muntazam va barqaror hamkorlik mexanizmi sifatida rivojlantirish zarurligi ham ta’kidlandi.

3. Xalqaro hamkorlikni tashkil etish bo‘yicha institutsional tajriba

Mobillik dasturining muhim jihatlaridan yana biri Piza universitetining xalqaro hamkorlikni tashkil etish va muvofiqlashtirish tajribasini o‘rganish bo‘ldi.

2026-yil 29-oktyabr kuni Piza universitetining xalqaro hamkorlik bo‘yicha mas’ul tuzilmasida maxsus taqdimot tashkil etildi. Taqdimot davomida universitetning xalqaro faoliyati, xorijiy oliy ta’lim muassasalari bilan hamkorlikni rivojlantirish, akademik mobillik jarayonlarini tashkil etish va muvofiqlashtirish, xalqaro dasturlar doirasidagi tashkiliy mexanizmlar bilan tanishish imkoniyati yaratildi.

Bunday tajribani o‘rganish xalqaro hamkorlik bo‘yicha faoliyat yurituvchi mutaxassislar uchun alohida ahamiyatga ega. Chunki universitetning xalqaro aloqalari faqat hamkorlik shartnomalari soni bilan emas, balki ushbu kelishuvlarning amaliy natijadorligi, muntazam akademik almashinuv, qo‘shma loyihalar va barqaror institutsional munosabatlar bilan belgilanadi.



Taqdimot davomida olingan taassurotlar shuni ko‘rsatdiki, xalqaro hamkorlikni samarali tashkil etish uchun universitetning turli tarkibiy bo‘linmalari o‘rtasida aniq vazifalar taqsimoti, muntazam axborot almashinuvi, akademik hamkorlar bilan bevosita muloqot va mobillik jarayonlarini izchil muvofiqlashtirish muhim hisoblanadi.

Xalqaro reytinglar faoliyati nuqtayi nazaridan ham mazkur tajriba alohida ahamiyatga ega. Chunki xalqaro hamkorlik, akademik mobillik, xorijiy professor-o‘qituvchilar va talabalar ishtiroki, xalqaro ilmiy loyihalar hamda qo‘shma ta’lim dasturlari universitetning xalqaro akademik muhitga integratsiyalashuvini ifodalovchi muhim yo‘nalishlardir.

Shu sababli xalqaro hamkorlik bo‘yicha faoliyatni rivojlantirish va uning natijalarini tizimli monitoring qilish universitetning xalqaro rivojlanish strategiyasi hamda reytinglardagi raqobatbardoshligini mustahkamlashda muhim o‘rin tutadi.

4. Filologiya yo‘nalishida yangi akademik aloqalar va fanlararo hamkorlik

Tashrif doirasida Piza universitetining Filologiya yo‘nalishidagi xalqaro hamkorlik vakillari bilan ham uchrashuvlar tashkil etildi.

Xususan, professor Francesco Rossi, professor Dr. Marina Foschi Albert, professor Patrizio Malloggi va professor Adriano Cerri bilan o‘tkazilgan uchrashuvlarda ikki universitet o‘rtasidagi akademik aloqalarni kengaytirish, mavjud hamkorlik imkoniyatlarini rivojlantirish va yangi ilmiy-ta’limiy yo‘nalishlarni belgilash masalalariga e’tibor qaratildi.

Mazkur uchrashuvlar Toshkent davlat sharqshunoslik universitetining filologiya, tarjimashunoslik, tilshunoslik va madaniyatlararo tadqiqotlar sohalarida xalqaro hamkorlikni rivojlantirish uchun yangi imkoniyatlarni muhokama qilishga xizmat qildi.

Ayniqsa, Sharq tillari va adabiyotlarini o‘rganish, tarjima nazariyasi va amaliyoti, lingvistik tadqiqotlar, madaniyatlararo kommunikatsiya va zamonaviy filologik izlanishlar bo‘yicha hamkorlikni kengaytirish istiqbollari muhim ahamiyat kasb etadi.

Turli akademik bo‘linmalar vakillari bilan uchrashuvlarning tashkil etilishi Piza universiteti bilan hamkorlikni faqat bitta kafedra yoki ilmiy yo‘nalish doirasida cheklab qo‘ymasdan, universitetning turli ta’lim va tadqiqot yo‘nalishlarini qamrab olgan holda rivojlantirish mumkinligini ko‘rsatdi.



Bu esa xalqaro hamkorlikni fanlararo yondashuv asosida tashkil etish, professor-o‘qituvchilar o‘rtasida yangi ilmiy aloqalarni shakllantirish va talabalar uchun qo‘shimcha akademik imkoniyatlar yaratishda muhim omil hisoblanadi.

5. Akademik ma’ruzalar va xalqaro ta’lim muhitida tajriba almashish

Piza universitetiga tashrif davomida Toshkent davlat sharqshunoslik universiteti Xalqaro hamkorlik bo‘yicha prorektori DSc. Nodir Karimov tomonidan talabalar uchun tashkil etilgan akademik ma’ruzalarda ishtirok etish ham mobillik dasturining muhim tarkibiy qismlaridan biri bo‘ldi.

Ma’ruzalar Markaziy Osiyoning tarixiy taraqqiyoti, sivilizatsiyalararo aloqalar, tarixiy xotira, milliy o‘zlik, madaniy meros va mintaqa xalqlarining ijtimoiy hayotiga bag‘ishlandi.

Xorijiy universitetda tashkil etilgan mashg‘ulotlarda ishtirok etish xalqaro auditoriya bilan akademik muloqotning o‘ziga xos jihatlarini kuzatish, ilmiy masalalarning turli nuqtayi nazarlardan yoritilishini o‘rganish va ta’lim jarayonini tashkil etish bo‘yicha yangi taassurotlarga ega bo‘lish imkonini berdi.



Ayniqsa, talabalar tomonidan bildirilgan qiziqish, savol-javoblar va ilmiy munozaralar xalqaro akademik muhitda bilim almashishning muhim ahamiyatini yana bir bor namoyon etdi.

Mazkur mashg‘ulotlar nafaqat Markaziy Osiyoning tarixiy va madaniy merosini xalqaro auditoriyaga tanishtirish, balki universitetlarimiz vakillarining xalqaro akademik jarayonlarda faol ishtirok etishi nuqtayi nazaridan ham muhim bo‘ldi.

6. TDShU va Piza universiteti hamkorligida yangi bosqich: erishilgan kelishuvlar

Piza universitetiga tashrifning eng muhim natijalaridan biri ikki universitet o‘rtasidagi hamkorlikni rivojlantirish bo‘yicha aniq istiqbolli kelishuvlarga erishilganidir.

2026-yil 28-oktyabr kuni o‘tkazilgan uchrashuvlar davomida muhokama qilingan masalalar natijasida quyidagi asosiy yo‘nalishlar belgilab olindi.

Birinchidan, 2027-yilda TDShUning ikki nafar professor-o‘qituvchisini Piza universitetiga akademik mobillikka yuborish bo‘yicha kelishuvga erishildi.

Mazkur kelishuv universitetimiz professor-o‘qituvchilarining Yevropa akademik muhitida tajriba almashish, yangi ilmiy aloqalarni shakllantirish va kasbiy salohiyatini rivojlantirish imkoniyatlarini kengaytiradi.

Ikkinchidan, Erasmus+ ICM dasturi doirasidagi hamkorlikni 2028-yilda ham davom ettirishga kelishildi.

Bu kelishuv ikki universitet o‘rtasidagi akademik almashinuvni uzoq muddatli asosda rivojlantirish, yangi nomzodlarni tanlash va kelgusidagi mobillik imkoniyatlarini kengaytirish uchun muhim ahamiyatga ega.

Uchinchidan, qo‘shma magistratura va ikki diplomli ta’lim dasturlarini tashkil etish istiqbollari muhokama qilindi.

Joint Master's Degree va Double Degree dasturlarini ishlab chiqish universitetlar o‘rtasidagi hamkorlikni yangi sifat bosqichiga olib chiqishi mumkin. Bunda ta’lim dasturlarining o‘zaro muvofiqligi, akademik talablar, o‘quv rejalari va diplomlarni tan olish masalalarini bosqichma-bosqich o‘rganish muhim hisoblanadi.

To‘rtinchidan, ilmiy va akademik hamkorlikning yangi yo‘nalishlarini rivojlantirish masalalari ko‘rib chiqildi.

Jumladan, qo‘shma ilmiy tadqiqotlar, xalqaro konferensiyalar, professor-o‘qituvchilar almashinuvi, akademik seminarlar va fanlararo ilmiy tashabbuslarni amalga oshirish imkoniyatlari muhokama qilindi.

Ushbu kelishuvlar Toshkent davlat sharqshunoslik universitetining xalqaro hamkorlik geografiyasini kengaytirish, Yevropa universitetlari bilan institutsional aloqalarni mustahkamlash va xalqaro akademik maydondagi ishtirokini faollashtirish nuqtayi nazaridan muhim ahamiyatga ega.

7. Xalqaro akademik mobillik va universitetlarning xalqaro reytinglardagi raqobatbardoshligi

Xalqaro reytinglar yo‘nalishida faoliyat yurituvchi mutaxassis sifatida Piza universitetidagi tajriba men uchun nafaqat akademik hamkorlik, balki universitetlarning xalqaro raqobatbardoshligini shakllantiruvchi institutsional omillarni o‘rganish nuqtayi nazaridan ham qiziqarli bo‘ldi.

Bugungi kunda QS World University Rankings, Times Higher Education World University Rankings va boshqa xalqaro reyting tizimlarida universitetlarning xalqaro faoliyati, xalqaro ilmiy hamkorligi, xorijiy professor-o‘qituvchilar va talabalar ulushi, xalqaro akademik aloqalari hamda ilmiy nashrlarining xalqaro hamkorlik darajasi muhim ahamiyat kasb etadi.

Shu jihatdan, Erasmus+ ICM kabi dasturlar universitetlarning xalqaro faoliyatini rivojlantirishga xizmat qiluvchi amaliy mexanizmlardan biri hisoblanadi.

Biroq xalqaro reytinglardagi natijalarni yaxshilash faqat mobillik ishtirokchilari sonini oshirish bilan cheklanmasligi kerak. Eng muhimi, amalga oshirilgan mobillikning institutsional natijadorligini ta’minlashdir. Xususan:

- xalqaro mobillik natijasida yangi hamkorlik shartnomalari va qo‘shma tashabbuslarni shakllantirish;
- xorijiy universitetlar bilan qo‘shma ilmiy maqolalar va tadqiqot loyihalarini amalga oshirish;
- professor-o‘qituvchilar va talabalar uchun muntazam akademik almashinuvni yo‘lga qo‘yish;
- qo‘shma magistratura va ikki diplomli ta’lim dasturlarini rivojlantirish;
- xalqaro hamkorlik natijalarini tizimli monitoring qilish va universitetning xalqaro faoliyatida aks ettirish.

Mazkur yo‘nalishlar xalqaro hamkorlikni alohida tadbirlar majmuasi emas, balki universitetning uzoq muddatli institutsional rivojlanish strategiyasining tarkibiy qismiga aylantirish imkonini beradi.

Piza universitetidagi mobillik davomida orttirilgan tajriba Toshkent davlat sharqshunoslik universitetining xalqaro hamkorlik faoliyatini takomillashtirish, xalqaro reytinglar bo‘yicha strategik maqsadlarni amalga oshirish va yangi akademik imkoniyatlarni shakllantirish uchun muhim amaliy ahamiyat kasb etadi.

XULOSA

Piza universitetida Erasmus+ ICM dasturi doirasida amalga oshirilgan akademik mobillik men uchun kasbiy rivojlanish, xalqaro tajriba almashish va universitetlararo hamkorlikning yangi istiqbollarini belgilash nuqtayi nazaridan samarali tajriba bo‘ldi.

Tashrif davomida universitetning turli akademik va ma’muriy tuzilmalari vakillari bilan o‘tkazilgan uchrashuvlar, xalqaro hamkorlik bo‘yicha taqdimotlar va akademik ma’ruzalarda ishtirok etish Piza universitetining institutsional faoliyati bilan yaqindan tanishish imkonini berdi.

Ayniqsa, Guidetti va Barbati professorlari bilan o‘tkazilgan uchrashuvlar, shuningdek, Francesco Rossi, Marina Foschi Albert, Patrizio

Malloggi va Adriano Cerri bilan olib borilgan muloqotlar hamkorlikni yangi akademik yo‘nalishlarda rivojlantirish uchun muhim asos yaratdi.

Tashrifning eng muhim amaliy natijalari sifatida 2027-yilda TDShUning ikki nafar professor-o‘qituvchisini Piza universitetiga akademik mobillikka yuborish, Erasmus+ ICM doirasidagi hamkorlikni 2028-yilda davom ettirish hamda qo‘shma magistratura va ikki diplomli ta’lim dasturlarini rivojlantirish istiqbollari bo‘yicha kelishuvlarni qayd etish mumkin.

Mazkur tajriba yana bir bor shuni ko‘rsatdiki, xalqaro akademik mobillikning haqiqiy qiymati faqat xorijiy universitetga tashrif buyurish bilan emas, balki orttirilgan bilim va tajribani o‘z universiteti faoliyatiga tatbiq etish, yangi institutsional aloqalarni shakllantirish va uzoq muddatli hamkorlik uchun mustahkam asos yaratish bilan belgilanadi.

Shu ma’noda, Piza universitetiga amalga oshirilgan tashrif Toshkent davlat sharqshunoslik universitetining xalqaro hamkorlik faoliyatini yangi bosqichga olib chiqish, Yevropa oliy ta’lim muassasalari bilan aloqalarni kengaytirish va universitetning xalqaro akademik maydondagi ishtirokini mustahkamlash yo‘lidagi muhim qadamlardan biri bo‘ldi.

Xalqaro hamkorlikning haqiqiy natijasi — bu imzolangan hujjatlar sonida emas, balki ular asosida yaratilgan yangi imkoniyatlar, amalga oshirilgan qo‘shma loyihalar va erishilgan barqaror akademik natijalarda namoyon bo‘ladi.

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REFLECTIONS ON THE ERASMUS+ KA171 EXPERIENCE AT THE UNIVERSITY OF APPLIED SCIENCES IN NYSA, POLAND

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Abstract. *This article critically reflects on an Erasmus+ KA171 staff teaching mobility undertaken by a teaching staff from the Namangan State Institute of Foreign Languages, Uzbekistan, at the University of Applied Sciences in Nysa, Poland, in October 2026. Its purpose is to examine how a short international teaching assignment can inform pedagogical reflection, intercultural academic engagement, and feasible improvements in foreign language teacher education. The discussion draws on the author's mobility programme and prepared instructional materials. Particular attention is given to the teaching theme "Applying Media Study at School: The Example of Uzbekistan," which connected media literacy, multimodal learning and critical evaluation of digital information with classroom practice. Rather than presenting uncollected survey data or claiming causal impact, the article identifies lessons, limitations, and a proposed post-mobility knowledge-transfer framework for Uzbek higher education. It argues that mobility becomes educationally valuable when international experience is translated into contextualised teaching resources, collegial reflection, and sustainable institutional partnerships.*

Keywords: *Erasmus+ KA171; international credit mobility; staff teaching mobility; Nysa; media literacy; foreign language education; digital pedagogy; Uzbekistan; knowledge transfer.*

International academic mobility is commonly understood through its visible activities: classroom teaching, institutional meetings and encounters with another educational culture. Its longer-term value, however, depends on what happens after the mobility period. A brief international assignment can stimulate changes in the way university teachers design learning activities, understand students' needs, and evaluate the educational use of technologies. It may also open paths to reciprocal academic cooperation. Such possibilities should be analysed rather than assumed.

This paper considers these issues through our teaching mobility at the University of Applied Sciences in Nysa (UAS Nysa), Poland, in October 2026. As a lecturer in English language and literature at the Namangan State Institute of Foreign Languages (NamSIFL), Uzbekistan, I approached the visit as an opportunity to share teaching experiences from Uzbekistan and to reconsider how media, critical literacy and digital resources may support future language teachers. The main argument is that the most transferable outcome of a short mobility is not a particular digital application but a more deliberate approach to pedagogical design.

The purpose of this article is threefold: first, to document the educational focus of the Nysa teaching mobility; second, to examine its relevance to evidence-informed and media-supported language education; and third, to formulate a realistic pathway for sharing the experience within Uzbek higher education. The guiding question is: how can a short Erasmus+ teaching visit be converted into sustained pedagogical learning at the home institution?

The study uses a reflective, qualitative single-case approach. Its primary materials consist of the author's mobility schedule, lecture presentation and speaker notes for "Applying media study at school: The example of Uzbekistan," and a related teaching design on using media effectively in foreign language teaching. These materials are considered alongside official programme documents and published studies [1–9]. The analysis is organised around three themes: pedagogical reflection, intercultural knowledge exchange, and post-mobility transfer.

This is a practitioner reflection, not an experimental evaluation. No student questionnaire, pre-test/post-test, independently recorded observation, or longitudinal outcome measure was collected for the purposes of this article. Accordingly, its findings are interpretive and its proposed institutional steps are recommendations, not completed or statistically verified results. The distinction matters because the benefits of international mobility should be demonstrated through future evidence rather than inferred solely from participation.

The mobility visit took place from 3 to 10 October 2026, including travel; the scheduled academic mobility activities fell within 5–9 October. The host was the University of Applied Sciences in Nysa, a Polish higher education institution participating in Erasmus+ cooperation with non-European partners. Its published information for incoming KA171 staff identifies guest lectures, seminars and engagement with host colleagues

and students among the purposes of teaching mobility [9]. The mobility agreement formalises the educational programme and the respective responsibilities of the sending and receiving institutions [2].

The central instructional theme of the visit was “Applying Media Study at School: The Example of Uzbekistan.” The teaching schedule included sessions planned for 6 October for different student groups. The lecture materials introduced the educational context of Uzbekistan and NamSIFL, examined the meaning of media literacy, and considered the instructional potential and limitations of print, audiovisual and digital media. The content was intended to connect educational principles with concrete classroom choices rather than promote technology as an end in itself.

One significant feature of the teaching design was the deliberate pairing of theory with classroom-oriented tasks. For example, the instructional plan considered how short videos, visual prompts, online information and learner-created media can be used to develop communication and interpretation. It also addressed the need to evaluate the accuracy, perspective and credibility of media messages. A related workshop plan, “From flashcards to AI: using media effectively in foreign language teaching,” extended the design towards artificial intelligence and language practice. It is described here as prepared instructional material, without claiming that every activity in that plan was delivered during the visit.

For a visiting lecturer, explaining Uzbek educational experiences to an international audience requires a further pedagogical decision: local practices must be made intelligible without suggesting that one national system offers universally applicable answers. In that respect, international teaching is simultaneously a form of professional communication and a process of critically re-examining familiar methods.

The first transferable lesson concerns the difference between using media and teaching media literacy. A classroom may display a video or share an online text without helping students evaluate its quality or purpose. Media literacy requires learners to ask who created a message, what evidence supports it, which perspectives are absent, and how its format may shape interpretation. This inquiry is particularly important in language education, where learners encounter authentic digital texts but may lack the linguistic or critical resources to assess them confidently.

The European Digital Competence Framework for Educators (DigCompEdu) places digital resources, teaching and learning, assessment, learner empowerment, and the facilitation of learners' digital competence within a connected professional framework [3]. The relevance of this framework to the Nysa teaching theme is that resource selection should follow an educational objective. A digital tool is justified when it improves accessibility, interpretation, collaboration, feedback or learner agency; novelty alone is insufficient.

UNESCO's Global Education Monitoring Report similarly cautions that the educational value of technology is context-dependent, requiring attention to relevance, equity, sustainability and human interaction [4]. These principles are especially pertinent when discussing innovative practice across educational systems with different levels of infrastructure or learner access. A pedagogically effective activity should therefore be adaptable to both connected and low-connectivity classrooms.

One classroom sequence that follows from this reflection begins with an authentic media item, such as a short news clip or an online post about an educational issue. Students first identify the message and its intended audience; next, they compare it with another source and distinguish verifiable facts from interpretation; then they discuss their conclusions in English; finally, they produce a short written or oral response citing evidence. The same task can use printed screenshots or transcripts when digital access is unreliable. In this model, media is not a decorative supplement but a vehicle for language development, information evaluation and responsible participation.

A second lesson concerns artificial intelligence. Generative AI can support brainstorming, differentiated prompts and feedback simulations, but its outputs require verification and careful treatment of privacy, authorship and bias. Teacher education should prepare prospective teachers to scrutinise such outputs rather than accept them as authoritative. The transition suggested by the workshop title—from flashcards to AI—should therefore be understood as an expanding repertoire of pedagogical choices, not as the replacement of effective traditional practices.

Mouraz, Doyle and Serra [5] found that international mobility could strengthen teachers' curriculum agency when newly acquired experience was adapted through collaborative professional communities. Pavlakis and Comas [6], examining the institutional design of Erasmus+ staff

development, likewise stress that mobility has greater developmental value when universities plan for communication, administrative support and knowledge sharing. Drugă's [7] investigation of staff experiences also reminds us that not every expectation of methodological development is automatically fulfilled.

The Nysa case underscores the need for reciprocity. The visiting lecturer contributes knowledge of Uzbek higher education, English language teaching and the use of educational media; the host setting provides a different institutional and cultural frame in which those ideas can be discussed. Mutual learning does not mean simply importing Polish practices into Uzbekistan or presenting Uzbek practices as models to copy. Instead, cooperation should identify shared problems-critical digital literacy, active learning, teacher preparation, equitable access and develop responses suited to each setting.

Potential follow-up activities include joint online guest sessions, exchange of short teaching materials, collaborative discussions of AI-supported language pedagogy, and future staff or student mobility. These are prospective opportunities, not established outcomes of the October visit. Formal implementation would require agreement between the institutions, academic coordination and the necessary resources.

For a mobility experience to influence teaching beyond the participant, its lessons must be translated into specific actions and assessed over time. I propose a three-stage knowledge-transfer framework for NamSIFL. It is intentionally modest: it begins with sharing practice, advances to small-scale classroom adaptation, and only then considers wider cooperation. The framework does not assume new institutional funding or immediate curriculum reform.

