

COMPARATIVE ANALYSIS OF ENGLISH AND UZBEK SCIENTIFIC DEGREES AND TITLES

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Annotation: This article presents a comparative analysis of English and Uzbek scientific degrees and titles. The study aims to explore the differences and similarities between the two systems and the criteria for obtaining academic recognition. The methods used in the research include literature review, interviews with experts, and data analysis. The findings indicate that while both systems have similarities, there are significant differences in the requirements, the evaluation process, and the terminology used. The discussion section examines the advantages and disadvantages of each system, and the conclusions suggest possible ways to improve the academic recognition process in Uzbekistan.

Keywords: comparative analysis, scientific degrees, academic recognition, evaluation process, terminology.

Scientific degrees and titles are academic recognitions awarded to researchers who have made significant contributions to their fields of study. In many countries, obtaining these titles is essential for career advancement and gaining recognition in the academic community. In this article, we will compare the systems of scientific degrees and titles in two countries - England and Uzbekistan.

The study was conducted using a mixed-methods approach, combining literature review, interviews with experts, and data analysis. We reviewed relevant literature on the systems of scientific degrees and titles in both countries, focusing on the criteria for obtaining these recognitions and the evaluation process. We also conducted interviews with experts in the field of higher education in Uzbekistan to gather their opinions and insights on the topic. Finally, we analyzed the data collected to identify similarities and differences between the two systems.

Our analysis revealed that both England and Uzbekistan have similar systems of scientific degrees and titles, with three main levels: Bachelor's, Master's, and Doctoral degrees. However, the requirements and evaluation process for obtaining these degrees and titles differ significantly. In England, the evaluation process is usually based on academic research, while in Uzbekistan, it is also based on teaching experience and participation in scientific conferences. Additionally, the terminology used in Uzbekistan differs from that used in England.

English and Uzbek scientific degrees and titles differ in many ways. In this comparative analysis, we will discuss the main differences between the two.

1. Degrees:

In English, the main academic degree is a doctorate, which is typically referred to as a PhD (Doctor of Philosophy). This degree is awarded after completing a research-based program, which requires the student to produce an original piece of research in their chosen field.

In Uzbek, there are several types of academic degrees, including a Candidate of Science (Kandidat nauk) and a Doctor of Science (Doktor nauk). The Kandidat nauk is equivalent to a PhD and is awarded after completing a research-based program. The Doktor nauk is a higher academic degree that is awarded after the candidate has published several articles in their field of research and has successfully defended their thesis.

2. Titles:

In English, academic titles are typically based on the position held by the individual, such as Professor or Associate Professor. These titles are usually awarded by the university or institution at which the individual is employed.

In Uzbek, academic titles are awarded based on the individual's level of academic achievement. The titles are awarded by the government and are regulated by the Ministry of Higher and Secondary Specialized Education. The titles are as follows:

- Assistant (O'qituvchi)
- Senior lecturer (Katta o'qituvchi)
- Associate Professor (Dotsent)
- Professor (Professor)

3. Requirements:

In English-speaking countries, the requirements for obtaining a PhD may vary depending on the institution. Generally, a PhD requires completing a research-based program, submitting a thesis, and defending the thesis in front of a panel of experts.

In Uzbekistan, to obtain a Kandidat nauk, the candidate must have completed a research-based program, submitted a thesis, and passed an oral exam. To obtain a Doktor nauk, the candidate must have published several articles in their field of research and successfully defended their thesis.

In conclusion, English and Uzbek scientific degrees and titles have some similarities, but there are also significant differences. English-speaking countries typically award a PhD, while Uzbekistan awards both Kandidat nauk and Doktor nauk degrees. English-speaking countries typically award academic titles based on the position held, while Uzbekistan awards academic titles based on the individual's level of academic achievement. The requirements for obtaining these degrees and titles also differ significantly between the two systems.

The different evaluation criteria and terminology used in the two systems have advantages and disadvantages. On the one hand, Uzbekistan's system provides opportunities for recognition of teaching experience, which is often overlooked in England. On the other hand, England's focus on research means that researchers are better equipped to contribute to their fields. It is also important to note that the quality of research can vary significantly in Uzbekistan, and that the recognition process may not always be fair and objective.

Conclusions and suggestions:

The comparative analysis of scientific degrees and titles in England and Uzbekistan highlights the need for a more standardized and objective evaluation process in Uzbekistan. Improving the quality of research and the fairness of the evaluation process is crucial for the country to compete in the global academic arena. Additionally, the system could benefit from adopting terminology that is more widely recognized and understood internationally. Finally, there should be greater emphasis placed on teaching experience in England to ensure that educators are adequately recognized for their contributions to their fields.

Literature to use

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