Stage and timeline	**Proposed action**	**Possible evidence**
Stage 1: Dissemination (first 1-2 months)	Conduct a faculty seminar on media literacy and Erasmus+ teaching experience; share an annotated lesson plan and source-evaluation checklist.	Seminar agenda; shared materials; participant feedback.
Stage 2: Classroom pilot	Adapt two or three activities for Reading and Writing, teaching methodology, or teacher-training	Lesson plans; anonymised student work;

(following semester)	classes; offer offline alternatives and clear assessment criteria.	short teacher reflections.
Stage 3: Review and cooperation (6-12 months)	Compare reflections and learning evidence; revise teaching materials; explore a jointly agreed online session or academic project with a partner institution.	Revised resource pack; documented evaluation; confirmed joint activities, if agreed.

The brief duration of teaching mobility is its most obvious constraint. A one-week academic programme is valuable for exposure, networking and reflection, but insufficient for establishing causal effects on student achievement or institutional quality. Its conclusions are shaped by the experiences and interpretations of one participant. Evidence of sustained impact would require follow-up observations, student work samples, colleague feedback and analysis of actual teaching changes after return.

Equity is another concern. Schools and universities differ in their access to reliable internet, devices, licensed content and technical support. Learners also differ in digital confidence, English proficiency and accessibility needs. Any transfer of media-supported pedagogy to Uzbekistan must include low-resource alternatives and teacher training. The UNESCO principle of putting educational needs before technological adoption provides an appropriate safeguard [4].

Finally, collaboration depends on more than individual enthusiasm. Administrative continuity, clear responsibilities, institutional calendars and realistic workloads influence whether mobility develops into a sustained partnership [6]. Future reporting should therefore distinguish activities undertaken during a visit, resources actually introduced at the home institution and longer-term outcomes demonstrated by evidence.

The October 2026 Erasmus+ KA171 teaching mobility at the University of Applied Sciences in Nysa offered a useful context for presenting Uzbek educational experience and reconsidering the place of media in foreign language pedagogy. The key professional insight is that effective media integration begins with learning objectives, critical interpretation and active participation - not with the sophistication of the technology. The experience also highlighted the reciprocal character of

international teaching and the importance of intercultural academic communication.

The proposed contribution of this reflection is a practical pathway from individual experience to institutional learning: share the teaching design, pilot context-sensitive activities, gather evidence of their usefulness and pursue mutually beneficial cooperation. If those steps are implemented and evaluated, short-term international mobility can support lasting educational improvement in Uzbekistan. The broader lesson is that the success of Erasmus+ mobility should be judged not only by where academics teach, but by what they responsibly adapt, share and sustain after returning home.

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INTERNATIONALISATION IN PRACTICE: A JUNIOR SPECIALIST'S REFLECTIONS ON ERASMUS+ STAFF MOBILITY

Erasmus+ Mobility for Staff
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Erasmus+ ICM KA171, Mobility for Staff
25/05/2026 – 29/05/2026

Annotation: *This article reflects on the author's participation in the 3rd International Staff Week at the University of Białystok, Poland (25-29 May 2026), held within the Erasmus+ ICM KA171 staff mobility framework. It outlines the background of the Erasmus+ programme and its three Key Actions, then examines the workshops and seminars that formed the core of the week. Particular attention is given to the Erasmus+ InnHUB Białystok workshops, led by Katarzyna Kochaniak of the National Agency of the Erasmus+ Programme and the European Solidarity Corps, which combined theory with practical exercises and encouraged cooperation among participants. The author draws two main conclusions. First, successful international cooperation depends on clear, transparent and structured collaboration between faculties and international relations departments. Second, cooperation should serve as a step towards a sustainable academic environment rather than as a goal in itself, and innovative projects and start-ups can build stronger partnerships than similar faculty objectives alone. The article is addressed to early-career specialists in international cooperation and higher education.*

Keywords: *Erasmus+, staff mobility, internationalisation, higher education, international cooperation, project development, partnership, University of Białystok, TSUULL.*

Introduction. The Erasmus programme was launched in 1987 by the European Union to support student and staff mobility and to give people the chance to study or train in other countries. It also strengthened cooperation between European universities and helped build international academic exchange [2]. This fits the wider goals of the Bologna Process, which began with the Bologna Declaration of 1999 and aimed to make higher education across Europe more compatible and connected [1, 2]. Today, Erasmus+ covers education, training, youth and sport, and it includes cooperation with countries outside Europe.

Erasmus+ is organised around three Key Actions. Key Action 1 supports learning mobility, including opportunities for students and university staff to study, teach or train abroad. Key Action 2 supports cooperation between organisations and institutions. Key Action 3 focuses on policy development and cooperation.

I was already familiar with Erasmus+ initiatives in Uzbekistan through my work assisting with the journal *Perspectives of Higher Education Development*. Still, I have learned that reading about international programmes and seeing how they work in practice are two different things. I wanted to understand how universities develop projects, build partnerships and turn international cooperation into real opportunities.

The International Credit Mobility project gave me that chance. I took part in the 3rd International Staff Week, held at the University of Białystok, Poland, from 25 to 29 May 2026 and funded by the European Union. I attended as a junior specialist and a senior undergraduate student. The programme brought together representatives of partner universities and focused on strengthening internationalisation and academic cooperation in higher education. Workshops and seminars were its central components, and they gave me both professional and academic insight into how international partnerships are developed and maintained.

My Experience at the 3rd International Staff Week

Taking part in the workshops and seminars was one of the most instructive professional experiences I have had so far. Throughout the week I was aware that most participants had far more experience in international cooperation than I did. This shaped how I approached the programme: I listened closely, took notes, and tried to understand not only what was presented but also why experienced colleagues approach internationalisation the way they do.

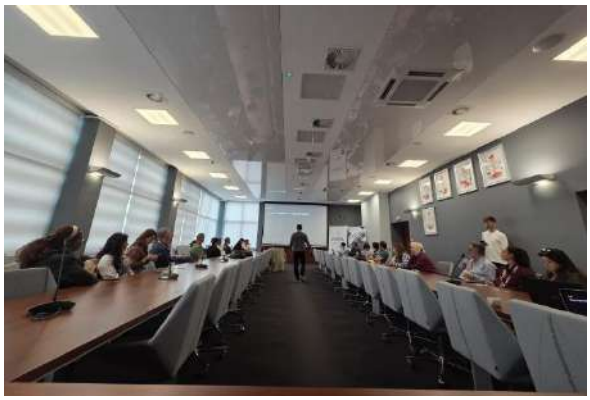
From my perspective, the programme followed a logical progression. It began with an overview of the funding instruments available to higher education institutions, continued with a comparison of how different universities organise their international cooperation, and moved towards practical work on project development. Each stage built on the previous one. By the end of the week, I had a much clearer picture of how the field fits together and where I can contribute.

Learning from Erasmus+ InnHUB Białystok

The workshops delivered by Erasmus+ InnHUB Białystok made the strongest impression on me. They were led by Katarzyna Kochaniak of the National Agency of the Erasmus+ Programme and the European Solidarity Corps, and they took place over two days at the University of Białystok's branch in Vilnius. For me, they were the most relevant part of the week for four reasons.

- **the workshops combined theory with practice.** The first session examined opportunities for cooperation within the various initiatives that support the internationalisation of higher education. It showed how the different Erasmus+ initiatives relate to one another and where a junior specialist can contribute to their implementation. The second session applied this knowledge through practical exercises. We began with simple tasks, such as negotiating with several people to recreate a picture, and then moved on to the steps involved in launching successful projects. This made the material concrete and easy to transfer to everyday professional work.
- **the workshops were led by a representative of the national agency responsible for Erasmus+ and the European Solidarity Corps.** This gave the content institutional authority and practical





relevance. The guidance reflected the real requirements and priorities of the programme rather than a purely theoretical account.

- **the workshops encouraged cooperation among participants.** Discussing possible future partnerships, and watching how experienced colleagues approach
- project design, was particularly instructive. I learned that effective cooperation depends on a clearly defined idea, appropriately selected partners and careful planning.
- **the setting in Vilnius added to the quality of the sessions.** Meeting at a partner branch in another country illustrated the principle of the workshops themselves: international cooperation is built through direct engagement with partners.

My Key Conclusions

Listening to colleagues and taking part in the exercises, I arrived at two conclusions that I consider the most important results of the week.

1. International cooperation depends on strong internal cooperation. There can be no successful international cooperation without clear, transparent and structured collaboration between faculties and the international relations departments of higher education institutions. Before a university can be a good partner abroad, it has to work well within itself. Faculties bring subject expertise and academic contacts, and international offices bring knowledge of programmes, procedures and funding. If they do not communicate well, opportunities are lost. For me, this was a practical lesson: part of my role as a junior specialist is to help build these connections inside my own university.



2. International cooperation should be a step towards sustainability, not the goal itself. Signing agreements and counting partners is not enough. The aim should be to create a more sustainable academic environment, where cooperation produces lasting results. Innovative projects and start-ups can build stronger partnerships than a simple similarity in the objectives of faculties, because partners who work together towards a concrete outcome have a real reason to stay connected.

This changed how I think about partnership. I now see it less as a formal arrangement and more as joint work on something that matters to both sides.

Conclusion

Participating in the 3rd International Staff Week at the University of Białystok was an important experience for me, both professionally and academically. It helped me understand the relationship between Erasmus+ and international cooperation in higher education, and how universities approach project development and partnerships. I also learned a great deal from colleagues with more experience than I have, and I am grateful for their openness.

As a junior specialist, I now have a clearer understanding of the role I can play in developing international cooperation at my university. I hope to apply what I learned in my daily work, particularly in project development and in communication with partner institutions. The experience has also encouraged me to keep learning about Erasmus+ and to take a more active part in future international cooperation activities.

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TWO MONTHS AT LEIDEN UNIVERSITY: REFLECTIONS ON AN ERASMUS+ ICM MOBILITY EXPERIENCE

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Between 1 September and 30 October 2026, I had the opportunity to undertake a two-month academic mobility at Leiden University, the Netherlands, under the Erasmus+ International Credit Mobility (ICM) programme, funded by the European Union and implemented through an institutional partnership between Tashkent State University of

Oriental Studies (TSUOS) and Leiden University. As a doctoral researcher in International Relations at TSUOS, my dissertation examines the processes and prospects of the politicization of Islam in the state governance of Afghanistan, with particular attention to its implications for regional security in Central Asia. The mobility was conceived as a dedicated period of concentrated research, direct engagement with European scholarship on political Islam and Central Asian studies and the kind of academic dialogue that is difficult to replicate from a distance. This article reflects on how that period unfolded in practice, the institutional steps that preceded and accompanied it, the research progress it enabled, the colleagues and ideas I encountered and what the experience suggests about the value of credit mobility for early-career researchers from Central Asia.

Arrival and Institutional Integration

The mobility was preceded by a structured administrative process, a Grant Agreement and a tripartite Mobility Agreement between the sending institution, the receiving institution, and myself, setting out the agreed training programme, its objectives, and the expected outcomes. Having arrived in the Netherlands at the end of August after a planned stop in Istanbul, I settled into accommodation arranged through Leiden University's Student and Educational Affairs office and completed the onboarding steps required of an incoming ICM participant: registration with the host institution, orientation to the library and campus facilities, and an initial meeting to align my research plan with the resources available at Leiden. This period of settling in, while largely logistical, proved important in its own right. It clarified how the host institution's academic calendar, library hours, and administrative rhythms would frame the two months ahead and it allowed me to adapt quickly rather than losing early weeks to avoidable friction.

Research Engagement at Leiden University Library

The core of the mobility was sustained archival and literature work at Leiden University Library, whose holdings and subscription access to Brill, JSTOR, Cambridge Core and Oxford Scholarship Online gave me access to primary and secondary sources that are difficult to obtain from Tashkent. I organized each working day around a morning research block and an afternoon writing session, using the library's collections to deepen the empirical and theoretical grounding of two chapters of my dissertation, the chapter examining the Taliban's

instrumentalization of religious legitimacy in state governance and a subsequent chapter applying a regional security framework, informed by the Copenhagen School's concept of securitization, to the Central Asian states' responses to developments in Afghanistan. Leiden's particular strength in Islamic studies and Central Asian area studies, through institutes such as the Leiden University Institute for Area Studies (LIAS) and the Leiden University Centre for the Study of Islam (LUCIS), meant that the library's holdings were not simply larger than what I could access at home, but more precisely aligned with my research questions. Over the course of the two months, this access allowed me to substantially revise and strengthen two chapters of the dissertation and to draft its concluding chapter.

Academic Dialogue and Scholarly Networking

Beyond independent research, the mobility offered direct access to scholars whose work intersects closely with my own. I had the opportunity to consult with Dr. Elena Paskaleva of the Leiden University Institute for Area Studies, whose expertise in Central Asian heritage and identity provided a valuable comparative perspective on how religious and political authority are negotiated across the region, and with Dr. Siavash Rafiee Rad, whose work on Islamic political thought informed my reading of the theoretical literature on religious legitimacy in state governance. These conversations were not formal supervision in the way a doctoral advisor's would be, but they functioned as a kind of academic peer review in real time: pointing me toward sources I had not considered, questioning assumptions in my argument and situating my Afghanistan-focused research within the wider European scholarly conversation on political Islam. This is, to my mind, one of the aspects of credit mobility that is hardest to quantify but among the most valuable: the chance to test one's ideas against scholars working in a different academic tradition, before they are fixed in a dissertation chapter rather than after.

Presenting My Research: The October Workshop

On 1 October 2026, I presented my dissertation research at a workshop hosted at Leiden University, outlining the argument that the Taliban's governance strategy in Afghanistan relies on a selective and instrumental deployment of religious legitimacy and discussing what this implies for the security calculations of neighbouring Central Asian states. Presenting to an audience of Leiden-based researchers, many of

whom work on adjacent questions in Islamic studies and area studies but from different disciplinary and regional vantage points, was a useful test of whether the argument held up outside the frame in which I had developed it. The questions that followed, particularly on how to compare the Taliban's use of religious authority with other cases of politicized Islam in state governance, directly shaped the final structure of my dissertation's analytical chapters. Presenting work in progress, rather than a finished product, is uncomfortable, but it is precisely the kind of exposure that a mobility of this length is able to offer and that would be far harder to arrange from Tashkent.

Beyond the Library: Cultural and Intellectual Context

A mobility of two months is also, inevitably, a period of daily life in an unfamiliar setting and that experience shaped my research in ways that are less visible in a dissertation's footnotes but were nonetheless real. Settling into Dutch administrative life as a non-EU researcher without a BSN number, learning to navigate public transport all required a degree of practical adaptation that, in a modest way, mirrors the broader theme of my research, how individuals and institutions negotiate religious practice within a secular administrative and legal framework that was not built with them specifically in mind. A short stop in Istanbul en route to the Netherlands, including visits to the Eyüp Sultan Mosque and the tomb of the companion Abu Ayyub al-Ansari, offered a point of personal and scholarly reflection on the layered religious and political history that connects the regions my dissertation treats as its subject matter. None of this appears directly in the chapters I revised at Leiden, but it sharpened, I think, my sense of why the questions I am asking matter beyond the academic literature that frames them.

The Netherlands' own history of pluralism and institutional accommodation of difference, visible even in small everyday details of Leiden civic life, also offered an implicit comparative backdrop to a dissertation about a state that has taken the opposite path, toward the fusion rather than the separation of religious and political authority.

Reflections on the Value of International Credit Mobility

For a PhD researcher working on a dissertation that sits at the intersection of religion, governance and regional security, the Erasmus+ ICM programme provided something that neither a research grant confined to Tashkent nor a short conference trip abroad could have

offered, sustained, uninterrupted time inside a research infrastructure built for exactly this kind of work, combined with the opportunity to be challenged by scholars outside my own academic environment. The mobility also reinforced, from the ground up, the value of the institutional partnership between Tashkent State University of Oriental Studies and Leiden University. It is through this specific agreement, and the European Union's funding of it, that a researcher from Tashkent was able to work inside Leiden's library and research community rather than merely read about it. For early-career researchers from Central Asia more broadly, programmes of this kind offer a practical and comparatively low-barrier route into European academic networks that would otherwise take years and far greater resources, to build independently.

Conclusion

The two months I spent at Leiden University between September and October 2026 advanced my dissertation substantially, strengthened two of its core chapters, produced a first draft of its conclusion, and connected me with scholars whose feedback will continue to shape the research as it moves toward completion. Just as importantly, the mobility confirmed, through direct experience rather than abstract policy language, why institutional partnerships such as the one between Tashkent State University of Oriental Studies and Leiden University matter: they create real, usable pathways for researchers from Central Asia to engage with European scholarship on equal footing. I am grateful to the European Union's Erasmus+ programme, to Leiden University team for their support throughout the mobility, and to Tashkent State University of Oriental Studies for making this opportunity possible, and I would encourage fellow doctoral researchers to pursue ICM mobilities of this kind without hesitation.

DUNAY BO‘YIDAGI ShAHAR VA TARIXIY XOTIRA: BUDAPEShTDAN OLGAN TAASSUROTLAR.

Mahliyo Turdixo‘jayeva
Toshkent davlat sharqshunoslik universiteti,
“Markaziy Osiyo xalqlari tarixi” kafedrasi
katta o‘qituvchisi, PhD

Safar qayerda tugaydi va ilmiy izlanish qayerda boshlanadi? Mana shu savol ko‘plab mulohazalarga sabab bo‘la oladi. Ba’zi safarlar xaritada ikki nuqta orasidagi masofani bosib o‘tish bilangina cheklanmaydi. Ular insonning o‘z kasbiga, o‘z mamlakatining tarixiga va boshqa xalqlar bilan muloqot qilish imkoniyatlariga yangicha nigoh bilan qarashiga sabab bo‘ladi. 2026-yil oktabrida Erasmus+ KA171 akademik mobilligi doirasida Budapeshtdagi Karoli Gaspar universitetida o‘tkazgan kunlarim men uchun aynan shunday tajriba bo‘ldi. Bu safarda men bir vaqtning o‘zida tarixchi, manbashunos, o‘qituvchi va O‘zbekiston tarixi hamda madaniyatini xalqaro auditoriyaga tanishtiruvchi vakil sifatida qatnashdim. Budapeshtning Dunay daryosi, tarixiy ko‘priklari va me’moriy qiyofasi dastlab estetik taassurot uyg‘otadi. Biroq tarixchi nigohi uchun shahar faqat chiroyli manzara emas, u turli davrlarning izlari, tarixiy qarorlar, jamoaviy xotira va kundalik hayot qatlamlari bir joyda tutashgan ochiq tarixiy manbadir. Ko‘prik, muzey zali, universitet kutubxonasi yoki tarixiy maydon bularning har biri o‘tmish haqida savol berishga undaydi. Maqolaning asosiy g‘oyasi shuki, akademik mobillikni faqat xorijda ma’ruza o‘qish yoki yangi joylarni ko‘rish sifatida emas, balki bilimni ikki tomonlama harakatga keltiruvchi jarayon sifatida tushunish lozim. Men Vengriyada O‘zbekiston tarixini taqdim etdish bilan birga, Vengriya tarixi va madaniyatini o‘rganish orqali o‘z darslarim, tadqiqotlarim va xalqaro hamkorlik haqidagi tasavvurlarimni kengaytirdim.

Universitet – xalqaro ilmiy muloqot uchun aynan mos makondir. Károli Gáspár universitetiga tashrifim 2026-yil 5-oktyabrda boshlandi. Dastlab fakultetning xalqaro aloqalar bo‘yicha vitse-dekani Dr. Judit Nagy bilan uchrashuv bo‘lib, Toshkent davlat sharqshunoslik universiteti va Károli Gáspár universiteti o‘rtasidagi hamkorlikni davom ettirish,

akademik almashinuvni rivojlantirish va kelgusidagi ilmiy aloqalar haqida fikr almashildi.





Shuningdek, qadimgi tarix va tarixiy yordamchi fanlar kafedrasi mudiri Dr. Miklos Sarközy bilan Markaziy Osiyo tarixi, ilmiy izlanishlar va qo‘shma loyihalar istiqbollari muhokama qilindi. Károli Gáspár universitetidagi ilmiy safarim davomida menda alohida taassurot qoldirgan insonlardan biri aynan Dr. Miklos Sarközy bo‘ldi. Uning O‘zbekiston tarixi va madaniyatiga bo‘lgan chuqur qiziqishi, yurtimiz haqidagi tarixiy bilimlari, xalqimiz va insonlarimizga bo‘lgan samimiy hurmati meni chin ma’noda hayratlantirdi. U bilan suhbatlar davomida Vengriyada ham O‘zbekiston tarixiga katta ilmiy qiziqish mavjudligini his etdim. Professorning nafaqat ilmiy bilimlari, balki samimiy insoniy fazilatlari ham menda katta taassurot qoldirdi. Budapesht shahrini o‘ziga xos gid sifatida tanishtirib, uning tarixiy maskanlari va go‘zal manzillarini ko‘rsatgani, safar davomida ko‘rsatgan e’tibori va barcha amaliy yordamlari uchun undan minnatdorman. Ba’zan ilmiy safarlarning eng qimmatli natijasi yangi bilimlardan tashqari, ana shunday bilimli, samimiy va yuksak madaniyatli insonlar bilan tanishish bo‘ladi. Professor Miklos Sarközy bilan uchrashuvim men uchun shunday unutilmas xotiralardan biri bo‘lib qoldi.



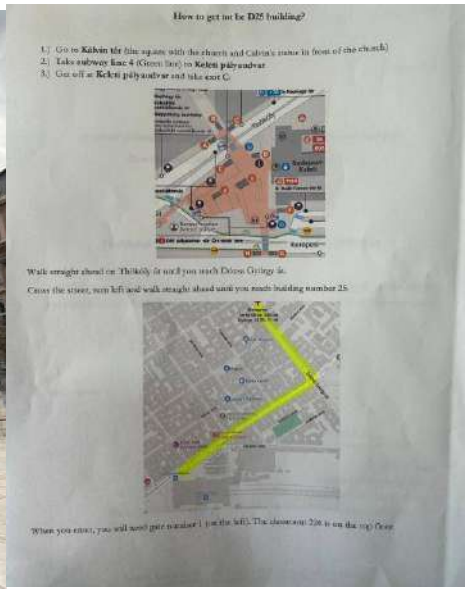
Ma’ruza mavzularimga qiziqish bildirgan talabalarni boshqa universitetlardan ham taklif etish tashabbusi bilim almashishning chegarasi bitta auditoriya bilan tugamasligini ko‘rsatdi. Universitet kutubxonasi va ilmiy muhit bilan tanishish ham tashrifning muhim qismi bo‘ldi. Kutubxona tarixchi uchun faqat kitoblar saqlanadigan xona emas, u tadqiqot an’analari, manbalarni tasniflash, ilmiy nashrlarni izlash va ilmiy hamjamiyat xotirasini saqlash bilan bog‘liq infratuzilmadir. O‘qituvchi sifatida bunday muhitdan olinadigan saboq shuki, talabani mustaqil izlanishga o‘rgatish faqat topshiriq berish bilan amalga oshmaydi. Unga ishonchli manbaga chiqish, katalogdan foydalanish, matnni tanqidiy o‘qish va dalil bilan xulosa chiqarish madaniyatini ham singdirish kerak. Xalqaro akademik mobillik aynan shu ko‘nikmalarni qiyoslash va o‘z ta’lim muhitimizga moslashtirish imkonini beradi.

Akademik mobillik davomida talabalarga O‘zbekistonning qadimiy tarixi, madaniy merosi va zamonaviy hayotiga bag‘ishlangan ma’ruzalar o‘qidim. Mashg‘ulotlarda Axsikent qadimiy shahri, Temuriylar davri kiyinish madaniyati, milliy taomlar, urf-odatlar va universitet hayoti haqida so‘z yuritildi. Tarixiy mavzular arxeologik topilmalar, miniatyuralar va madaniy an’analar misolida yoritildi. Darslar savol-javob va qiyosiy muhokamalar asosida tashkil etilib, talabalar o‘rtasida O‘zbekiston tarixiga katta qiziqish va madaniyatlararo fikr almashuvni yuzaga keltirdi.



Ilmiy safar davomida Vengriya Milliy muzeyi, Vengriya Milliy galereyasi va Etnografiya muzeyiga tashrif buyurish men uchun katta ilmiy va ma’naviy tajriba bo‘ldi. Ushbu tashriflar universitet tomonidan ma’ruzalarim uchun yaratilgan sharoitlar bilan bir qatorda, mehmon olimga ko‘rsatilgan alohida e’tibor va hurmatning ham yorqin ifodasi edi. Muzeylar bilan tanishish orqali Vengriyaning tarixiy xotirasi, tasviriy san’ati, xalq turmushi va milliy qadriyatlarini yaqindan o‘rganish imkoniga ega bo‘ldim. Ayniqsa, muzey ekspozitsiyalarini tarixiy manba sifatida tahlil qilish, moddiy va tasviriy meros orqali jamiyatning o‘tmishini anglash borasida muhim tajriba orttirdim. Bu kuzatuvlar kelgusidagi ilmiy tadqiqotlarim va tarix fanlarini o‘qitish faoliyatim uchun ham foydali bo‘ldi. Men uchun eng qadrlisi, universitet vakillari tashriflarim mazmunli va unutilmas bo‘lishi uchun barcha tashkiliy masalalarga katta mas’uliyat va samimiyat bilan yondashganidir. Uchala yirik muzey bilan tanishish imkoniyatining yaratilishi oddiy sayohat emas, balki mening ilmiy qiziqishlarim va kasbiy faoliyatimga ko‘rsatilgan yuksak e’tibor sifatida qalbimda saqlanib qoladi. Bu safardan nafaqat yangi bilim va tajriba, balki Vengriya ilmiy-madaniy muhitiga nisbatan chuqur hurmat va iliq xotiralar bilan qaytdim.




How to get to Ec D25 building?
1.) Go to Kálvin tér (the square with the church and Calvin's statue in front of the church)
2.) Take subway line 4 (Green line) to Keleti pályaudvar
3.) Get off at Keleti pályaudvar and take exit C
Walk straight ahead on Thökölyút not you reach Dózsa György út.
Cross the street, turn left and walk straight ahead until you reach building number 25.
When you enter, you will need gate number 1 on the left. The classroom 206 is on the 2nd floor.




VIE


Tashkent State University of Oriental Studies
Uzbekistan
Central Asia

Budapesht bo‘ylab sayohatim davomida shaharning eng mashhur tarixiy va me’moriy maskanlari bilan ham yaqindan tanishdim. Dunay sohilida qad rostlagan mahobatli Vengriya parlamenti binosi, Buda qal’asi, qadimiy Citadella va shaharning ikki sohilini bog‘lab turuvchi mashhur ko‘priklar menda unutilmas taassurot qoldirdi. Ayniqsa, Dunay ustidan o‘tgan Zanjirli ko‘prik va balandlikdan namoyon bo‘ladigan Budapesht manzarasi o‘zining betakror go‘zalligi bilan hayratga soldi. Shaharning tarixiy ko‘chalari, maydonlari, saroylari va me’moriy obidalari bilan tanishar ekanman, Budapeshtning har bir go‘shasida asrlar davomida shakllangan tarixiy xotira mujassam ekanini his qildim. Bu yerda tarix muzeylar yoki kitoblar bilangina cheklanmaydi, u shahar me’morchiligida, Dunay sohilida, ko‘priklarda va kundalik hayotda ham yashaydi. Ayniqsa, kechki chiroqlar ostida jilolangan shahar manzarasi xotiramda alohida saqlanib qoldi. Budapesht men uchun tarix, san’at va go‘zallik uyg‘unlashgan, yana bir bor qaytishni istaydigan shaharga aylandi.








Budapesht bilan tanishuvim davomida vengriyalik yozuvchi Ferenc Molnarning mashhur “Pal ko‘chasi bolalari” romanini ham esladim. Asarda tasvirlangan Pal va Mária ko‘chalari, Milliy muzey bog‘i hamda botanika bog‘i kabi tarixiy joylarning bugungi kungacha saqlanib qolganini bilish o‘zgacha taassurot uyg‘otdi. Ayniqsa, o‘zim tashrif buyurgan Vengriya Milliy muzeyi bog‘ining ham roman voqealari bilan bog‘liqligi men uchun kutilmagan va qiziqarli kashfiyot bo‘ldi. Bir paytlar kitob sahifalarida tasavvur qilgan manzillarimni endi o‘z ko‘zlarim bilan ko‘rish Budapeshtga bo‘lgan munosabatimni yanada yaqinlashtirdi. Men uchun bu adabiyot, tarix va real hayot bir nuqtada tutashgan unutilmas taassurot bo‘ldi.

Akademik mobillik davomida Karoli Gaspar universiteti professor-o‘qituvchilarining dars mashg‘ulotlarida ham ishtirok etib, ularning ta’lim berish uslubi, auditoriya bilan ishlash tajribasi va talabalarni ilmiy muhokamaga jalb etish metodlarini kuzatish imkoniga ega bo‘ldim. Ayniqsa, darslarda erkin fikr almashish, tarixiy manbalarni tanqidiy tahlil qilish, talabalarning mustaqil xulosalar chiqarishiga sharoit yaratish kabi jihatlar e’tiborimni tortdi. Ushbu tajriba o‘z pedagogik faoliyatimga yangicha nazar bilan qarash, xorijiy ta’lim amaliyotining samarali jihatlarini o‘rganish va ularni mahalliy ta’lim jarayoniga tatbiq etish uchun muhim imkoniyat bo‘ldi. Men uchun bu mobillik nafaqat bilim va tajriba almashish, balki ustozlardan o‘rganish, kasbiy dunyoqarashni

kengaytirish va xalqaro akademik hamkorlikni mustahkamlash maktabi ham bo‘ldi.





Karoli Gaspar universitetidagi akademik mobillik davomida ta’lim jarayonini tashkil etish, xorijiy talabalarni qo‘llab-quvvatlash va universitetning xalqaro hamjamiyatini rivojlantirishga qaratilgan bir qator samarali tajribalar bilan tanishdim:

- Buddy dasturi – xorijiy talabalarga moslashishda yordam berish tizimi bilan tanishdim. Har bir xalqaro talabaga mahalliy talaba biriktirilishi, universitet, kutubxona, HEMIS va shahar infratuzilmasi bilan tanishtirilishi, shuningdek, madaniy uchrashuvlar tashkil etilishi e’tiborimni tortdi.
- Károli Community Days – universitetning 2026-yil 19–22-oktabr kunlari tashkil etilgan hamjamiyat kunlari faoliyati bilan tanishdim. Ushbu tadbirlar doirasida ilmiy ma’ruzalar, seminarlar, munozaralar, tanlovlar va madaniy dasturlar orqali professor-o‘qituvchilar hamda talabalar o‘rtasidagi hamkorlik va muloqot mustahkamlanadi.
- ICT Centre – universitetning axborot-kommunikatsiya texnologiyalari markazi, raqamli infratuzilma va texnik xizmat ko‘rsatish faoliyatini o‘rgandim.
- Neptun platformasi – talabalar, fanlar, baholash va o‘quv jarayoniga oid ma’lumotlarni elektron boshqarish imkoniyatlari bilan tanishdim.
- Microsoft Teams – onlayn mashg‘ulotlar, videomuloqot, topshiriqlar almashinuvi va jamoaviy ishlash imkoniyatlarini o‘rgandim.

Shu bilan birga, mobillik davomida men uchun eng unutilmas lahzalardan biri universitet professor-o‘qituvchilari bilan kechgan

samimiy uchrashuv va suhbatlar bo‘ldi. Ular bilan birgalikda o‘tkazilgan tushliklar, ilmiy hamda madaniy mavzulardagi suhbatlar safarimga o‘zgacha mazmun bag‘ishladi. Ularning menga ko‘rsatgan e’tibori, samimiy munosabati, O‘zbekiston tarixi va madaniyatiga bo‘lgan qiziqishi qalbimda iliq taassurot qoldirdi. Bu uchrashuvlarda nafaqat ilmiy fikrlar almashildi, balki ikki mamlakat va turli madaniyat vakillari o‘rtasida insoniy yaqinlik ham shakllandi. Men uchun bunday samimiy munosabatlar safar davomida orttirilgan eng qadrli xotiralardan biri bo‘lib qoldi. Chunki xorijiy safarning unutilmasligi ko‘p jihatdan u yerda uchratgan insonlaringiz, ularning mehmondo‘stligi va sizda qoldirgan taassurotlari bilan belgilanadi.





Vengriyada bo‘lganimda meni eng ko‘p qiziqtirgan jihatlardan biri venger tilining ayrim so‘zlari, tovushlari va ifodalarida o‘zbek tiliga tanish bo‘lgan ohanglarni sezishim bo‘ldi. Dastlab oddiy til o‘xshashligidek tuyulgan bu holat keyinchalik menda katta ilmiy qiziqish uyg‘otdi. Venger tilini eshitganim sari bir savol xayolimdan o‘tdi: turli hududlarda yashayotgan xalqlarning tillarida asrlar osha qanday tarixiy izlar saqlanib qolishi mumkin? Ma’lumki, venger tili kelib chiqishiga ko‘ra fin-ugor tillari oilasiga mansub. Biroq magyarlarning tarixiy shakllanishi va Yevrosiyo dashtlari bo‘ylab kechgan uzoq tarixi davomida turkiy xalqlar bilan yaqin aloqalari bo‘lgan. Bu aloqalar venger tilida ham o‘z izini qoldirgan. Xususan, qadimgi turkiy tillardan o‘zlashgan so‘zlar qatlamining mavjudligi tilshunoslikda alohida tadqiq etilgan. Men uchun bu kuzatuvning eng qiziqarli tomoni shundaki, tarix faqat qadimiy obidalar, arxeologik topilmalar yoki yozma manbalarda saqlanmaydi. U ba’zan bir so‘zda, uning talaffuzida, xalqning kundalik nutqida ham yashaydi. Bir-biridan uzoq masofalarda joylashgan xalqlarning tillarida uchraydigan tarixiy qatlamlar o‘tmishdagi ko‘chishlar, savdo, qo‘shnichilik va madaniy aloqalar haqida o‘ylashga undaydi. Albatta, har

qanday so‘z o‘xshashligini umumiy kelib chiqish belgisi sifatida qabul qilish mumkin emas. Buning uchun etimologik va tarixiy dalillar zarur. Ammo aynan shu masala menga tilni ham tarixiy manba sifatida o‘rganish naqadar qiziqarli ekanini yana bir bor anglatdi. Safar davomida bir haqiqatni chuqur his qildim: xalqlarni geografik masofalar ajratishi mumkin, ammo tarix ularning xotirasida, madaniyatida va ba’zan birgina so‘zida ham uchrashadi. Men uchun Vengriya safari ana shunday kutilmagan ilmiy va ma’naviy kashfiyotlarga boy bo‘ldi.

Ushbu so‘zlar aynan men ko‘p bora duch kelgan so‘zlar edi.

№	Vengercha so‘z	O‘zbekcha so‘z	Ma’nosi
1	alma	olma	Olma mevasi
2	árpa	arpa	Donli ekin – arpa
3	bátor	botir	Jasur, qo‘rqmas
4	tenger	tengiz	Dengiz
5	balta	bolta	Daraxt kesish yoki yog‘ochga ishlov berish asbobi
6	kazán	qozon	Suyuqlik isitish yoki qaynatish uchun mo‘ljallangan idish.

Erasmus+ dasturi doirasidagi akademik mobillik men uchun shunchaki xorijiy universitetda dars o‘tish yoki yangi mamlakat bilan tanishish imkoniyati bo‘lib qolmadi. Bu safar kasbiy tajribamni boyitish, O‘zbekiston tarixini xalqaro akademik muhitda targ‘ib etish, boshqa ta’lim tizimining samarali jihatlarini o‘rganish va tarixga kengroq nigoh bilan qarash imkonini berdi. Karoli Gaspar universitetidagi ilmiy muloqotlar, professor-o‘qituvchilar bilan uchrashuvlar, muzeylar va Budapeshtning tarixiy maskanlari bilan tanishuv menga bilim va madaniyat almashinuvi naqadar muhimligini yana bir bor anglatdi. Safar davomida anglagan eng muhim haqiqatim shuki, tarix faqat o‘tmish voqealarini o‘rganish emas, balki xalqlarni bir-biriga yaqinlashtiradigan, ularning umumiy va o‘ziga xos jihatlarini anglashga yordam beradigan muloqot maydonidir. Bu muloqot ba’zan ilmiy ma’ruza, ba’zan muzeydagi tarixiy eksponat, ba’zan esa turli tillarda saqlanib qolgan tarixiy izlar orqali davom etadi. Men Budapeshtdan nafaqat yangi bilim va taassurotlar, balki kelgusidagi ilmiy izlanishlarim, pedagogik faoliyatim va xalqaro hamkorlik uchun yangi g‘oyalar bilan qaytdim. Eng muhimi, xorijda orttirilgan tajribaning haqiqiy qiymati uni o‘z ta’lim

muhitimizga olib kirish, talabalar bilan bo‘lishish va yangi hamkorlik tashabbuslariga aylantirishda namoyon bo‘ladi. Zero, akademik mobillikning muvaffaqiyati safarning davomiyligi bilan emas, balki u insonning tafakkurida, kasbiy faoliyatida va kelajakdagi hamkorliklarida qoldirgan izi bilan o‘lchanadi.

Ushbu qimmatli tajribalar, unutilmas taassurotlar va yangi imkoniyatlar uchun, avvalo, Erasmus+ dasturiga samimiy minnatdorligimni bildiraman. Menga xalqaro akademik muhitda o‘z bilim va tajribamni namoyon etish, kasbiy mahoratimni oshirish hamda yangi ilmiy aloqalar o‘rnatish imkonini yaratgani uchun Toshkent davlat sharqshunoslik universiteti rahbariyatiga alohida tashakkur aytaman. Meni iliq kutib olgan, safarim davomida barcha zarur sharoitlarni yaratgan Karoli Gaspar universiteti rahbariyati, Xalqaro aloqalar bo‘limi va professor-o‘qituvchilariga chuqur minnatdorlik bildiraman. Ayniqsa, samimiy munosabati, e’tibori va bilimlarini men bilan baham ko‘rgan ustozlarga alohida rahmat aytaman.





FROM INTERNATIONAL CREDIT MOBILITY TO DIGITAL MANAGEMENT: REFLECTIONS ON THE ERASMUS+ KA171 EXPERIENCE AT WSPA LUBLIN, POLAND

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Abstract. *This article critically reflects on an Erasmus+ KA171 International Credit Mobility (ICM) experience undertaken by a student of Karshi State Technical University (Uzbekistan) at the University College of Enterprise and Administration in Lublin (WSPA), Poland, during the spring semester of the 2025/2026 academic year. The purpose is to explore how an international study exchange bridges the gap between digital management, web development, and modern marketing strategies in higher education. Drawing upon academic coursework in e-commerce, organizational science, and managerial competencies, the study synthesizes cross-border academic exposure with practical technical skill sets. It introduces a proposed post-mobility Knowledge-Transfer Framework designed to integrate modern digital workflow automation, web technologies, and data-driven marketing tools into Uzbek higher education and local business environments. Rather than presenting static survey outcomes, this work offers an actionable roadmap for maximizing the institutional and professional ROI of international mobility programs.*

Keywords: *Erasmus+ KA171, WSPA Lublin, International Credit Mobility, Digital Management, Web Development, Marketing Strategy, Knowledge Transfer, Uzbekistan.*

1. Introduction

International academic mobility serves as a powerful catalyst for personal, academic, and professional development. Under the framework of the European Union's Erasmus+ KA171 International Credit Mobility (ICM) program, students and staff from non-EU partner countries gain invaluable exposure to European higher education standards, innovative

pedagogical methodologies, and multicultural management environments.

While the immediate benefits of international exchange—such as cultural immersion and academic networking—are well-documented, the long-term value lies in knowledge transfer: how returning scholars adapt their international learnings to transform local practices. For a student specializing in Management at Karshi State Technical University while actively working as a freelance web developer and marketing specialist, the mobility period at the University College of Enterprise and Administration in Lublin (WSPA), Poland, provided a unique strategic lens.

This paper explores the strategic integration of digital technologies, managerial frameworks, and modern marketing strategies gained during the four-month mobility program (March 1, 2026 – June 30, 2026). It posits that modern managerial education in developing economies like Uzbekistan must transcend theoretical concepts by directly embedding software engineering standards, web application architecture, and digital marketing analytics into university curricula.

2. Purpose, Scope, and Methodological Approach

The primary objective of this paper is threefold:

1. To document the academic and practical dimensions of the Erasmus+ KA171 mobility at WSPA Lublin;
2. To evaluate the synergy between software engineering, digital marketing, and modern organizational management;
3. To propose a structured, feasible post-mobility knowledge-transfer framework for higher education institutions in Uzbekistan.

This study employs a qualitative, reflective single-case study approach. Primary materials consist of course curricula, project deliverables, technical architectures developed during the mobility period, and comparative analyses of market platforms (e.g., Uzum Market vs. Allegro). The analysis is structured around three main themes: academic immersion in Lublin, cross-disciplinary skill synergy, and practical post-mobility institutional application.

3. The WSPA Lublin Mobility Context: Academic and Practical Dimensions

The exchange mobility was conducted at the University College of Enterprise and Administration in Lublin (Wyższa Szkoła Przedsiębiorczości i Administracji w Lublinie - WSPA), an active partner

institution of Karshi State Technical University under the signed Inter-Institutional Agreement. WSPA is recognized for its strong emphasis on practical business education, entrepreneurship, and applied digital technologies.

During the 2025/2026 spring semester, academic engagement focused on practical coursework in e-commerce management, organizational leadership, managerial competencies, and production department management. Combining European business frameworks with practical web development skills (PHP, Laravel, C#, MySQL) and digital marketing tools enabled the formulation of data-driven business models optimized for emerging markets.

4. Digital Management & Marketing: Cross-Disciplinary Synergy

A core insight gained from the mobility experience is that modern management cannot be decoupled from digital infrastructure. In the contemporary global economy, managers must understand both human organization and the code that powers business platforms. Key learnings include:

• Web Architecture in E-Commerce: Analyzing platform structures like Poland's Allegro highlights the necessity of scalable backend architecture (RESTful APIs, dynamic databases) to deliver seamless customer experiences.

• Data-Driven Marketing & Analytics: Modern marketing relies on quantitative analytics rather than intuition. Integrating data visualization tools (Power BI, Google Analytics) into management practice allows for precise consumer profiling and campaign ROI measurement.

• Workflow Automation: Automating routine business operations via custom digital tools and bots improves efficiency and reduces administrative costs in small and medium enterprises (SMEs).

5. A Proposed Post-Mobility Knowledge-Transfer Framework

To ensure that international mobility creates lasting value for the home institution, a three-stage knowledge-transfer framework is proposed for Karshi State Technical University and local tech hubs:

Table 1. Post-Mobility Knowledge-Transfer Framework for Uzbek Higher Education

Stage & Timeline	Proposed Action & Focus	Measurable Key Deliverables
Stage 1: Knowledge Sharing (Months 1–2)	Conduct workshops on European digital business practices; share case studies comparing EU and Uzbek e-commerce platforms.	Seminar slides, public presentation, technical documentation, student feedback.
Stage 2: Applied Piloting (Months 3–6)	Develop student projects integrating Laravel/C# web backends with digital marketing analytics; launch university tech/business incubator initiatives.	Working web prototypes, marketing campaign dashboards, functional Telegram bots.
Stage 3: Sustainable Integration (Months 6–12)	Embed digital project management and e-commerce modules into undergraduate Management courses; establish joint student mobility and research links.	Updated course syllabus, published case studies, finalized partnership proposals.

6. Challenges, Limitations, and Strategic Adaptations

Translating international practices into local contexts presents certain structural challenges:

• Infrastructure Disparities: Differences in digital payment ecosystems and logistics infrastructure between the EU and Central Asia require tailored e-commerce models.

• Curriculum Flexibility: Integrating rapid technological advances into standard university curricula demands agile administrative support.

• Resource Allocation: Expanding practical software and marketing labs requires ongoing investment in hardware and cloud services.

These constraints underline the need for adaptable, low-cost digital solutions (such as open-source frameworks and cloud platforms) when implementing knowledge transfer.

7. Conclusion

The Erasmus+ KA171 exchange mobility at WSPA Lublin demonstrated that international education achieves its highest impact when combined with practical, domain-specific expertise. For a

management student with technical capabilities in software development and marketing, cross-border academic exposure provides both conceptual vision and practical execution strategies.

By systematically sharing knowledge, piloting digital business projects, and embedding modern IT-driven management concepts into local academic programs, returning students can become active drivers of institutional innovation in Uzbekistan. The ultimate goal of international mobility is not merely experiencing foreign educational models, but responsibly adapting and building upon them at home.

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FROM STUDY MOBILITY TO MARKET INSIGHT: REFLECTIONS ON AN ERASMUS+ KA171 SEMESTER AT KODOLÁNYI JÁNOS UNIVERSITY, BUDAPEST

Nov 4, 2026

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Abstract. *This article reflects on a one-semester Erasmus+ KA171 student mobility (spring semester 2026) undertaken by a master's student of Qarshi State Technical University, Uzbekistan, at Kodolányi János University in Budapest, Hungary. Its purpose is to examine how a period of study abroad in economics and marketing can broaden professional knowledge, strengthen intercultural competence and inspire practical*

innovation in the student's home country. Particular attention is given to customer-oriented, personalised marketing — offering products according to customers' behaviour, needs and preferences — which was presented during the courses as markedly more effective than traditional mass-marketing approaches. The article also considers the educational value of travel made possible by the mobility, including visits to Slovakia, Slovenia, Croatia, Italy, France and the Czech Republic, and interprets these experiences as informal learning about European economies, markets and cultures. Rather than claiming measured outcomes, the article presents lessons learned and proposes ways of applying them in Uzbekistan's higher education and business environment. It argues that the value of Erasmus+ mobility lies not only in studying abroad, but in what students bring back, share and apply after returning home.

Keywords: *Erasmus+ KA171; international credit mobility; student mobility; Kodolányi János University; Budapest; personalised marketing; customer behaviour; economics education; intercultural learning; Uzbekistan.*

1. Introduction

Studying abroad is often remembered through its most visible moments: new classrooms, new friends, unfamiliar cities and the first weeks of adapting to another way of life. Its deeper value, however, appears later, when a student begins to compare, question and apply what was learned. For a student of economics, international mobility offers something especially useful: the chance to observe how theories of markets, consumers and competition operate in a different economic and cultural environment.

The Erasmus+ programme of the European Union supports such experiences through Key Action 1 mobility projects. Its KA171 strand, international credit mobility, opens study and teaching opportunities to institutions in partner countries outside Europe, including Uzbekistan [1]. Large-scale evaluations of Erasmus mobility have linked study abroad with stronger employability skills, greater openness to other cultures and higher confidence in problem-solving [2, 3]. These findings, however, describe broad tendencies; each individual experience still needs to be reflected upon in its own context.

This article considers these questions through my own semester of study at Kodolányi János University in Budapest, Hungary. As a master's student of Economics at Qarshi State Technical University, I approached

the mobility as an opportunity to learn modern European approaches in economics and marketing. The main argument is that the most transferable outcome of my semester is a customer-centred way of thinking about markets: the understanding that businesses grow more effectively when they study their customers' behaviour and design offers around it.

2. Purpose and Methodological Approach

The purpose of this article is threefold: first, to describe the academic content of the Budapest semester; second, to examine the customer-oriented marketing approach that proved most significant for my professional development; and third, to suggest how this experience can be applied in Uzbekistan. The guiding question is: how can one semester of Erasmus+ study abroad be turned into lasting knowledge and practical value at home?

The study follows a reflective, qualitative single-case approach. It draws on my personal experience of courses, seminars, case discussions and everyday life during the mobility, interpreted in relation to the Erasmus+ Programme Guide, Erasmus impact studies and established marketing literature [1–8]. The analysis is organised around three themes: academic learning, informal learning through travel, and post-mobility application.

This is a student's reflection, not an experimental study. No questionnaire, controlled comparison or statistical measurement was carried out for this article. Its conclusions are therefore interpretive, and the proposals it contains are recommendations rather than tested results.

3. The Budapest Semester: Academic Context and Content

The mobility consisted of the spring semester of 2026 at Kodolányi János University in Budapest, within the framework of Erasmus+ KA171 cooperation between the host university and Qarshi State Technical University. As an incoming exchange student, I followed courses in the fields of economics and marketing, selected in agreement with both institutions so that the study period would complement my master's programme at home.

Budapest itself proved to be an instructive setting for an economics student. As the capital of a European Union member state that has kept its own currency, the Hungarian forint, it allowed me to observe how a national economy operates inside the EU single market while retaining its own monetary policy. Daily life — prices, retail formats, digital

payments, public transport and service culture — became a constant source of practical economic observation.

The teaching style differed in several respects from what I had been used to. Classes placed strong emphasis on discussion, teamwork, presentations and the analysis of real business cases. Students were expected to defend their opinions, work with data and connect theory to concrete market situations. Learning alongside students from different countries also meant that every case was discussed from several cultural and economic perspectives at once.

Through these courses I became familiar with a number of foreign experiences and innovations, including digital marketing tools, customer data analysis, and modern approaches to building long-term relationships with customers. Of all these topics, one stood out as the most valuable for my future work: customer-oriented, personalised marketing.



Figure 1. The Budapest building of Kodolányi János University, the host institution of the mobility.



Figure 2. The author on the Danube embankment, with the Hungarian Parliament Building in the background.

4. Customer-Oriented Marketing: The Central Lesson of the Semester

The most important professional insight of my semester concerned the difference between traditional and customer-oriented marketing. Traditional mass marketing addresses all customers with the same product, the same message and the same channel, hoping that a sufficient share of the audience will respond. Customer-oriented or personalised marketing begins from the opposite direction: it first studies the customer — their purchasing history, habits, needs, values and character — and only then decides which product to offer, in what form and at what moment.

This idea has deep roots in marketing theory. Peppers and Rogers described the shift from mass marketing to "one-to-one" relationships with individual customers as early as the 1990s [4], and Kotler and Keller

place understanding consumer behaviour and segmenting the market at the centre of modern marketing management [5]. What has changed is the scale at which it can now be done. Digital platforms and data analytics allow companies to recognise patterns in customer behaviour and to tailor offers to individuals or small groups [6, 7].

During the courses, this approach was not presented as an abstract theory. Through case studies, examples from European companies and comparative analysis, the lecturers demonstrated that offering products according to customers' behaviour leads to considerably better results than the traditional approach. International research points in the same direction: a McKinsey study found that most consumers now expect companies to personalise their interactions, and that personalisation typically raises revenue by 10–15% [8].

Dimension	Traditional marketing	Customer-oriented marketing
Starting point	The product	The customer
Message	One message for everyone	Adapted to the customer's needs and behaviour
Information used	General market assumptions	Purchase history, preferences, feedback
Relationship	One-time sale	Long-term relationship and loyalty
Typical outcome	Wide reach, lower response	Higher response, satisfaction and repeat purchases

Three lessons from this topic seem especially transferable. First, understanding the customer is not a single study but a continuous process of listening and observing. Second, personalisation does not always require expensive technology: a small business can achieve much of it by remembering its customers, asking for feedback and adjusting its offers. Third, the use of customer data carries responsibility. European practice, shaped by strict data-protection rules, showed me that personalisation must be built on trust, transparency and respect for privacy.

5. Beyond the Classroom: Travel Across Europe as Informal Learning

The Erasmus+ mobility gave me not only the opportunity to study in Hungary but also to discover other countries of Europe. Because Hungary belongs to the Schengen area, travel to neighbouring countries was simple, and during the semester I visited Slovakia, Slovenia, Croatia,

Italy, France and the Czech Republic. In this way, my mobility became a combination of study and travel, and each journey turned into an informal lesson in economics and culture.

For an economics student, these trips made the European integration I had studied in theory visible in everyday life. Moving across borders without passport checks showed the practical meaning of the free movement of people. Paying in euros in Slovakia, Slovenia, Croatia, Italy and France, but in forints in Hungary and in koruna in the Czech Republic, illustrated the difference between members of the euro area and EU countries that keep their national currencies. Prices, wages, tourism and service standards also differed noticeably from country to country, offering real examples of regional economic differences within one single market.

The journeys were equally valuable from a marketing perspective. In historic cities, coastal towns and capitals, I saw how tourism businesses, restaurants, shops and cultural sites attract visitors, tell the story of their place and adapt their offers to different groups of customers. Many of them applied, consciously or not, the same customer-oriented principles discussed in class.

Finally, travel developed personal qualities that no lecture can teach directly: independence, planning, adaptability, communication in a foreign language and respect for cultural diversity. Erasmus impact studies identify exactly such qualities as some of the most lasting benefits of mobility [2, 3].



Figure 3. The author at Vajdahunyad Castle in Budapest's City Park.



Figure 4. The author on the steps of the Hungarian National Museum in Budapest.

6. Applying the Experience in Uzbekistan

For a mobility experience to have lasting value, its lessons must be shared and applied after returning home. Uzbekistan's economy is undergoing rapid change: e-commerce, digital payments and installment services are expanding, and competition among small and medium-sized businesses is growing. In such an environment, the ability to understand customers and offer them suitable products becomes a real competitive advantage.

I propose a three-stage plan for transferring the experience. It is intentionally modest and does not assume new funding or immediate curriculum reform.

Stage and timeline	Proposed action	Possible evidence
Stage 1: Sharing (first 1–2 months)	Present the Erasmus+ experience and customer-oriented marketing approaches at a seminar for students and staff of Qarshi State Technical University; encourage other students to apply for mobility.	Seminar programme; presentation materials; participants' feedback.
Stage 2: Research and practice (next semester)	Use the European experience in master's research; prepare case studies on customer-oriented marketing for local small businesses and service providers.	Research chapters; case materials; consultations with local entrepreneurs.
Stage 3: Cooperation (6–12 months)	Explore joint online lectures, student projects or further mobility between Qarshi State Technical University and Kodolányi János University.	Agreed joint activities, if confirmed by both institutions.

The customer-oriented approach can be adapted to the Uzbek context even without sophisticated technology. Local businesses can keep simple customer records, ask for regular feedback, segment customers by age, needs or purchasing habits, and use social media and messaging channels to send tailored offers. Universities, in turn, can include personalised and data-driven marketing in economics curricula through practical case work, as was done in Budapest.

7. Challenges and Limitations

This reflection is based on the experience of one student, and its conclusions are shaped by personal interpretation. One semester is long enough to gain new knowledge and perspectives, but not to measure their long-term effect on professional practice. Evidence of lasting impact would require follow-up research, for example on how local businesses respond to customer-oriented approaches.

Transfer also has practical limits. Many European businesses operate with advanced data systems and large budgets, while small businesses in Uzbekistan often have fewer resources. Personalisation must therefore be adapted rather than copied, and it must always respect customers' privacy and trust.

8. Conclusion

The spring 2026 Erasmus+ KA171 semester at Kodolányi János University in Budapest gave me valuable knowledge of European economics and marketing, practical experience of an international learning environment, and the opportunity to explore six other European countries. The key professional insight is that marketing becomes most effective when it starts with the customer: their behaviour, needs and character, rather than with the product alone.

The experience also showed that study and travel complement each other. The classroom provided the concepts, while journeys across Europe showed how those concepts work in real markets and cultures. If the lessons of this mobility are shared, adapted and applied, a single semester abroad can contribute to the development of economics education and business practice in Uzbekistan. The broader lesson is that the success of Erasmus+ should be judged not only by where students study, but by what they bring back and build after returning home.

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ERASMUS+ KA171: O‘ZBEKISTON VA YEVROPA UNIVERSITETLARI O‘RTASIDA XALQARO AKADEMIK HAMKORLIK, TAJRIBA ALMAShISh VA TA’LIM INTEGRATSIYASI

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Annotatsiya:
Mazkur maqolada Erasmus+ dasturining KA171 — xalqaro kredit mobilligi yo‘nalishi doirasida O‘zbekiston va Yevropa oliy ta’lim muassasalari o‘rtasida shakllanayotgan akademik hamkorlik tajribasi yoritiladi. Maqolaning asosiy e’tibori muallifning Ruminiya, Polsha va Vengriya oliy ta’lim muassasalari bilan bog‘liq akademik mobilliklariga qaratilgan. Taqdim etilgan rasmiy taklifnoma va tasdiqlovchi hujjatlarda 2025-yil noyabr oyida Ruminiyaning Lucian Blaga universitetida trening mobilligi, 2026-yil iyun oyida Polshaning West Pomeranian University of Technology universitetida o‘qitish mobilligi hamda Vengriyaning Budapest Metropolitan universitetiga tashrif qayd etilgan. Ushbu tajribalar xalqaro akademik muloqot, kasbiy rivojlanish, ta’lim metodikalarini o‘zaro o‘rganish va universitetlararo aloqalarni mustahkamlash nuqtayi nazaridan tahlil qilinadi. Maqolada, shuningdek, akademik mobillik natijalarini mahalliy oliy ta’lim muhitiga tatbiq etishning ahamiyati va kelgusidagi hamkorlik istiqbollari ko‘rib chiqiladi.

Kalit so‘zlar: Erasmus+, KA171, xalqaro kredit mobilligi, akademik mobillik, oliy ta’lim, xalqaro hamkorlik, trening, o‘qitish mobilligi, tajriba almashish, ta’lim sifati, institutsional rivojlanish.

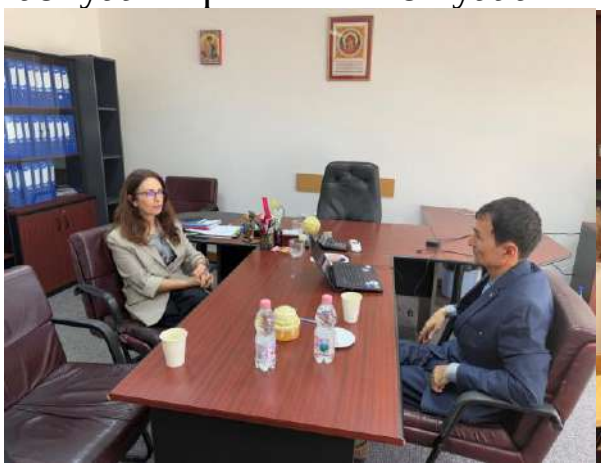
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Globallashuv, raqamli transformatsiya va bilimlar iqtisodiyotining jadal rivojlanishi oliy ta’lim muassasalari oldiga yangi vazifalarni qo‘ymoqda. Bugungi kunda universitetning raqobatbardoshligi nafaqat ta’lim dasturlari va ilmiy salohiyati, balki uning xalqaro akademik makonga integratsiyalashuvi, xorijiy hamkorlar bilan barqaror aloqalar o‘rnatishi hamda ilg‘or tajribalarni o‘z faoliyatiga moslashtira olishi bilan ham belgilanadi. Shu jihatdan xalqaro akademik mobillik oliy ta’limni rivojlantirishning muhim vositalaridan biri hisoblanadi.

Akademik mobillik professor-o‘qituvchilarga boshqa mamlakatlardagi universitetlarning ta’lim va ilmiy muhitini yaqindan o‘rganish, kasbiy bilimlarini yangilash, yangi hamkasblar bilan tajriba almashish va kelgusidagi qo‘shma tashabbuslar uchun mustahkam aloqa o‘rnatish imkonini beradi. Bunday tashriflar faqat bir universitetdan ikkinchisiga borish bilan cheklanmaydi. Ular turli akademik madaniyatlarni taqqoslash, ta’lim jarayoniga turlicha yondashuvlarni tushunish va xalqaro hamkorlikning amaliy mexanizmlarini o‘rganish uchun ham muhim maydon yaratadi.

Erasmus+ dasturi Yevropa va hamkor mamlakatlar oliy ta’lim muassasalari o‘rtasidagi aloqalarni rivojlantirishda muhim o‘rin tutadi. KA171 yo‘nalishi xalqaro kredit mobilligi orqali talabalar va oliy ta’lim xodimlarining hamkor mamlakatlar bilan akademik almashinuvini qo‘llab-quvvatlaydi. Xodimlar mobilligi o‘qitish yoki kasbiy rivojlanish-trening shaklida tashkil etilishi mumkin. Har ikki shakl ham ishtirokchining tajribasini kengaytirish va hamkor tashkilotlar o‘rtasida institutsional muloqotni rivojlantirishga xizmat qiladi.

Ushbu maqolaning maqsadi — taqdim etilgan rasmiy taklifnoma hujjatlarida aks etgan Ruminiya, Polsha va Vengriyadagi akademik mobilliklarni izchil yoritish, ularning kasbiy va institutsional ahamiyatini tahlil qilish hamda bunday tajribalarni Qarshi davlat texnika universiteti faoliyatida qo‘llash imkoniyatlarini muhokama qilishdir.





Erasmus+ KA171 xalqaro kredit mobilligining mazmuni va ahamiyati:

KA171 xalqaro kredit mobilligi oliy ta’lim muassasalari o‘rtasida kelishilgan hamkorlik asosida amalga oshiriladigan almashinuv mexanizmlaridan biridir. Uning muhim jihati shundaki, mobillik oldindan belgilangan akademik maqsad, faoliyat dasturi, muddat va qabul qiluvchi

tashkilot bilan muvofiqlashtirilgan shartlar asosida tashkil etiladi. Bu esa tashrifning mazmunli, maqsadga yo‘naltirilgan va hamkorlikning umumiy vazifalariga mos bo‘lishiga yordam beradi.

Xodimlar uchun trening mobilligi, odatda, kasbiy malakani oshirish, yangi ish uslublari bilan tanishish, tajriba almashish va tashkilot faoliyatini takomillashtirishga qaratiladi. O‘qitish mobilligi esa mezbon universitet talabalari yoki akademik hamjamiyatiga dars berish, ma’ruza va seminarlar o‘tkazish, o‘quv mazmuni yuzasidan fikr almashish kabi vazifalarni qamrab olishi mumkin. Aniq faoliyat mazmuni har bir mobillik uchun tasdiqlangan dastur va kelishuvlarda belgilanadi.

Mobillikning samarasi tashrif davomida olingan taassurotlar bilangina o‘lchanmaydi. Uning uzoq muddatli qiymati o‘rganilgan bilim va tajribani o‘z universitetida tarqatish, o‘quv-uslubiy faoliyatda qo‘llash, yangi hamkorlik aloqalarini davom ettirish va qo‘shma loyihalar uchun tashabbuslar ishlab chiqish orqali namoyon bo‘ladi.

Ruminiya: Lucian Blaga universitetida trening mobilligi:

2025-yil 3–7-noyabr kunlari Ruminiyaning Sibiu shahrida joylashgan Lucian Blaga universitetida Erasmus+ hamkor mamlakatlar bilan xalqaro mobillik doirasida xodimlar uchun trening mobilligi rejalashtirilgan. Universitetning 2025-yil 30-sentabr sanasidagi taklifnomasida 2-noyabr va 8-noyabr kunlari safar kunlari, 3–7-noyabr kunlari esa besh kunlik asosiy trening davri sifatida ko‘rsatilgan.

Sibiu shahridagi universitet bilan akademik aloqalar O‘zbekiston va Ruminiya oliy ta’lim muassasalari o‘rtasidagi hamkorlikni amaliy mazmun bilan boyitishi mumkin. Trening mobilligining muhim jihati — ishtirokchining faqat o‘z mutaxassisligi doirasidagi bilimlarini emas, balki ta’limni tashkil etish, akademik muloqot, jamoaviy ishlash va xalqaro hamkorlik madaniyatiga oid tajribasini ham kengaytirish imkoniyatidir. Olingan tajribani keyinchalik kafedra va fakultet miqyosida muhokama qilish uning institutsional foydasini oshiradi.

Polsha: West Pomeranian University of Technology universitetida o‘qitish mobilligi:

2026-yil 1–5-iyun kunlari Polshaning Shetsin shahridagi West Pomeranian University of Technology universitetining Kimyoviy texnologiya va muhandislik fakultetida o‘qitish mobilligi belgilangan. 2026-yil 1-aprel sanasidagi rasmiy tasdiq xatida ushbu tashrif Erasmus+ KA171 xalqaro kredit mobilligi doirasida, 2025-1-PL01-KA171-HED-000324355-sonli loyiha kelishuvi asosida amalga oshirilishi ko‘rsatilgan.

Mezbon fakultetning kimyoviy texnologiya va muhandislik yo‘nalishiga ixtisoslashgani fanlararo muloqot uchun ham zamin yaratadi. Zamonaviy oliy ta’limda iqtisodiyot, menejment, muhandislik va texnologik yo‘nalishlar o‘rtasidagi aloqalar tobora kuchayib bormoqda. Ishlab chiqarish samaradorligi, innovatsiyalarni boshqarish, texnologik tadbirkorlik va universitet-sanoat hamkorligi kabi mavzular turli soha vakillarining birgalikdagi muhokamasini talab qiladi. Shu sababli, turli akademik yo‘nalishdagi universitetlar bilan aloqalar keng ko‘lamli ilmiy-ta’limiy hamkorlik uchun istiqbol ochishi mumkin.

Polshadagi mobillikning institutsional ahamiyati shundaki, u hamkor universitet bilan bevosita akademik aloqalarni mustahkamlash va keyingi almashinuvlar uchun muloqot maydonini kengaytirishga xizmat qiladi. O‘qitish mobilligi davomida amalga oshirilgan aniq ma’ruzalar, mashg‘ulotlar va uchrashuvlar haqidagi batafsil ma’lumotlar tegishli dars dasturi yoki faoliyat hisoboti bilan tasdiqlanganda maqolaga alohida kiritilishi mumkin.



Vengriya: Budapest Metropolitan universitetiga akademik tashrif:

Budapest Metropolitan universitetining 2026-yil 14-aprel sanasidagi taklifnomasida Alibek Eshevning 2026-yil 15–19-iyun kunlari Erasmus+ International Credit Mobility dasturi doirasida universitetga tashrifi tasdiqlangan. Vengriya oliy ta’lim muassasasi bilan bog‘liq ushbu tashrif Markaziy Yevropa akademik muhiti bilan tanishish va universitetlararo muloqotni rivojlantirish nuqtayi nazaridan ahamiyatlidir. Budapest Metropolitan universiteti bilan aloqalar ta’lim dasturlari, akademik boshqaruv, xalqaro hamkorlikni tashkil etish va mobillik tajribasini muhokama qilish uchun imkoniyat yaratishi mumkin. Bunday muloqotlar hamkorlikning keyingi bosqichlarida aniq yo‘nalishlar va umumiy manfaatlarni belgilashga yordam beradi.

Taqdim etilgan taklifnoma tashrif sanalari va moliyaviy shartlarni tasdiqlaydi. Hozirgi manbalar asosida tashrif davomida o‘tkazilgan aniq darslar, seminarlar, uchrashuvlar yoki erishilgan kelishuvlarning tafsilotlarini tasdiqlash imkoni yo‘q. Shu bois, maqolada ushbu faoliyatlar sodir bo‘lgan deb qat’iy bayon etilmaydi. Agar keyinchalik mobillik dasturi, sertifikat, fotosurat, uchrashuv qaydlari yoki yakuniy hisobot taqdim etilsa, Vengriyadagi tashrifning mazmuni va natijalari alohida kengaytiriladi.

Uch mamlakat tajribasining qiyosiy jihatlari:

Ruminiya, Polsha va Vengriya bilan bog‘liq hujjatlar mobillikning uch xil tashkiliy ko‘rinishini aks ettiradi. Ruminiyada xodimlar uchun trening mobilligi, Polshada o‘qitish mobilligi, Vengriyada esa xalqaro kredit mobilligi doirasidagi akademik tashrif tasdiqlangan. Ushbu shakllar bir-birini to‘ldiradi: trening kasbiy rivojlanish va tajriba o‘rganishga, o‘qitish mobilligi akademik bilimlarni bevosita almashishga, universitetga tashrif esa institutsional muloqot va hamkorlik imkoniyatlarini aniqlashga xizmat qilishi mumkin.

Geografik jihatdan turli mamlakatlardagi universitetlar bilan hamkorlik qilish Yevropa oliy ta’lim tizimining yagona va bir xil modeldan iborat emasligini anglashga yordam beradi. Har bir universitet o‘zining tarixiy tajribasi, akademik yo‘nalishlari, boshqaruv tizimi va xalqaro aloqalar strategiyasiga ega. Ushbu farqlarni o‘rganish hamkorlar bilan samarali muloqot qilish, umumiy manfaatlarni aniqlash va o‘z universiteti uchun mos tajribalarni tanlash imkonini beradi.

Shu bilan birga, xalqaro mobillikning natijadorligi aniq maqsadlar belgilanishiga bog‘liq. Tashrifdan oldin faoliyat dasturini puxta tayyorlash, mezbon universitet bilan kutilayotgan natijalarni kelishish, tashrif davomida akademik muloqotga faol qatnashish va qaytgach tajribani tarqatish mobillikning qiymatini oshiradi.

Akademik mobillik natijalarini Qarshi davlat texnika universitetida qo‘llash imkoniyatlari:

Qarshi davlat texnika universiteti uchun xalqaro akademik mobilliklar Yevropa oliy ta’lim muassasalari bilan aloqalarni rivojlantirish, professor-o‘qituvchilarning kasbiy salohiyatini oshirish va universitetning xalqaro hamkorlik imkoniyatlarini kengaytirish vositasi bo‘la oladi. Xorijiy universitetlarda shakllangan tajribani mahalliy sharoitga moslashtirish ta’lim sifatini yaxshilash, o‘quv jarayonini

boyitish va akademik hamjamiyatning xalqaro aloqalarini faollashtirishga yordam beradi.

Muallifning Biznes va boshqaruv kafedrasidagi professorlik faoliyati hamda Erasmus+ koordinatori sifatidagi vazifalari doirasida xalqaro mobillik tajribasini kafedra va fakultetlar bilan baham ko‘rish, hamkor universitetlar bilan muloqotni davom ettirish va yangi mobillik tashabbuslarini muhokama qilish muhim ahamiyatga ega. Ayniqsa, iqtisodiyot, biznes boshqaruvi, menejment, tadbirkorlik, innovatsiyalar va xalqaro biznes kabi yo‘nalishlarda xalqaro tajriba almashish o‘quv va ilmiy faoliyatni rivojlantirishga xizmat qilishi mumkin.

Mobillikdan keyingi bilim almashinuvi bir necha shaklda yo‘lga qo‘yilishi mumkin: kafedra seminarlarida taqdimot o‘tkazish, hamkasblar uchun qisqa trening tashkil etish, o‘quv materiallarini yangilash, xalqaro hamkorlar bilan onlayn uchrashuvlarni davom ettirish hamda qo‘shma ilmiy maqola yoki loyiha g‘oyalarini ishlab chiqish. Bular maqolada taklif etilayotgan amaliy yo‘nalishlar bo‘lib, ularning amalga oshirilgani haqida xulosa chiqarish uchun alohida dalillar talab etiladi.

Kelgusidagi hamkorlik istiqbollari va tavsiyalar:

Xalqaro mobilliklar barqaror hamkorlikka aylanishi uchun tashrifdan keyingi aloqalarni tizimli davom ettirish zarur. Bir martalik akademik safar muhim tajriba bersa-da, uning uzoq muddatli samarasi muntazam muloqot, o‘zaro tashriflar, qo‘shma ta’limiy tadbirlar va kelishilgan loyihalar orqali mustahkamlanadi. Shu nuqtayi nazardan, Ruminiya, Polsha va Vengriya universitetlari bilan aloqalarni davom ettirish hamda boshqa Yevropa oliy ta’lim muassasalari bilan hamkorlikni kengaytirish istiqbolli yo‘nalish hisoblanadi.

Kelgusida quyidagi amaliy yo‘nalishlarga e’tibor qaratish tavsiya etiladi: birinchidan, har bir mobillik uchun aniq akademik va kasbiy maqsadlarni belgilash; ikkinchidan, tashrif yakunida olingan tajribani universitet ichida taqdimot yoki seminar orqali tarqatish; uchinchidan, hamkor universitetlar bilan qo‘shma ilmiy va ta’limiy tashabbuslarni ishlab chiqish; to‘rtinchidan, talabalar va xodimlar uchun yangi almashinuv imkoniyatlarini izlash; beshinchidan, mobillik natijalarini hujjatlashtirish va ularning ta’lim jarayoniga ta’sirini muntazam baholab borish.

Bunday yondashuv xalqaro mobillikni alohida safar sifatida emas, balki universitetning uzoq muddatli xalqaro rivojlanish strategiyasining tarkibiy qismi sifatida ko‘rish imkonini beradi.

Xulosa:

Erasmus+ KA171 xalqaro kredit mobilligi oliy ta’lim muassasalari o‘rtasida akademik hamkorlikni rivojlantirish, xodimlarning kasbiy salohiyatini oshirish va xalqaro tajriba almashish uchun muhim imkoniyat yaratadi. Taqdim etilgan hujjatlar 2025-yil noyabr oyida Ruminiyaning Lucian Blaga universitetida trening mobilligini, 2026-yil iyun oyida Polshaning West Pomeranian University of Technology universitetida o‘qitish mobilligini hamda Vengriyaning Budapest Metropolitan universitetiga tashrifni tasdiqlaydi.

Ushbu mobilliklar mazmuni va shakli jihatidan farq qilsa-da, ularni birlashtiruvchi jihat — xalqaro akademik muloqotni kengaytirish va universitetlararo aloqalarni mustahkamlashga xizmat qilishidir. Olingan tajribani mahalliy ta’lim muhitiga moslashtirish, hamkasblar bilan bo‘lishish va hamkorlikni yangi tashabbuslar bilan davom ettirish orqali mobilliklarning uzoq muddatli samaradorligini oshirish mumkin.

Maqolaning ushbu kengaytirilgan nusxasi hozircha taqdim etilgan uchta taklifnoma va tasdiqlovchi hujjatlarda mavjud ma’lumotlarga asoslanadi. Portugaliya bo‘yicha taklifnoma, shuningdek, tashriflar davomida o‘tkazilgan darslar, treninglar, uchrashuvlar, sertifikatlar va fotosuratlar taqdim etilgach, maqolaning tegishli bo‘limlari aniq faktlar bilan to‘ldirilishi hamda yakuniy ilmiy-uslubiy tahrir qilinishi mumkin.

ACADEMIC MOBILITY AS A SPACE OF INTERCULTURAL DIALOGUE: PRESENTING THE JADID AND SUFI HERITAGE OF CENTRAL ASIA AT LEIDEN UNIVERSITY WITHIN THE ERASMUS+ INTERNATIONAL CREDIT MOBILITY PROGRAMME

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Abstract. *This article analyses the experience of a two-week staff mobility (20 September to 3 October 2026) carried out at Leiden University, the Kingdom of the Netherlands, within the Erasmus+ International Credit Mobility (ICM) programme by a faculty member of*

Tashkent State University of Oriental Studies (TSUOS). The study shows how a short staff visit can combine teaching, research and the presentation of Central Asian intellectual heritage abroad. The mobility programme included institutional meetings, a systematic study of the research divisions of Leiden University Libraries, two lectures for Bachelor's and Master's students devoted to the Jadid movement and to the Sufi heritage of Central Asia, participation in a research workshop on socio-cultural and national identity in the comparative perspective of Uzbekistan and Japan, and the presentation of scholarly publications of TSUOS researchers to the Leiden University library. The article uses a reflective case-study approach. It describes the academic results of the visit, considers what they mean for intercultural dialogue and for the internationalisation of higher education in Uzbekistan, and offers recommendations for further cooperation between TSUOS and Leiden University.

Keywords: *Erasmus+, International Credit Mobility, academic mobility, internationalisation of higher education, Jadidism, Sufism, Central Asia, national identity, intercultural dialogue, Leiden University.*

1. Introduction

Universities today work less and less within national borders. Teaching, research and the exchange of knowledge increasingly take place in international networks. Academic mobility of students and staff is an important part of this. A teacher who works for a time at a foreign university sees a different educational culture from the inside, tests his or her own teaching and research methods in a new setting, and brings new approaches back home (Knight, 2004; Altbach & Knight, 2007).

Uzbekistan is now reforming its higher education system, and international mobility matters a great deal in this process. Cooperation with European universities helps to update curricula, build research capacity and bring Uzbek scholarship into international academic life. The European Union's Erasmus+ programme supports such cooperation, in particular through International Credit Mobility (ICM), which funds exchanges between programme countries and partner countries (European Commission, 2024).

Tashkent State University of Oriental Studies (TSUOS) is the main centre of oriental studies in Uzbekistan. It teaches Oriental languages, history, philosophy and culture, and it also studies and interprets the spiritual heritage of Central Asia. For TSUOS, international cooperation

is a way to improve teaching and also a way to make the intellectual traditions of the region known to colleagues abroad.

Leiden University was founded in 1575 and has studied the Orient for several centuries. Its library keeps large collections of Middle Eastern and Asian manuscripts and printed books, and researchers from many countries come to work with them. For a specialist in Oriental philosophy, a visit to Leiden means teaching students who already study the Orient, working with these collections, and talking with colleagues trained in the European tradition of oriental scholarship.

The purpose of this article is to analyse the experience of the author's Erasmus+ ICM staff mobility at Leiden University in September and October 2026 and to identify its academic, pedagogical and institutional outcomes. The article pursues the following objectives: (1) to describe the structure and content of the mobility programme; (2) to analyse the teaching activities devoted to the Jadid movement and the Sufi heritage of Central Asia; (3) to reflect on the research activities, including participation in a scholarly workshop and work with library collections; and (4) to formulate recommendations for the further development of cooperation between TSUOS and Leiden University.

2. Theoretical Background and Literature Review

2.1. Academic mobility and the internationalisation of higher education

In the academic literature, internationalisation is commonly defined as the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of higher education (Knight, 2004). Altbach and Knight (2007) emphasise that the motives behind internationalisation are diverse, ranging from academic and cultural goals to economic and political ones. De Wit et al. (2015) further argue that internationalisation should not be seen as a goal in itself, but as a means of improving the quality of education and research and of making a meaningful contribution to society.

Academic mobility is the most visible form of internationalisation. Teichler (2015) notes that, although student mobility has been studied extensively, the mobility of academic staff remains less researched, even though it has a direct impact on teaching content, research cooperation and institutional partnerships. Short-term staff mobility, such as that supported by Erasmus+, allows teachers to deliver lectures abroad, to

familiarise themselves with new teaching methods and to establish personal contacts that often become the basis for long-term cooperation.

An important dimension of academic mobility is the development of intercultural competence. Deardorff (2006) describes intercultural competence as the ability to communicate effectively and appropriately in intercultural situations, based on specific attitudes, knowledge and skills. A lecturer teaching abroad needs this competence to explain the culture and ideas of his or her own country to students who know little about them.

2.2. Identity, globalisation and intercultural dialogue

Globalisation brings cultures closer together, but it also raises new questions about how national and cultural identity can be preserved. Robertson (1992) introduced the concept of "glocalisation" to describe the interaction between global and local factors, while Appadurai (1996) showed that global cultural flows do not simply homogenise societies, but give rise to new forms of local imagination and identity. Hall (1990) emphasised that cultural identity is not a fixed essence, but a matter of "becoming" as well as "being", constantly shaped by history, culture and power.

These ideas are directly relevant to the comparative study of the socio-cultural identity of Uzbekistan and Japan, which constitutes the author's current research field. Both countries have rich historical traditions and have experienced deep modernisation processes, while seeking to preserve their spiritual and cultural values. Academic mobility makes it possible to discuss such questions with colleagues from other scholarly traditions.

2.3. The Jadid movement and the Sufi heritage of Central Asia in scholarship

The Jadid movement of the late nineteenth and early twentieth centuries was a reformist intellectual movement among the Muslims of the Russian Empire, including Central Asia. The Jadids sought to reform education through "new method" schools, to promote the press, theatre and literature, and to awaken national and social consciousness (Khalid, 1998). Prominent figures of the movement in Turkestan, such as Mahmudkhoja Behbudiy, Munavvarqori Abdurashidkhonov, Abdurauf Fitrat and Abdulla Avloniy, made a significant contribution to the development of education, culture and public thought. Western scholarship, particularly the works of Allworth (1990) and Khalid (1998,

2015), has substantially contributed to the study of Jadidism, while in independent Uzbekistan the Jadid heritage has become an important subject of research and public interest.

Sufism (tasawwuf) is the mystical and ethical dimension of Islam, which played a crucial role in the spiritual life of Central Asia for many centuries. The region gave rise to influential Sufi orders and thinkers, such as Ahmad Yasawi, Abdulkhaliq Ghijduwani and Bahauddin Naqshband, whose teachings spread far beyond Central Asia. The works of Schimmel (1975) laid the foundations for the systematic study of Sufism in Western scholarship. Ideas of moral self-improvement, tolerance and spiritual purification, together with the concept of the "perfect human" (al-insan al-kamil), still speak to readers today.

Leiden and Tashkent both have long traditions of oriental scholarship, although they developed in different historical and institutional contexts. Leiden represents the European tradition of philological and historical study of the Orient, built on the systematic collection and description of manuscripts. At TSUOS the Oriental heritage is an object of research and, at the same time, part of the researcher's own cultural and spiritual history. Central Asian studies can gain a lot from conversation between these two approaches.

When international students hear about both reformist Jadidism and mystical Sufism, they see how varied the intellectual history of Central Asia is and how it connects with current debates on modernisation, identity and dialogue between civilisations.

3. Materials and Methods

This study is based on a qualitative, reflective case-study approach. The case under consideration is the author's staff mobility for teaching and research at Leiden University, carried out from 20 September to 3 October 2026 within the Erasmus+ ICM programme on the basis of an order issued by the Rector of TSUOS and a work plan agreed with the host institution.

The empirical material includes: (1) the mobility work plan and the official mobility report submitted to TSUOS; (2) the content of the lectures prepared and delivered at Leiden University; (3) the author's notes on institutional meetings, library visits and workshop discussions; and (4) information about the collections and services of Leiden University Libraries obtained during the visits and from the library's official resources (Leiden University Libraries, n.d.-a; n.d.-b). The

methods of descriptive analysis, comparative analysis and self-reflection were applied in order to identify the main outcomes of the mobility and to formulate practical recommendations.

The limitations of the study should also be acknowledged. As a single case study based largely on the author's own experience, it does not claim statistical generalisation. Still, a careful account of one visit can be useful for universities planning similar exchanges.

4. Results

The mobility programme was implemented in accordance with the agreed work plan. Its main stages and activities are summarised in Table 1 and described in detail below.

Table 1. Main activities of the mobility programme

Date	Activity	Main outcome
21 Sept 2026	Meetings with teaching staff and international office; ceremony of book presentation by the Ambassador of Tajikistan	Directions of cooperation discussed; contacts established
22 Sept 2026	General introduction to Leiden University Libraries	Catalogue, databases and services studied
23 Sept 2026	Middle Eastern Library and Middle Eastern Special Collections	Sources on Central Asia, Sufism and Jadidism examined
24 Sept 2026	Asian Library	Literature on Japan and identity studied
25 Sept 2026	Special Collections; Centre for Digital Scholarship	Digitisation and Open Access practices studied
29 Sept 2026	Lecture on the Jadid movement (Master's students)	Open academic dialogue with students and staff
30 Sept 2026	Lecture on the Sufi heritage of Central Asia (Bachelor's students)	Discussion on Oriental philosophy and Sufi traditions
1 Oct 2026	Research workshop on socio-cultural and national identity	Research on Uzbekistan and Japan identity discussed

2 Oct 2026	Presentation of TSUOS publications to Leiden University Library	TSUOS works added to the library collection

4.1. Institutional engagement (21 September 2026)

The mobility began with meetings with members of the teaching staff of Leiden University and representatives responsible for international cooperation. During these meetings, the programme of the mobility was discussed, and possible directions of further academic cooperation between the two universities were considered. Throughout the mobility, the author continued her research and held scholarly consultations and exchanges of views with professors and researchers of Leiden University.

On the same day, the author took part in the ceremony at which the Ambassador of the Republic of Tajikistan presented books to the library of Leiden University. The event showed that Central Asian states are interested in presenting their scholarly and cultural heritage abroad, and that they see Leiden University as an important centre for the study of the region.

4.2. Familiarisation with Leiden University Libraries (22-25 September 2026)

Four days of the mobility were given to a study of Leiden University Libraries and its research divisions. On 22 September, the author became familiar with the general structure of the library system, its services, electronic catalogue, international databases and electronic resources, as well as with the conditions provided for visiting researchers.

On 23 September, the Middle Eastern Library and the Middle Eastern Special Collections were studied. These collections include manuscripts, lithographed editions and printed works in Arabic, Persian and Turkic languages (Leiden University Libraries, n.d.-b). Particular attention was paid to sources related to Central Asia, Sufism and the history of the Jadid movement, as well as to the library’s practice of preserving, describing and providing access to manuscripts.

On 24 September, the author visited the Asian Library, whose collections cover Central, East and South Asia. In connection with the author’s research on the socio-cultural identity of Uzbekistan and Japan, scholarly literature on Japanese culture, national identity and

intercivilisational dialogue was examined. Library staff explained how to search for and use sources in Asian studies.

On 25 September, the work of the Special Collections department and the Centre for Digital Scholarship was studied. The author became acquainted with procedures for working with rare books, archival documents and manuscripts, with the library's digital collections and digitisation projects, and with services related to digital humanities, research data management and Open Access publishing (Leiden University Libraries, n.d.-a).

This is directly useful for TSUOS, which also holds important collections of Oriental manuscripts and is building digital resources. Leiden keeps its manuscripts carefully and at the same time digitises them and opens them to readers. Uzbek libraries and research centres could follow the same path.

4.3. Lecture on the Jadid movement (29 September 2026)

On 29 September, the author delivered a lecture for Master's students entitled "The Jadid Movement: History, Intellectual Heritage and Contemporary Significance". The lecture covered the emergence of the Jadid movement, its socio-philosophical foundations and its main ideas. The contribution of the Jadids to the development of education, science and culture was analysed, along with questions of national self-awareness and socio-cultural identity.

Special attention was paid to the scholarly and educational heritage of the leading representatives of the movement: Mahmudkhoja Behbudiy, Munavvarqori Abdurashidkhonov, Abdurauf Fitrat and Abdulla Avloniy. Their views on the reform of the education system, the modernisation of society and spiritual renewal were discussed, as was the significance of the Jadid intellectual heritage for the development of contemporary Uzbekistan.

The lecture was organised in the format of an open academic dialogue. Students and members of the teaching staff of Leiden University exchanged views on the importance of Jadid ideas for understanding historical processes and the socio-cultural transformation of modern Uzbekistan. Students were interested in the reformist traditions of Central Asia and asked about parallels between the Jadids and other modernisation movements in the Muslim world and elsewhere.

4.4. Lecture on the Sufi heritage of Central Asia (30 September 2026)

On 30 September, a lecture entitled “The Sufi Heritage of Central Asia and Its Spiritual and Philosophical Significance” was delivered for Bachelor’s students. The lecture examined the formation and development of Sufi teachings in Central Asia, their place in the spiritual and philosophical life of the region, and their influence on the spiritual perfection of the individual, moral education and social relations.

The heritage of great Sufi masters was considered, together with the aspects of Sufism related to universal human values, tolerance, spiritual purification and the idea of the perfect human. The contribution of Central Asian Sufi thinkers to the development of world philosophical thought and the relevance of Sufi ideas today were discussed. After the lecture, students and staff of Leiden University asked questions and discussed Oriental philosophy and Sufi traditions with the author.

4.5. Participation in a research workshop (1 October 2026)

On 1 October, the author took part in a scholarly workshop organised at Leiden University. The discussions focused on social, cultural and national identity, intercultural dialogue, national self-awareness in the context of globalisation, and research questions related to the experience of Uzbekistan and Japan.

Within the workshop, the author presented the main directions of her research on the transformation of socio-cultural identity in the context of globalisation and neo-globalisation, and on the comparative philosophical study of the socio-cultural identity of the peoples of Uzbekistan and Japan. The exchange of views with international colleagues helped to refine the methodological framework of the research, in particular the use of comparative analysis, and to outline new approaches for future studies.

4.6. Presentation of TSUOS publications to Leiden University Library (2 October 2026)

On 2 October, a ceremony was held at which scholarly works and publications of TSUOS researchers were presented to the library of Leiden University. The publications, devoted to the philosophical and spiritual heritage of Uzbekistan, the Jadid movement and Oriental thought, were transferred to the library’s collection.

Once these books are in the Leiden collection, researchers abroad can read Uzbek work in oriental studies, philosophy and Central Asian studies. TSUOS scholars become more visible, and their work is more likely to be cited.

5. Discussion

The results of the mobility confirm several conclusions found in the literature on internationalisation. First, a short staff visit can serve teaching, research and institutional ties at once (Teichler, 2015). In the case under consideration, a single two-week visit included lectures for two levels of students, systematic work with library collections, participation in a research workshop and an institutional event related to the presentation of publications.

Second, the mobility demonstrated that academic exchange is not a one-way transfer of knowledge from "centre" to "periphery". While the author gained valuable experience from the European tradition of oriental studies and from Leiden's library and digital infrastructure, Leiden students and staff, in turn, gained first-hand knowledge of Central Asian intellectual traditions from a representative of the region. De Wit et al. (2015) describe internationalisation in exactly this way, as an exchange in which both sides learn.

Third, the teaching of Jadid and Sufi heritage to an international audience required the application of intercultural competence (Deardorff, 2006). Concepts that are self-evident to an Uzbek audience had to be explained in a broader historical and comparative context. Students asked, for example, how Jadidism compares with other reform movements and how Sufi ethics relates to universal human values. Such questions showed that the intellectual heritage of Central Asia can be integrated into global academic discussions on modernisation, religion and identity.

Fourth, the research workshop on identity in Uzbekistan and Japan illustrated how the theoretical frameworks of globalisation and cultural identity (Robertson, 1992; Appadurai, 1996; Hall, 1990) can be productively applied to comparative studies of Asian societies. The international setting made it possible to view the Uzbek experience not in isolation, but as part of a wider pattern of societies seeking to combine modernisation with the preservation of their spiritual and cultural values.

Fifth, libraries matter. The exchange of books, work with manuscript collections and contact with digital scholarship services keep cooperation going after the visit ends.

5.1. Lessons learned and practical challenges

The mobility also revealed several practical lessons that may be useful for colleagues planning similar exchanges. The first concerns preparation. The success of the lectures depended largely on careful

preliminary coordination with the host department regarding the level of students, their prior knowledge and the expected format of the sessions. Lectures written for an international audience, with key terms explained and historical background given, worked better than courses simply carried over from Tashkent.

The second lesson concerns language and terminology. Many key concepts of Jadid and Sufi thought, such as usul-i jadid (the "new method"), tariqa, or al-insan al-kamil, do not have exact equivalents in English. It was therefore necessary to combine the original terms with explanatory translations and examples. This will help in preparing English-language teaching materials on Oriental philosophy at TSUOS.

The third lesson concerns time management. A two-week mobility is a short period, and it is important to plan teaching, library work and meetings in such a way that each activity supports the others. In this case, the library visits in the first week provided additional materials and ideas for the lectures and the workshop in the second week.

The last lesson is about follow-up. A visit is worth as much as the contacts that continue after it: joint publications, online lectures, new exchanges and joint grant applications.

6. Conclusion and Recommendations

The Erasmus+ ICM staff mobility at Leiden University strengthened academic cooperation between Tashkent State University of Oriental Studies and one of Europe's leading centres of oriental studies. During the mobility, two lectures on the Jadid movement and the Sufi heritage of Central Asia were delivered, the research divisions of Leiden University Libraries were studied in detail, the author's research on socio-cultural identity was discussed at an international workshop, and scholarly publications of TSUOS researchers were presented to the Leiden University library.

The author gained experience of teaching abroad and new contacts for presenting the intellectual and spiritual heritage of Uzbekistan to colleagues in other countries. The experience gained will be used to improve teaching in Oriental philosophy and hermeneutics at TSUOS and to develop the author's further research.

On the basis of the analysis, the following recommendations can be made:

•to develop joint research projects between TSUOS and Leiden University on Oriental philosophy, the Jadid movement, the Sufi heritage and Central Asian studies;

•to organise joint seminars, guest lectures and international conferences, including online formats, to sustain the contacts established during the mobility;

•to prepare joint scholarly publications and to continue the exchange of publications between the libraries of the two universities;

•to study the experience of Leiden University Libraries in the digitisation of manuscripts and Open Access, with a view to applying it to the manuscript collections of TSUOS;

•to continue and expand academic exchange programmes for teaching staff and students of both universities within Erasmus+ and other programmes.

A mobility of this kind is most useful when it becomes the beginning of regular cooperation between the two universities, and through them between scholars of Central Asia and Europe.

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INTERNATIONAL CREDIT MOBILITY IN PRACTICE: A COMPARATIVE ANALYSIS OF STUDYING IN THE CZECh REPUBLIC, TAXATION AND MORTGAGE OPPORTUNITIES IN UZBEKISTAN IN 2026

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Abstract. Drawing on the author’s experience of studying in the Czech Republic in 2015–2016 under the Erasmus Mundus CANEM project, this article examines the credit system, academic support for students, taxation and mortgage opportunities. It compares the situation in the Czech Republic and Uzbekistan in 2026 and identifies the respective strengths of both countries. The article argues that international credit mobility does more than enhance students’ academic knowledge: it also helps develop financially literate professionals equipped to work in an international environment.

Abstract. Drawing on the author’s experience of studying in the Czech Republic in 2015–2016 under the Erasmus Mundus CANEM project, this article examines the credit system, academic support for students, taxation and mortgage opportunities. It compares the situation in the Czech Republic and Uzbekistan in 2026 and identifies the respective strengths of both countries. The article argues that international credit

mobility does more than enhance students' academic knowledge: it also helps develop financially literate professionals equipped to work in an international environment.

Keywords: academic support, credit mobility, Czech Republic, ECTS, Erasmus Mundus, mortgage lending, taxation.

INTRODUCTION

International credit mobility enables students to study abroad for one or two semesters and have the credits they earn recognised towards their degree at their home institution. This experience extends well beyond the classroom: students gain first-hand insight into another country's academic culture, banking services, tax system and everyday financial practices. I have experienced this myself. In 2015–2016, I studied for a master's degree in finance at the Banking Institute in the Czech Republic as part of the Erasmus Mundus CANEM project.

CANEM (Central Asian Network of Economics and Management) was a mobility network funded by the European Union for students and academic staff from Central Asia. Its partner universities were located in Spain, Italy, the Czech Republic and the United Kingdom [1]. The project's second phase ran from September 2014 to September 2016 and provided mobility opportunities for 140 participants from Central Asia [2].

This issue is particularly relevant to Uzbekistan today. Since 2020, the country's higher education sector has been gradually transitioning to an ECTS-based credit-module system [3]. In 2026, orientation events are also being organised for a new generation of students preparing to study abroad with Erasmus Mundus scholarships [4]. The purpose of this article is to examine differences between the Czech Republic and Uzbekistan across four areas—credit systems, academic support, taxation and mortgage lending—drawing on my personal experience and publicly available data for 2026. The article is an experience-based analytical discussion; it does not claim to present the findings of a formal empirical study or survey.

1. CREDIT SYSTEMS AND THE ORGANISATION OF STUDIES

The European Credit Transfer and Accumulation System (ECTS) measures students' academic workload. A typical academic year carries 60 credits, with 30 credits allocated to each semester. A credit is not a grade; rather, it represents a measure of the workload completed and the learning outcomes achieved. This makes it possible for credits earned at

one university to be recognised by another, which is the underlying principle of academic mobility.

In Uzbekistan, the procedure for gradually introducing the credit-module system from the 2020/2021 academic year was established on the basis of the ECTS framework [3]. The system is now in use at many higher education institutions. However, as implementation is still ongoing, practices vary from one institution to another. The relevant resolution also specifically states that its provisions do not apply to non-state and foreign higher education institutions [3].

Based on my personal experience, courses in the Czech Republic were assigned credits, and the objectives, assessment methods and requirements of each course were communicated in advance. By contrast, during my four years of undergraduate study in Uzbekistan, academic performance was assessed under a 100-point grading system, while the workload was largely organised around contact hours. One of the main drawbacks, in my view, was that elective and supplementary courses were determined by the department rather than selected by students. In some semesters, I had to complete assessments, coursework and independent assignments for as many as 13 subjects. What surprised me most when I first arrived in the Czech Republic was the degree of choice I was given: I could select the courses relevant to my interests and academic goals, provided that I accumulated the required number of credits for the semester. Another important difference was that, before the semester began, students could review detailed course descriptions and syllabi, as well as information about each professor, including their academic and professional background, online. As a result, students were not simply focused on passing a compulsory subject. Instead, they could ask themselves: “What knowledge and skills will I gain by taking this course?” The decision was ultimately theirs.

2. ACADEMIC SUPPORT FOR STUDENTS

One of the greatest challenges facing students participating in a mobility programme is finding their way around an unfamiliar academic system. Academic support is therefore an integral part of an effective credit system. It may include a designated staff member responsible for international students at the host university, scheduled consultation hours with course instructors, access to library and digital resources, and assistance with administrative documentation and visa-related matters. Mobility grants under CANEM II were designed to cover an average

period of approximately ten months [5], making it essential for support services to be accessible and effective from the outset.

It was my first trip to Europe, and I travelled with considerable anxiety about the risks and uncertainties involved. However, my concerns began to disappear on the very first day. Even while I was on the plane, I felt reassured because the arrangements had been taken care of. Like many students travelling abroad for the first time, I had several immediate questions: Where would I go upon arrival? How would I arrange accommodation? If I stayed in a dormitory, who would my roommates be?

A staff member at the institute contacted me in advance. Although accommodation support was only one of this person's responsibilities, they provided me with several housing options and allowed me to choose the one that suited me best. My first visit to the institute made an equally strong impression. I was welcomed by a dean, a representative of the international office and a staff member specifically responsible for helping newly arrived students settle in. The institute arranged a dedicated two-hour orientation session, during which the credit-module system and the key considerations involved in course selection were explained in detail. On my first day, my personal details were entered into the institute's information system. This automatically gave me access to a student ID card, public transport concessions and discounts available to students at many other venues. After receiving guidance on how to use the system, I was also granted access to the institute's library and to libraries across the Czech Republic. Through my laptop, I could check where a particular book was available, when I could borrow it and what the borrowing conditions were. Having this information readily accessible in one place made studying and finding resources much easier.

The introduction of the new higher education system in Uzbekistan creates a similar need for structured student support. Accumulating credits, choosing elective courses and undertaking independent study all require a high degree of student responsibility [3]. For this reason, it would be beneficial for every university to appoint academic mentors or advisers who can provide individual guidance and to establish clearly defined consultation hours.

3. THE CZECh TAX SYSTEM COMPARED WITH THAT OF UZBEKISTAN

For a student specialising in finance, a country's tax system provides a practical, real-world learning experience. In 2026, personal income tax

in the Czech Republic is levied at two rates: the standard rate is 15%, while the portion of annual income exceeding the statutory threshold is taxed at 23% [6]. The threshold is adjusted annually in line with inflation. The standard value-added tax (VAT) rate is 21%, with a reduced rate of 12% applying to food, accommodation and certain services; books are subject to a zero rate [6]. The corporate income tax rate has been 21% since 2024 [6].

In Uzbekistan, the main tax rates for 2026 have remained unchanged: personal income tax is 12%, VAT is 12%, corporate income tax is 15%, social tax is 12% (25% for state-owned enterprises), and the turnover tax is 4% [7]. In addition, from 2026 the tax authorities are set to automatically prepare tax returns for a number of taxes [8]. The comparison is presented in Table 1.

Table 1. Main tax rates, 2026

Tax category	Czech Republic	Uzbekistan
Personal income tax	15%; 23% on the portion exceeding the higher-income threshold [6]	12% (flat rate) [7]
Value-added tax (VAT)	21%; reduced rate of 12%; 0% on books [6]	12% (standard rate) [7]
Corporate income tax	21% [6]	15% [7]
Social tax / employer contributions	Separate social security and health insurance contribution system	12% (25% for state-owned enterprises) [7]

Source: Compiled by the author based on [6] and [7].

As the figures indicate, Uzbekistan's tax rates are comparatively lower and its system is simpler in certain respects, with a flat 12% personal income tax rate and a lower standard VAT rate. The Czech Republic's advantage, however, lies less in the rates themselves than in the predictability and transparency of the system: tax liabilities can be calculated with greater certainty, while tax relief provisions and filing procedures are publicly available. This offers an important lesson for finance professionals: the quality of a tax system should not be judged

solely by the level of its rates, but also by its transparency and stability. The automation of tax reporting in Uzbekistan can be viewed as a step in this direction [8].

4. MORTGAGE LENDING OPPORTUNITIES

The mortgage market in the Czech Republic operates within the limits set by the Czech National Bank (ČNB). As of June 2026, the maximum loan-to-value (LTV) ratio is 80%, rising to 90% for applicants under the age of 36 [9]. This means that an eligible young applicant may be able to finance up to 90% of a property's value and contribute the remaining 10% from their own funds. According to the sources consulted, average mortgage interest rates in 2026 were approximately 4.5–5.5% for fixed-rate periods of three to ten years [10]; mortgage terms generally extend to 20–30 years [11]. Foreign nationals are also permitted to purchase real estate, although lending conditions may be stricter because verifying their income can be more difficult [10].

Mortgage lending is expanding rapidly in Uzbekistan. In the first half of 2026, banks issued mortgage loans worth UZS 13.1 trillion, approximately 38% more than in the same period of the previous year. According to the Central Bank, the weighted average interest rate ranged from 16.8% to 21.6%, depending on the source of funding [12]. Down payments on bank mortgage products generally start at 20–26%, while loan terms can extend to 20 years [13; 14]. The findings are summarised in Table 2.

Table 2. Mortgage lending conditions, 2026

Indicator	Czech Republic	Uzbekistan
Down payment	LTV capped at 80%; 90% for applicants under 36 (i.e. 10–20% down payment) [9]	Generally from 20% to 26% [13; 14]
Average interest rate	Approximately 4.5–5.5% [10]	16.8–21.6%, depending on the funding source (first half of 2026) [12]
Loan term	Generally 20–30 years [11]	Up to 20 years [13]
Interest-rate type	Generally fixed for periods of 3–10 years [10; 11]	Depends on the programme; some products are linked to

		the Central Bank’s policy rate [13; 14]

Source: Compiled by the author based on [9–14]. Interest rates are subject to change; borrowers should confirm the current terms directly with the relevant bank.

The most significant difference is the interest rate: mortgage borrowing in Uzbekistan is approximately three to four times more expensive than in the Czech Republic. Consequently, the total interest payable over a 20-year loan can be substantial, making borrowing costs a major obstacle for young families. Uzbekistan’s advantage, however, lies in its state-supported mortgage programmes. Loans financed from the state budget had the lowest weighted average interest rate, at 16.8% [12], while some bank programmes also provide subsidies to cover part of the down payment [15].

5. COMPARATIVE FINDINGS: ADVANTAGES OF EACh SYSTEM

Several aspects of the Czech experience could be adapted to the context of Uzbekistan. First, the credit system should be transparent, and the recognition of credits should be clearly defined: students need to know in advance how courses completed abroad will count towards their degree at their home institution. Second, academic support should be organised as a dedicated service, with designated mentors and clearly scheduled consultation hours. Third, mortgage and tax regulations should be clear, stable and transparent, since long-term financial decisions depend on predictable conditions.

Uzbekistan also has a number of advantages, including relatively low and straightforward tax rates, progress towards the automation of tax reporting, government support for mortgage lending and a rapidly expanding mortgage market. The comparative analysis suggests that neither system can simply be described as “better” than the other; each offers practices and policy approaches worth learning from. This is precisely where the value of credit mobility lies: students who understand both systems can return to their home country and contribute practical, well-informed recommendations.

This article has certain limitations. The financial indicators are based on publicly available data for 2026 and may change over time, while the experiential component reflects the observations of a single student. The

findings should therefore be interpreted as indicative insights rather than universally applicable conclusions.

CONCLUSION AND ACKNOWLEDGEMENTS

My period of study in the Czech Republic gave me more than master's-level academic knowledge; it also changed the way I understand finance. Through the credit system, I learned to plan my studies independently, while taxation and mortgage lending became concepts I could observe in everyday practice. The comparative analysis for 2026 indicates that Uzbekistan is making rapid progress in developing its credit-module system, maintaining relatively simple tax arrangements and expanding its mortgage market. However, academic support, institutional transparency and the affordability of mortgage lending remain areas requiring further improvement.

I would like to express my sincere gratitude to the European Union's Erasmus Mundus programme and to the organisers of the CANEM project. Like many other young people from Central Asia, this programme gave me the opportunity to study in Europe and experience a new country, culture and way of thinking. The knowledge and experience I gained continue to support my teaching and academic work in my home country. The opportunities created by Erasmus have transformed—and continue to transform—the lives of many young people. Thank you.

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ERASMUS+ STUDENT MOBILITY AS A PATHWAY TO ACADEMIC AND INTERCULTURAL DEVELOPMENT: REFLECTIONS ON THE EXPERIENCE AT BUDAPEST METROPOLITAN UNIVERSITY

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Abstract

This report reflects on my participation in the Erasmus+ student mobility programme at Budapest Metropolitan University (METU), Hungary, during the period from 23 February to 4 July 2026. The mobility provided an opportunity to continue academic studies in an international environment, engage with different approaches to learning, and develop intercultural awareness. As a student of Finance and Financial Technologies at Karshi State Technical University, I took courses including Business Economics, Consumption Theory and Customer Behaviour, and HR Management-Systems. The report outlines the academic experience, the value of studying in a multicultural setting, challenges encountered during the semester, and the knowledge and skills that can be applied after returning to Uzbekistan. It presents the mobility as a meaningful component of academic and personal development.

Keywords: Erasmus+; student mobility; Budapest Metropolitan University; international education; intercultural learning; academic development.

1. Introduction

International student mobility is an important part of higher education because it allows students to experience a different academic system, broaden their perspectives, and build skills in an international environment. Through Erasmus+, students can learn beyond the boundaries of their home institutions and gain a deeper understanding of how academic knowledge is developed and applied in different contexts.

I participated in the Erasmus+ exchange programme at Budapest Metropolitan University in Hungary from 23 February to 4 July 2026. The mobility was a valuable opportunity to represent Karshi State Technical University, continue my studies, and experience university life in another European country. This report describes my academic experience and reflects on the lessons gained during the exchange.

2. Academic Experience at Budapest Metropolitan University

During the mobility semester, I studied in an international academic setting at Budapest Metropolitan University. My course selection included Business Economics, Consumption Theory and Customer Behaviour, and HR Management-Systems. These subjects were relevant to my academic background in Finance and Financial Technologies and helped me explore business and management topics from a broader perspective.

Studying at a host university required me to adapt to a different timetable, course structure, and academic expectations. The semester included lectures, seminars, assignments, and examinations. I had to manage my time carefully and take responsibility for following course requirements and communicating when academic matters needed clarification. This experience strengthened my independence as a student and helped me become more confident in navigating a university environment outside my home country.

The mobility also encouraged me to connect theoretical concepts with practical and international perspectives. Learning alongside students from different backgrounds exposed me to a variety of viewpoints and ways of approaching academic topics. The experience was particularly useful in developing a more flexible attitude toward learning and problem-solving.

3. Intercultural Learning and Personal Development

Living and studying in Hungary provided an opportunity to experience a new culture and interact within an international environment. Everyday activities, university communication, and adapting to a different country all contributed to my intercultural learning. I became more aware that communication styles, educational expectations, and social practices may differ across cultures, and that openness and respect are essential when working with people from diverse backgrounds.

The exchange helped me develop personal qualities such as adaptability, responsibility, and self-reliance. Being away from my usual environment required me to handle practical matters independently and make decisions with greater confidence. It also strengthened my motivation to continue improving my English, which was important for academic communication and participation in the international learning environment.

The Erasmus+ experience was not limited to academic learning. It also broadened my understanding of Europe and international cooperation. It gave me the opportunity to reflect on my own educational background and consider how knowledge and practices encountered abroad could be relevant to my future studies and professional development in Uzbekistan.

4. Challenges and Lessons Learned

Adapting to a new academic system and living environment involved challenges. Managing course schedules, understanding different assessment requirements, and communicating in an international setting required effort and flexibility. These experiences taught me the importance of planning ahead, checking information carefully, and seeking clarification when necessary.

One of the main lessons I gained is that successful mobility depends on active participation and personal responsibility. Students need to take initiative in their studies, remain organised, and be willing to adapt. The experience also showed me the value of intercultural communication: listening carefully, respecting different perspectives, and expressing ideas clearly help create positive academic relationships.

The knowledge and skills gained during the exchange can support my further master's studies and future career. In particular, the international perspective, improved independence, and exposure to business-related subjects can be useful in the fields of finance, management, and financial technologies.

5. Conclusion

My Erasmus+ student mobility at Budapest Metropolitan University from 23 February to 4 July 2026 was an important stage in my academic and personal development. Studying courses related to economics, consumer behaviour, and human resource management in an international environment broadened my academic perspective. Living in Hungary also strengthened my adaptability, independence, and intercultural awareness.

I am grateful for the opportunity to participate in the Erasmus+ programme and represent Karshi State Technical University. I believe that the experience will continue to benefit my academic progress and professional aspirations. I will carry forward the lessons learned by applying them to my studies, sharing my experience with peers, and remaining open to further international cooperation.

ERASMUS+ DASTURI HAMKORLIKDAGI TA'LIM, ILMIY LOYIHALAR, TAJRIBA ALMAShISh IMKONIYATI

Iso Xudaynazarov
Toshkent davlat sharqshunoslik universiteti,
Markaziy Osiyo xalqlari tarixi kafedrasi

***Abstract**: I would like to express my sincere gratitude to everyone who founded the ERASMUS+ program, expanded its scope, and continues to ensure its successful operation today—the entire grand team behind the program. You have established the best project in the world for providing opportunities to gain knowledge and collaborate in the pursuit of science. It is well known that a number of European higher education institutions hold leading positions in world university rankings. This signifies that they are major scientific and academic educational centers. From October 4 to 15, 2026, I visited Eötvös Loránd University, located in Budapest, Hungary - one of the ancient capitals of Eastern Europe. This provided a wonderful opportunity to engage in scientific collaboration with prominent Eastern European scholars in my field, exchange pedagogical practices, and experience a new culture and history firsthand.*

ERASMUS+ dasturini tashkil etgan, faoliyatini kengaytirgan, hozirda ishlab turishini ta’minlayotgan barcha-barcha, dasturning katta jamoasiga minnatdorchilik bildirmoqchiman. Sizlar dunyoda ilm olish va ilm yo‘lida hamkorlik qilish imkoniyatini beradigan eng yaxshi loyihani yo‘lga qo‘ygansizlar. Ma’lumki, Yevropaning bir qator oliy ta’lim muassasalari dunyo universitetlari reytingda yetakchi o‘rinlarda turadi. Bu ularning yirik ilmiy va akademik ta’lim markazlari ekanligini anglatadi. Talabalik yillarimdan ERASMUS+ dasturida ishtirok etish, Yevropa ta’limi va madaniyati, hayoti bilan yaqindan tanishi niyatim bor edi. Toshkent davlat sharqshunoslik universitetida ushbu dasturga tanlov e’lon qilindi, hujjatlarni taqdim etish, suhbatdan o‘tish jarayonidan keyin, Vengriya tomonida universitet professorlari siz taqdim etgan dars mavzusini tanlashi, qabul qilishi kerak. Sizning maqsadingiz, tajribangiz va albatta, taqdim etgan hujjatlaringiz ular tomonidan o‘rganib chiqiladi. 2026-yilning 4–15-oktyabr kunlari Sharqiy Yevropaning qadimiy poytaxtlaridan biri Vengriyaning Budapesht shahrida joylashgan Etvosh Lorand universitetida bo‘ldim. Soha bo‘yicha Sharqiy Yevropaning taniqli olimlari bilan ilmiy hamkorlik, pedagogik tajriba almashish, yangi madaniyat va tarix bilan yaqindan tanishish imkoniyati yuzaga keldi. Safarning asosiy maqsadi Erasmus+ Akademik kredit mobilligi dasturi doirasida 8 soat ma’ruzalar o‘tish va ilmiy hamkorlik, Vengriya tomondan hamkor olim Etvosh Lorand universiteti, Sharqshunoslik instituti

direktori, turkolog olim, professori Peri Benedek hamda Edina Dalloslar bilan ilmiy aloqalarni rivojlantirish edi.

Dastlab, Etvosh Lorand universiteti universitetining xalqaro aloqalar bo‘limi, Erasmus+ dasturlari rahbari Katalin Anna Nemes xonim qabuliga borib uchrashdik va hamkorlik bo‘yicha suhbatlashildi. Etvosh Lorand universiteti, turkolog olim, professori Peri Benedek bilan uchrashuv bo‘lib o‘tdi. Kelgusi ilmiy hamkorlik rejalari muhokama qilindi. Turkologiya yo‘nalishi talabalari ma’ruza ўқидим. Mavzu: “O‘zbekiston tarixi, madaniyati va qadimiy shaharlari (Samarqand, Buxoro va Xiva)”.



Universitetda navbatdagi dars o‘tildi. Mavzu: “″Problems of history of Central Asian peoples in the modern period (conception and methods)″ *va* ” Analysis of the history of the ancient states of Central Asia (based on archaeological sites and inscriptions)″. Darsdan bo‘sh vaqtda universitet yaqinida joylashgan Vengriya Milliy muzeyiga (Magyar Nemzeti Múzeum) tashrif buyurildi. Vengriyaning arxeologik va tarixiy eksponatlari, ayniqsa, Sharq hamda Usmonli turklari davriga oid noyob osori-atiqalari ko‘zdan kechirildi.



O‘zbekiston va Vengriya o‘rtasidagi turkologiya sohasidagi umumiy aloqalar va qo‘lyozmalarni tadqiq etish masalalari tahlil qilindi. Bundan tashqari, bo‘lim ustozlari professor Erkan Kulenj, Edina Dallos bilan ham suhbatlashilib, kelgusida ilmiy hamkorlik bo‘yicha kelishib olindi.



Dasturdagi yakuniy dars o‘tildi (Umumiy hisobda rejalashtirilgan 8 soatlik darslar to‘liq yakunlandi). Mavzu: *"Turkiy xalqlar madaniy aloqalari tarix ko‘zgusida"*. Kafedra professor-o‘qituvchilari bilan kelgusida ilmiy maqolalar tayyorlash va nashr qilish, qo‘shma o‘quv qo‘llanmalar yaratish masalasida fikr almashildi.



Rejalashtirilgan 8 soatlik ma’ruza mashg‘ulotlari Eötvös Loránd Universiteti talabalari va professor-o‘qituvchilariga muvaffaqiyatli o‘tib berildi. Professor Péri Benedek bilan o‘zbek va turkiy tillar tarixi, qo‘lyozmalarni o‘rganish bo‘yicha tajriba almashildi va kelgusi loyihalar poydevori qo‘yildi. Hamkorlikda ilmiy maqolalar, uslubiy va ilmiy kitoblar nashr etamiz. Etvosh Lorand universiteti rahbariyati va professor Péri Benedek tomonidan Erasmus+ Akademik kredit mobilligi dasturining muvaffaqiyatli yakunlangani munosabati bilan tegishli maxsus sertifikat topshirildi. Universitetning kutubxonasi va ilmiy fondi faoliyati bilan tanishuv o‘tkazildi.

Mutaxassisligimiz tarix va manbalarni o‘rganish, shuning uchun o‘zbek va venger tillarida 400 dan ortiq so‘z aynan bir xil ishlatilishi aniqlandi. German Vanberi va Mulla Isloq kabi tariximizni bog‘lovchi shaxslar faoliyati yaqindan o‘rganildi. Bundan tashqari, oq xunlar (eftaliy) tarixi bizlarning bevosita ajdodlarimiz o‘rtasida ham yaqin aloqalar bo‘lganini ko‘rsatadi. Professor Peri Benedek tavsiyasi bilan Budapesht qal’alari, muzeylari va san’at galereyalariga tashriflar uyushtirildi. Ha, shu o‘rinda tarixdan ayrim voqealarni eslab o‘tish lozim.

Budapesht — nafaqat Dunay sohilidagi go‘zal poytaxt, balki asrlar bo‘yi shiddatli janglar, vayronagarchiliklar va qayta tiklanishlar zanjirini boshidan kechirgan tirik tarix obidasidir. Shaharning har bir toshi, ayniqsa uning mahobatli qal’alari Sharq va G‘arb to‘qnashgan ulkan tarixiy kurashlardan so‘zlaydi. Bu qal’alarning taqdiri Yevropa va Osiyoni larzaga solgan ikki yirik kuch — mo‘g‘ullar bosqini va Usmoniylar imperiyasiga qarshi matonatli kurashlar bilan chambarchas bog‘liq.

Buda qal’asining poydevori aynan mo‘g‘ullar bosqinidan keyin qo‘yilgan. 1241-1242-yillarda Mo‘g‘ullar imperiyasi (Botuxon boshchiligida) Vengriya qirolligini ayab o‘tirmadi. O‘sha paytdagi poytaxt Estergom va Pesht shaharlari vayron qilindi. Qirol Bela IV bu fojiadan to‘g‘ri xulosa chiqarib, mamlakatni kelgusi hujumlardan himoya qilish uchun mustahkam tosh qal’alar qurishga buyruq berdi. Shu tariqa, Dunay tepaligida Buda qal’asi qad rostladi.

XVI asrga kelib qal’a yana bir qudratli kuch — Usmoniylar imperiyasi nishoniga aylandi. 1526-yildagi mashhur Moxach jangidan so‘ng, Sulaymon Qonuniy qo‘shinlari Budaga yaqinlashdi. 1541-yilda esa qal’a usmoniylar qo‘liga o‘tdi va qariyb 145 yil davomida turk viloyatining markazi bo‘lib xizmat qildi. Bu davrda qal’a ichidagi ko‘plab cherkovlar masjidlarga aylantirildi, mustahkam devorlar yanada kuchaytirildi.

1686-yilda Muqaddas Liga (Yevropa davlatlari koalitsiyasi) qal’ani usmoniylardan qaytarib olish uchun dahshatli qamal boshladi. Bu Buda tarixidagi eng qonli sahifalardan biridir. Qal’a vayronaga aylandi, biroq usmoniylar yengildi va Buda yana Yevropa bag‘riga qaytdi.

Budapeshtning eng mashhur tarixiy obidalaridan biri — Vengriya Parlamenti binosi (Országház) va Dunay daryosi bo‘yidagi tarixiy hududlar me’morchiligi ko‘zdan kechirildi. Shaharning tarixiy binolari va ko‘priklarining arxitekturasi o‘rganildi.



Budapeshtning yana bir mashhur tarixiy obidalaridan biri Budaning qadimiy qismida joylashgan Buda qal’asi (Budai Vár) va Baliqchilar qal’asi (Halászbástya) majmualariga tashrif buyurildi. Ushbu

obidalarning Vengriya tarixi hamda madaniyatidagi o‘rni bilan tanishilib, tarixiy obidalarni asrash tajribasi o‘rganildi. Vengriya Milliy muzeyi, Buda qal’asi hamda Budapeshtning tarixiy arxitekturasi bilan tanishilib, tarixiy merosni muzeylashtirish bo‘yicha xalqaro metodlar o‘rganildi. ERASMUS+ dasturi orqali Eötvös Loránd universitetida olib borgan faoliyatim bir umr yodda qoladi, berilgan imkoniyat katta foyda keltirdi. Nasib, yana ushbu dasturdan foydalanaman degan umiddaman.

ERASMUS+ XALQARO KREDIT MOBILLIK DASTURINING YOSh TADQIQOTChILAR ILMIY SALOHIYATINI OShIRIShDAGI AHAMIYATI

Rustam Mamajonov
Toshkent davlat sharqshunoslik universiteti tayanch doktoranti
Qabul qiluvchi universitet: *Eotvosh Lorand universiteti, Budapesht*
5/10/2026 –16/10/2026

Annotatsiya: *Ushbu maqolada Erasmus+ xalqaro kredit mobillik dasturining mazmuni, uning oliy ta’lim va ilmiy tadqiqotlarni amalga oshirishdagi o‘rni yoritiladi. Bundan tashqari muallifning 2026-yil oktabr oyida Vengriyaning Budapesht shahrida joylashgan Eotvosh Lorand universiteti (ELTE) Yaponshunoslik kafedrasida o‘tagan ilmiy amaliyot tajribasi asosida akademik almashinuvning yosh tadqiqotchilar uchun amaliy foydalari haqida bayon etiladi.*

Kalit so‘zlar: *Erasmus+, akademik mobillik, xalqaro hamkorlik, ELTE, yaponshunoslik, doktorantura, ilmiy almashinuv.*

Kirish. Bugungi globallashuv sharoitida ilm-fan va oliy ta’lim milliy chegaralar bilan cheklanib qolmayapti. Tadqiqotchining xalqaro ilmiy hamjamiyatga qanchalik uyg‘unlashgani, xorijiy hamkasblar bilan fikr almasha olishi va jahon standartlari asosida ish yurita olishi uning ilmiy natijalari sifatini belgilovchi muhim omilga aylandi. Shu nuqtai nazardan, akademik mobillik dasturlari yosh olimlar uchun eng samarali rivojlanish vositalaridan biri hisoblanadi.

Yevropa Ittifoqi tomonidan moliyalashtiriladigan Erasmus+ dasturi ana shunday tashabbuslarning eng yiriklaridan biri hisoblanadi. Bu dastur 1987-yilda Yevropa Ittifoqi tomonidan talabalar va xodimlar mobilligini qo‘llab-quvvatlash, ularga boshqa mamlakatlarda ta’lim olish yoki kasbiy tayyorgarlikdan o‘tish imkoniyatini yaratish maqsadida yo‘lga qo‘yilgan. Shuningdek, ushbu dastur Yevropa universitetlari o‘rtasidagi hamkorlikni mustahkamlash va xalqaro akademik almashinuvni rivojlantirishga xizmat qilgan [1]. Dastur o‘z faoliyatini boshlagandan to bugunga qadar 16 milliondan ortiq kishi Erasmus+ dasturida ishtirok etdi. O‘zbekiston oliy ta’lim muassasalari, jumladan, Toshkent davlat sharqshunoslik universiteti ham ushbu dasturda faol ishtirok etib kelmoqda.



Asosiy qism. Men 2026-yilning 5-16-oktabr kunlari Erasmus+ xalqaro kredit mobillik dasturi doirasida Vengriyaning Budapesht shahrida joylashgan Eotvosh Lorand universiteti Yaponshunoslik kafedrasida ilmiy malaka oshirish jarayonida ishtirok etdim. Safarning asosiy maqsadlari xalqaro hamkorlik muhitida ilmiy tadqiqot ishi va maqola yozish ko‘nikmalarini rivojlantirish hamda jahon standartlari asosida tadqiqot olib borish tajribasini o‘rganishdan iborat edi.

Bu davr davomida kafedra rahbari janob Balazs Szabo va boshqa professor-o‘qituvchilar bilan bir qator uchrashuvlar o‘tkazildi. Ularga o‘zimning tadqiqot mavzuyim va shu kungacha erishilgan natijalar haqida batafsil ma’lumot berdim. Kafedra mutaxassislari tadqiqot ishim yuzasidan qimmatli fikr va tavsiyalar bildirdilar. Bundan tashqari, xalqaro jurnallarga maqola tayyorlash talablari, tadqiqot metodologiyasini to‘g‘ri tanlash, manbalar bilan ishlash va natijalarni nufuzli nashrlarda e’lon qilish tajribasi bilan ham yaqindan tanishdim.







Dasturning muhim qismi ELTE talabalari uchun O‘zbekiston va o‘zim faoliyat yuritayotgan Toshkent davlat sharqshunoslik universiteti haqida o‘tkazilgan mashg‘ulot bo‘ldi. Unda mamlakatimiz tarixi, madaniyati, ma’naviy merosi, universitetimizdagi ta’lim yo‘nalishlari va sharqshunoslik sohasidagi imkoniyatlar haqida so‘z yuritildi. Talabalarning ko‘plab savollari O‘zbekistonga bo‘lgan qiziqish yuqoriligini ko‘rsatdi. Bu holat akademik mobillikning yana bir muhim jihatini – u faqat bilim olish emas, balki o‘z mamlakati va universitetini xalqaro maydonda tanitish vositasi ekanini ham yaqqol namoyon etadi.



Shuningdek, ELTE kutubxonasi fondi va elektron ma’lumotlar bazalaridan foydalanib, dissertatsiya uchun zarur xorijiy ilmiy adabiyotlar o‘rganildi va to‘plandi. Bu manbalar tadqiqotning nazariy asosini boyitishga xizmat qiladi.

Erasmus+ kabi xalqaro akademik mobillik dasturlarining samaradorligini faqat safar davomida erishilgan natijalar bilan cheklab baholash to‘g‘ri emas. Mazkur dasturlarning strategik ahamiyati, avvalo, mobillik yakunlanganidan keyin yuzaga keladigan ilmiy hamkorlik imkoniyatlari, oliy ta’lim muassalari o‘rtasidagi aloqalarning

mustahkamlanishi hamda orttirilgan bilim va tajribaning amaliyotga tatbiq etilishida namoyon bo‘ladi. Shu nuqtayi nazardan, ELTE Yaponshunoslik kafedrasida amalga oshirilgan akademik mobillik kelgusidagi ilmiy va ta’limiy hamkorlikni rivojlantirish uchun muhim zamin yaratdi. Xususan, kafedra mutaxassislari bilan hamkorlikda qo‘shma ilmiy maqolalar tayyorlash va o‘zaro onlayn vebinarlar tashkil etish imkoniyatlari ko‘zda tutilgan.

Mobillik dasturlarining muhim natijalaridan yana biri xorijda o‘zlashtirilgan bilim, metodologik yondashuvlar va kasbiy tajribaning ishtirokchi faoliyat yuritayotgan oliy ta’lim muassasasiga tadbiq qilinishidir. Tadqiqotchining xalqaro akademik muhitda orttirgan tajribasini universitetga qaytgach, hamkasblar va talabalarga yetkazish, ilmiy seminarlar hamda o‘quv mashg‘ulotlarda qo‘llash mumkin. Bu jarayon nafaqat individual tadqiqotchining kasbiy rivojlanishiga, balki universitetning umumiy ilmiy-pedagogik salohiyatini oshirishga ham xizmat qiladi. **Xulosa.** Xulosa qilib aytganda, Erasmus+ akademik mobillik dasturi yosh tadqiqotchilarning xalqaro ilmiy muhitga integratsiyalashuvi, tadqiqot metodologiyasini mustahkamlash va kasbiy aloqalarini kengaytirishida muhim vosita hisoblanadi. ELTE Yaponshunoslik kafedrasida orttirgan tajribam shuni ko‘rsatadiki, qisqa muddatli akademik mobillik dasturi ham dissertatsiya tadqiqotini takomillashtirish, xalqaro ilmiy nashrlar talablarini chuqurroq anglash va universitetlararo hamkorlik uchun dastlabki asoslarni shakllantirish imkonini beradi. Shu bilan birga, bunday mobillikning uzoq muddatli samarasi orttirilgan tajribaning amaliyotga tatbiq etilishi, ilmiy aloqalarning izchil rivojlantirilishi va erishilgan natijalarning institutsional darajada mustahkamlanishi bilan bevosita bog‘liq. Kelgusida mazkur yo‘nalishdagi hamkorlikni kengaytirish Toshkent davlat sharqshunoslik universiteti va xorijiy hamkor oliy ta’lim muassasalari o‘rtasidagi ilmiy-ta’limiy aloqalarni mustahkamlash, yosh tadqiqotchilarning xalqaro ilmiy faoliyatdagi ishtirokini oshirish hamda universitetning xalqaro akademik hamkorlik salohiyatini rivojlantirishga xizmat qiladi.



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FROM INTERNATIONAL STUDENT EXChANGES TO EDUCATIONAL INNOVATIONS: REFLECTIONS ON THE ERASMUS+ KA171 EXPERIENCE AT THE WEST POMERANIAN UNIVERSITY OF TEChNOLOGY IN SZCZECIN

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Abstract. *This article provides a critical reflection on an Erasmus+ KA171 mobility exchange undertaken by Alibek Eshev, a professor from Karshi State Technical University (Uzbekistan), at the West Pomeranian University of Technology in Szczecin (Poland) between March and July 2025. The objective is to examine how a short-term international teaching assignment can contribute to improvements in chemical engineering education—specifically regarding technical reasoning, cross-cultural academic engagement, and the preparation of students for roles involving chemical processes in industrial settings. The discussion draws upon the author's mobility program and the educational materials developed during this period, which cover topics such as corrosion-resistant materials used in chemical plants, the requirements for such materials, and the types of catalysts employed to accelerate chemical processes. The article presents data derived from surveys and practical experiences. It further outlines a framework for the post-mobility transfer of knowledge to Uzbekistan's higher education sector and its chemical industry. It is argued that such mobility becomes educationally valuable when international experience is translated into contextualized teaching resources, practical applications, collegial reflection, and sustainable institutional partnerships.*

***Keywords**: Erasmus+ KA171; international credit mobility; student learning mobility; media literacy; chemical processes; digital technologies; Uzbekistan; exchange of knowledge and experience.*

1.Introduction

International academic mobility is typically understood through its visible activities: travel, laboratory work, institutional meetings, and exposure to different educational cultures. However, its long-term value depends on what happens after the mobility period concludes. A short-term international assignment can stimulate shifts in how university students approach processes, understand the needs of their peers, and evaluate the use of technology in education. It can also pave the way for ongoing academic collaboration. Such opportunities should be analyzed rather than merely assumed to be beneficial.

The Erasmus+ Programme Guide identifies professional development, the exchange of experience, innovative practices, the acquisition of digital skills, and cooperation between higher education institutions as key objectives of student mobility [1].

Consequently, the program offers more than just an opportunity to travel; it creates a structured environment for exchanging experiences that can subsequently be adapted to the participant's home institution. Recent research also links student mobility to pedagogical innovation and intercultural development, while emphasizing the importance of subsequent reflection and institutional support [5–8]. This article examines these issues through the lens of my student mobility program at the West Pomeranian University of Technology in Szczecin, Poland, which took place from March to July 2025. As a student from the Karshi State Technical University (KSTU) in Uzbekistan, I viewed this visit as an opportunity to share my experience in the field of chemistry from Uzbekistan and to re-evaluate how process dynamics and digital resources can support future chemical industrial enterprises. The central argument is that the most significant, transferable outcome of such a short-term mobility experience is not the mastery of a specific digital software, but rather the development of a more rigorous approach to experimental and practical design.

2. Purpose, Sources and Methodological Approach

The purpose of this article is threefold: first, to acquire knowledge in the field of chemistry; second, to engage with evidence-based processes

and experiences, including those integrated with artificial intelligence; and third, to develop a realistic pathway for exchanging expertise between the industrial sector and higher education in Uzbekistan. The central question is: how can a short-term Erasmus+ study visit be transformed into a process of continuous learning in chemistry at one's home institution?

This study employs a reflexive, qualitative single-case approach. The primary materials consist of the author's mobility schedule, a lecture presentation titled "Applying Artificial Intelligence in Enterprises: The Case of Uzbekistan," accompanying speaker notes, and insights gained from foreign enterprises regarding the effective utilization of knowledge and media resources. These materials are examined alongside official program documentation and published research [1–9]. The analysis is structured around three themes: chemical expertise, cross-cultural knowledge exchange, and post-mobility knowledge transfer.

This work represents a practitioner's reflection, rather than an experimental evaluation. For the purposes of this article, no data were collected through employee surveys, pre- or post-tests, independent observations, or longitudinal outcome measurements. Consequently, the findings are interpretive, and the proposed institutional measures should be viewed as recommendations rather than as definitive or statistically validated results. This distinction is important, as the benefits of international mobility should not be assumed to arise solely from participation, but rather must be demonstrated through future evidence.

3. Student exchange in Szczecin: academic context and content

The mobility visit took place from March 3 to July 7, 2025, including travel; the planned academic mobility activities occurred during the initial months. The host institution was the West Pomeranian University of Technology in Szczecin—a Polish institution with strong ties to the chemical industry—which participates in the Erasmus+ program in partnership with institutions outside of Europe. According to documentation for new participants in the KA171 staff mobility program, the objectives of such teaching mobility include delivering guest lectures, conducting seminars, and engaging with colleagues and students at the host institution [9]. The mobility agreement formalizes the teaching program and outlines the respective responsibilities of both the sending and receiving institutions [2].

The primary academic theme of my visit was "Applying Media Studies in Industry: The Case of Uzbekistan." The teaching schedule included sessions designed for various student groups. The lecture materials covered the educational context of Uzbekistan and KSTU, explored the concept of media literacy, and examined the pedagogical potential—as well as the limitations—of print, audiovisual, and digital media. Rather than promoting technology as an end in itself, the content was designed to link educational principles with specific classroom choices.

One of the key features of the chemical enterprise’s operations was the deliberate integration of theoretical knowledge with practical, production-oriented tasks. For example, the project examined how digital data, visual instructions, and modern technologies could be used to explain chemical reactions, monitor technological processes, and assess the quality of raw materials and finished products. It also addressed the importance of ensuring the accuracy of chemical processes, technological efficiency, and production safety. The relevant production project focused on chemical technologies, automation, and the optimization of manufacturing processes. It was presented as a prepared project document, but it did not claim that every process described had been implemented during the visit.

Explaining educational experiences from Uzbekistan to an international audience requires an additional strategic decision: local practices must be made intelligible without implying that a single national system offers universally applicable solutions. From this perspective, the exchange of international experience is simultaneously a form of professional dialogue and a process of critically re-examining familiar methods.

4. Media Literacy and Reaction Diagram: Lessons Learned from the Experience

The first transferable lesson concerns the difference between using digital technologies and applying them effectively in chemical production. A chemical enterprise may use digital monitoring systems or display process data without necessarily improving the understanding or evaluation of its production processes. Effective industrial practice requires employees to examine how chemical reactions occur, what evidence supports process efficiency, which factors influence product quality, and how operating conditions affect safety. This approach is particularly important in the chemical industry, where workers must interpret complex technological information and make decisions based on accurate scientific knowledge.

The European Digital Competence Framework for Educators (DigCompEdu) highlights the importance of digital resources, teaching and learning, assessment, learner empowerment, and the development of digital competence [3]. Although originally developed for education, its principles can be adapted to industrial environments. In chemical production, digital tools should be selected according to specific operational objectives. A digital system is valuable when it improves process monitoring, data interpretation, collaboration, quality control, or decision-making. The introduction of new technology alone does not guarantee better production outcomes.

UNESCO’s Global Education Monitoring Report similarly emphasizes that the value of technology depends on its context, relevance, accessibility, sustainability, and interaction with human expertise [4]. These principles are relevant when applying innovative technologies across chemical enterprises with different levels of infrastructure and automation. Production systems should therefore be designed to accommodate varying technical conditions while maintaining process reliability, product quality, and environmental safety.

One practical sequence based on this approach begins with a real chemical production process, such as water treatment or the manufacture of chemical products. Employees first identify the purpose of the process and its main chemical reactions; next, they examine process data and compare it with established technical standards; then, they evaluate the efficiency and safety of the operation; finally, they prepare a technical report explaining their findings and recommendations. The same analytical approach can be applied using printed process diagrams and laboratory records when digital monitoring systems are unavailable. In this model, digital technology is not merely an additional tool but a means of improving process understanding, technical evaluation, and responsible industrial practice.

A second lesson concerns the application of artificial intelligence in chemical production. AI can support process optimization, predictive maintenance, quality control, and the analysis of complex chemical data. However, its outputs require verification against experimental results, established chemical principles, and applicable safety standards. Industrial specialists must also consider data quality, confidentiality, and the potential consequences of incorrect predictions. The transition from traditional chemical process monitoring to AI-assisted production should therefore be understood as an expansion of technological capabilities, rather than a replacement for scientific expertise, practical experience, and established safety procedures.

5. Intercultural Learning and the Institutional Dimension

International collaboration in the chemical industry places professional assumptions in a new context. The need to explain familiar production processes, select appropriate technical examples, and respond to an unfamiliar industrial environment encourages specialists to distinguish essential technological principles from methods that are simply customary. This reflective perspective is valuable even when a professional visit is short and does not allow for a systematic assessment of production performance.

Published studies help clarify both the potential and the limitations of such experiences. Mouraz, Doyle and Serra [5] found that international mobility could strengthen professional autonomy when newly acquired experience was adapted through collaborative professional communities. Pavlakis and Comas [6], examining the institutional design of Erasmus+ staff development, likewise emphasize that mobility has greater

developmental value when organizations provide effective communication, administrative support, and opportunities for knowledge sharing. Drugă's [7] investigation of staff experiences also reminds us that expectations of professional and technological development are not always automatically fulfilled.

The Nysa case underscores the importance of reciprocity in international industrial cooperation. The visiting specialist contributes knowledge of chemical engineering, industrial processes, and the application of digital technologies in production, while the host environment provides a different institutional and technological context in which these ideas can be discussed. Mutual learning does not mean simply importing Polish industrial practices into Uzbekistan or presenting Uzbek practices as models to be copied. Instead, cooperation should identify shared challenges, such as process efficiency, environmental protection, industrial safety, and the application of artificial intelligence, and develop solutions suited to each setting.

Potential follow-up activities include joint online technical seminars, the exchange of production-related materials, collaborative discussions on AI-supported chemical process optimization, and future professional or research mobility. These are prospective opportunities, not established outcomes of the October visit. Their formal implementation would require agreement between the participating institutions, technical coordination, and the necessary resources.

6. A Proposal for a Knowledge-Sharing System for Uzbekistan.

For an international experience-sharing (mobility) program to impact the educational process beyond the individual participant, the lessons learned must be translated into concrete, practical actions and evaluated over time. I propose a three-stage knowledge-sharing system for KSTU (Karshi State Technical University). This system has been designed to be intentionally simple and moderate: it begins with the exchange of best practices, progresses to the implementation of small-scale changes within industrial processes, and only then addresses broader collaborative initiatives. This system does not require new institutional funding or an immediate overhaul of academic curricula.

Stage and timeline	Proposed action	Possible evidence
Stage 1: Knowledge dissemination (first 1–2 months)	Conduct a technical seminar on chemical processes and international industrial experience; share materials on chemical technologies, production efficiency, industrial safety and environmental protection.	Seminar agenda; shared technical materials; participant feedback.
Stage 2: Industrial pilot implementation (following semester)	Adapt two or three proposed practices to chemical production processes, focusing on process optimization, quality control and digital monitoring; identify practical alternatives and establish clear performance criteria.	Technical plans; production data; quality control reports; specialist evaluations.
Stage 3: Review and cooperation (6–12 months)	Compare technical results and professional feedback; revise proposed approaches; explore joint online technical seminars or collaborative research projects with an international partner institution.	Revised technical materials; documented evaluations; confirmed joint activities, if agreed.

7. Challenges and Limitations

The limited duration of an international industrial visit is one of its most obvious constraints. A short-term professional programme is valuable for gaining exposure to new technologies, establishing professional contacts and exchanging technical knowledge, but it is insufficient to establish measurable improvements in production efficiency or product quality. Its conclusions are shaped by the observations and interpretations of the participating specialist. Evidence of sustained impact would require follow-up assessments, production data, technical reports, feedback from industrial specialists and analysis of actual technological changes after returning to the home institution.

Technological inequality is another important concern. Chemical enterprises differ in their access to modern equipment, automated control

systems, laboratory facilities, digital technologies and qualified technical personnel. Production specialists also have different levels of experience in operating advanced technologies and interpreting complex chemical data. Any transfer of innovative industrial practices to Uzbekistan must therefore consider existing technical resources, provide appropriate alternatives for enterprises with limited infrastructure and include professional training. The principle of prioritizing actual industrial needs over technology adoption alone provides an important safeguard [4].

Finally, international industrial cooperation depends on more than individual professional enthusiasm. Administrative continuity, clearly defined responsibilities, institutional agreements, technical coordination and realistic workloads all influence whether a short-term visit can develop into a sustainable partnership [6]. Future reporting should therefore distinguish between activities undertaken during the visit, technologies and practices actually introduced at the home institution, and long-term industrial outcomes demonstrated through reliable technical evidence.

8. Conclusion

The professional experience gained between 3 March and 7 July 2025 provided a valuable opportunity to explore chemical technologies, examine industrial processes and develop a deeper understanding of the practical application of chemical engineering principles. The main professional insight was that successful chemical production depends on the integration of scientific knowledge, laboratory experiments, technological processes and effective quality control. Particular attention was given to understanding chemical reactions, analysing experimental results, evaluating raw materials and finished products, and considering the importance of industrial safety and environmental protection.

The main contribution of this experience is the opportunity to connect theoretical knowledge with practical applications in the chemical industry. The knowledge gained can support the development of improved chemical processes, more effective laboratory practices, quality assessment and the application of modern technologies in production. The broader lesson is that professional development in chemical technology should be evaluated not only through acquired theoretical knowledge but also through the ability to apply scientific principles, conduct experiments, analyse results and use this experience to improve industrial processes.

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BEYOND BORDERS: BUILDING INTERNATIONAL FRIENDSHIPS, ACADEMIC CONNECTIONS AND INTERCULTURAL COMPETENCE THROUGH ERASMUS+ AT THE ROMANIAN-AMERICAN UNIVERSITY

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Abstract. *This article reflects on an international academic and intercultural experience at the Romanian-American University during the current semester through the Erasmus+ programme. It explores the educational, social and personal dimensions of international student mobility, with particular attention to intercultural communication, international friendships, academic networking and extracurricular engagement. The experience involved participation in the first meeting organised for Erasmus+ students, interaction with international students representing approximately twenty countries, meetings with professors from the United States, and participation in a kayaking-related sporting activity. From the perspective of an International Business student at Karshi State Technical University, these activities provided valuable opportunities to develop intercultural awareness, communication skills, international perspectives and an understanding of cooperation across national boundaries. The article argues that Erasmus+ mobility should be viewed not only as an academic exchange but also as an important platform for developing globally minded graduates capable of working in multicultural environments.*

Keywords: *Erasmus+; international; student; mobility; Romanian-American University; intercultural communication; International Business; friendships; academic exchange.*

Introduction

In an increasingly interconnected world, international education plays an important role in preparing students for professional and academic challenges. Globalisation has transformed the way people study, communicate and conduct business across national borders. Consequently, university students need not only professional knowledge but also intercultural competence, adaptability and the ability to collaborate with people from different cultural backgrounds. The Erasmus+

programme represents one of the most significant opportunities for international academic exchange in Europe. It enables students to experience different educational environments, establish international connections and broaden their understanding of European and global cultures. For students studying International Business, international mobility has particular importance. Modern business activities frequently involve cooperation between companies, organisations and individuals from different countries. Understanding cultural differences, communicating effectively and developing international networks are therefore essential professional competencies. This article reflects on my Erasmus+ experience at the Romanian-American University, during the current academic semester. As a student of Karshi State Technical University in Uzbekistan, I consider this mobility an opportunity to expand my academic perspective, establish friendships with students from different countries and gain valuable experiences beyond the traditional classroom environment.

International Friendships and Intercultural Communication

One of the most memorable aspects of my Erasmus+ experience has been meeting students from approximately twenty different countries. The opportunity to communicate with people representing diverse nationalities, cultures and educational backgrounds has made the mobility experience particularly meaningful. International friendships are more than personal relationships; they create opportunities for cultural learning and mutual understanding. Through everyday conversations, group activities and shared experiences, students become familiar with different traditions, perspectives and lifestyles. Meeting people from so many countries has also demonstrated the importance of English as a common language of international communication. Although students may have different native languages, they can communicate, exchange ideas and cooperate through a shared language. An especially important event was the first meeting organised for Erasmus+ students. This gathering provided an opportunity to meet other international participants, introduce ourselves, establish initial connections and become part of the international student community. Such activities help incoming students adapt to a new environment and create a welcoming atmosphere. They also demonstrate that international mobility is not simply about travelling to another country but about becoming an active member of a multicultural academic community.



Photo 1 . International students participating in the Erasmus+ welcome meeting.

Another valuable dimension of my international experience was the opportunity to meet professors from the United States during an academic gathering and exchange environment. Meetings with international academics provide students with opportunities to hear different perspectives, gain new insights and better understand international approaches to education and professional development. For students of International Business, communication with academics from different countries can be particularly beneficial. International business requires an understanding of global economic relations, international management, entrepreneurship and the cultural factors that influence business decisions. Although the meeting was not a formal research collaboration, it represented a valuable opportunity for academic interaction and professional networking. Such encounters can encourage students to become more confident in communicating with international professionals and to remain open to future academic and career opportunities. International academic networking also illustrates the importance of cooperation between universities and the exchange of knowledge across national borders.



Photo 2. Academic interaction with visiting professors from the United States.

International mobility also involves learning outside the classroom. Extracurricular activities provide opportunities for students to develop teamwork, confidence, adaptability and communication skills in informal settings. An interesting part of my Erasmus+ experience was participation in a kayaking-related sporting activity. This experience added a practical and recreational dimension to the international exchange and created another opportunity to interact with students outside the academic environment. Kayaking requires concentration, coordination, adaptability and cooperation. Participating in sporting activities alongside international students also demonstrates how common interests can bring people together regardless of their nationality or cultural background. Such activities contribute to the overall Erasmus+ experience by helping students establish stronger relationships, develop confidence and create lasting memories.



Photo 3. Participation in a kayaking activity during the Erasmus+ mobility experience.

Conclusion

The Erasmus+ experience at the Romanian-American University in Bucharest has represented an important opportunity for academic, intercultural and personal development. Meeting students from approximately twenty countries, participating in the first Erasmus+ student meeting, interacting with professors from the United States and taking part in a kayaking activity have contributed to a memorable international experience. For an International Business student, the most important lessons extend beyond the classroom. International communication, cultural awareness, networking, adaptability and teamwork are valuable competencies that can support future academic and professional development. The experience also demonstrates that international student mobility creates opportunities for meaningful connections between individuals and educational institutions. The friendships and professional contacts established during the programme can remain valuable long after the mobility period has ended. Ultimately, Erasmus+ is not only an opportunity to study abroad; it is an opportunity to develop a broader worldview, understand cultural diversity and become a more confident participant in an interconnected world. Sharing these experiences with students and colleagues in Uzbekistan can further strengthen the value of international academic cooperation.

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BEYOND BORDERS: HOW ERASMUS+ ShAPED MY VIEW OF EDUCATION, PEOPLE AND THE WORLD

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Mobility period: 1 October 2025 – 10 February 2026

Abstract. *This article reflects on my experience as an Erasmus+ International Credit Mobility student at the University of Kalisz in Poland, where I spent one semester from October 2025 to February 2026. The exchange gave me the opportunity to study in a different academic environment, live independently in another country and build friendships with students from a range of cultural backgrounds. Alongside my studies, I travelled to several Polish cities, including Warsaw, Wrocław, Kraków, Poznań and Zakopane. These experiences helped me understand cultural diversity through everyday interaction rather than from a distance. The article argues that the value of international mobility extends beyond academic credits: it also develops adaptability, confidence, intercultural communication and the ability to participate in an international community. It concludes with reflections on how these lessons can inform students and higher education institutions in Uzbekistan.*

Keywords: *Erasmus+; International Credit Mobility; higher education; intercultural learning; student mobility; personal development.*

1. Introduction

Before going to Poland, I understood Erasmus+ mainly as an opportunity to continue my studies at a European university for one semester. I expected to experience a different education system, improve my academic knowledge and meet people from other countries. Those expectations were part of the reason I applied, but they did not fully describe what the experience would become.

From 1 October 2025 to 10 February 2026, I lived in Kalisz and studied at the University of Kalisz. For that period, the city was not simply a place where I attended classes. It became my home, and ordinary parts of daily life became part of the learning process. I had to adapt to a new environment, organise my responsibilities and communicate with people whose backgrounds and experiences were different from mine. Looking

back, I see the exchange as both an academic opportunity and an important period of personal development.

2. Learning in a Different Academic Environment

I genuinely enjoyed studying at the University of Kalisz. Experiencing a Polish university gave me the chance to see higher education from another perspective and to compare it with the environment I knew in Uzbekistan. I valued the opportunity to learn in a different academic setting, engage with new ideas and become familiar with another approach to university study.

The most important academic benefit was not limited to the subjects covered during the semester. Studying abroad encouraged me to approach learning with greater independence and openness. Being in a new academic environment made me more aware that education systems can differ in their organisation and practices, while still sharing the same purpose: helping students develop knowledge and the ability to apply it. It also reminded me that students can benefit from comparing approaches rather than assuming that one system has all the answers.

For me, this was a valuable part of international mobility. Returning home with a broader view of education means being able to reflect on what I experienced and consider which ideas or practices could be useful in my own academic environment.

3. An International Community in Everyday Life

One of the most memorable parts of my semester was the people I met. I made many friends from Jordan, Palestine, Türkiye, Kosovo, Poland and other countries. We came from different cultures, had different experiences and sometimes saw the same issues from very different perspectives. Nevertheless, it was easy to find common ground through conversations, shared activities and daily life.

These friendships made cultural exchange real. Instead of learning about other countries only through books, news or the internet, I could hear directly from people who lived there. We exchanged stories about our countries, traditions, families and ambitions. I also had the chance to explain my own background and share aspects of Uzbekistan with people who might otherwise have known very little about it.

I came to understand that being part of an international community does not require people to have the same language, habits or opinions. It requires curiosity, respect and a willingness to listen. The friendships I built during the exchange remain one of its most meaningful outcomes.

4. Discovering Poland Beyond Kalisz

Living in Kalisz also gave me the opportunity to discover more of Poland. During my stay, I visited Warsaw, Wrocław, Kraków, Poznań and Zakopane, among other places. Each destination offered a different view of the country, from large urban centres and historic streets to places known for their natural landscapes.

Travelling within Poland helped me understand the country beyond the university and the city where I lived. It gave me a wider sense of its history, regional character and everyday life. These trips were not separate from my exchange experience; they complemented it. Moving between cities, learning how to get around and encountering different places strengthened my confidence and independence.

More broadly, travelling while studying abroad taught me to approach unfamiliar places with an open mind. It made Europe feel less like a distant idea and more like a diverse region made up of distinct communities, histories and ways of life.

5. Personal Development: Learning to Live Beyond Familiar Surroundings

The most significant change I noticed was personal. Living abroad required me to take responsibility for everyday decisions and solve problems without relying on the familiar routines and support systems I had at home. Over time, I became more independent, adaptable and confident in unfamiliar situations.

I also learned how to communicate and build relationships in an international environment. This is different from simply meeting people from other countries. It means learning to work through cultural differences, understand different points of view and find ways to cooperate. I began to feel more comfortable being outside my usual environment and more confident about connecting with people from different backgrounds.

After returning to Uzbekistan, people around me said that I had changed and grown. Their comments made me reflect on the experience more clearly. The change was not one dramatic event; it came from many small experiences throughout the semester. I had learned to manage daily life in another country, study in a different setting, travel independently and build friendships across cultures. Together, these experiences changed the way I see myself and the opportunities available to me.

6. What International Mobility Can Bring to Uzbekistan

My experience has strengthened my belief that international mobility can contribute to the development of higher education in Uzbekistan. Students who study abroad gain more than exposure to another university. They return with new perspectives, international contacts and a clearer understanding of how people from different backgrounds learn and work together.

For these benefits to reach beyond individual participants, returning students should have opportunities to share what they have learned. Universities can support this by organising experience-sharing sessions, student discussions, presentations and practical meetings between former exchange participants and students who are considering applying. Such activities can make international mobility more accessible and help future participants prepare for academic and cultural differences.

It is also important to treat international mobility as a two-way exchange. Students who go abroad represent their universities and countries, while international students and partners bring new ideas into the host environment. This exchange can strengthen international connections and encourage a more open academic culture. In my view, the value of a mobility programme should therefore be measured not only by the number of students who travel, but also by how effectively their experience is shared and used after they return.

7. Conclusion

I went to Poland to study for one semester, but the experience became much broader than I had expected. At the University of Kalisz, I experienced a different academic environment. In Kalisz and the other Polish cities I visited, I learned to adapt to a new country. Through friendships with people from Jordan, Palestine, Türkiye, Kosovo, Poland and elsewhere, I experienced the value of cultural exchange in everyday life.

Most importantly, I returned with a wider perspective, greater independence and a stronger ability to connect with people from different backgrounds. Erasmus+ showed me that education does not happen only in classrooms. It also happens through conversations, shared experiences, unfamiliar situations and the effort to understand people whose lives are different from our own.

I am grateful for the opportunity to take part in the Erasmus+ programme. I hope that by sharing my experience, I can encourage other students in Uzbekistan to consider international mobility, make the most of the opportunities available to them and bring the knowledge and perspectives they gain back to their communities.

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