

*Research Article*

**ORGANIZATION OF WORK UNIVERSITIES DURING THE COVID 19 PANDEMIC**

*Karimbaev Sh.D.<sup>1</sup>*  
*Makhsunov M.Dj.<sup>2</sup>*  
*Abdurashitova Sh. A.<sup>3</sup>*  
*Muyassarova M.M.<sup>4</sup>*  
*Yuldasheva F.U.<sup>5</sup>*  
*Salimova M.R.<sup>6</sup>*

<sup>1</sup>Candidate of medical sciences, associate professor,  
Tashkent Medical Academy, Uzbekistan,

<sup>2</sup>Candidate of medical sciences, associate professor,  
Tashkent Medical Academy, Uzbekistan,

<sup>3</sup>Senior teacher, Tashkent Medical Academy, Uzbekistan,

<sup>4</sup>Senior teacher, Tashkent Medical Academy, Uzbekistan,

<sup>5</sup>Senior teacher, Tashkent Medical Academy, Uzbekistan,

<sup>6</sup>Assistant, Tashkent Medical Academy, Uzbekistan

DOI: [http://doi.org/10.15350/L\\_2/7/9](http://doi.org/10.15350/L_2/7/9)

---

*Abstract.*

The current outbreak of the coronavirus (COVID-19) pandemic has created an unprecedented situation worldwide. The World Health Organization (WHO) and health authorities around the world are taking action to slow the spread of COVID-19 and reduce the incidence. Governments are taking a number of operational measures, including closing state borders, imposing mandatory quarantines, restricting freedom of movement, banning mass events, and isolating cities or entire countries. All this led to large-scale changes in the usual way of life, economic activity and also influenced the education system.

*Keywords:* Higher education, COVID-19, medical universities, organization, distance learning.

Higher education systems and individual universities have responded as quickly as possible to a force majeure situation and changed working conditions, introduced measures and practices that aim to reduce the spread of coronavirus infection and maintain staff and student learning. This chapter will summarize the practices that have so far been provided globally in three groups: (1) international cooperation measures, (2) government measures, and (3) measures within universities themselves. We analyze these actions based on national information and analysis as well as data collected by international organizations such as UNESCO and the World Bank. First of all, it should be noted that many universities have taken an active position in combating the spread of the virus.

Among the global measures aimed at the common good, we can highlight operational monitoring of the statistics on the spread of the disease. An example of this is the statistics and the pandemic map developed by Johns Hopkins University. In addition, a great responsibility is imposed on medical universities, which have also been active in the fight against the pandemic. Thus, students can participate in laboratory tests and analytical studies. Universities offer their own resources, such as laboratories and special equipment used in experimental trials. Other general measures offered by universities as possible actions in the COVID-19 environment are the use of infrastructure, such as converting dormitories and campuses into hospitals.

Students and staff from medical universities in Uzbekistan have been on the frontline, volunteering at clinics, helping develop treatment protocols, and training medical professionals.

The current situation with the spread of coronavirus infection, overcoming its complications brightly highlighted the main feature and strength of health care. This unity in the actions of all links: medical organizations that provide direct treatment and diagnostic assistance, management staff, organizations of higher professional medical education.

Today, we would like to emphasize the unity of medical education and practical medicine.

From the first day of development and implementation of the program to combat the pandemic, medical universities in the country have actively engaged in this work, rightly considering themselves an integral part of society and the state, not sharing the educational processes and tasks of direct assistance to the regions in the fight against COVID-19.

Medical universities have delegated the best forces to teams working in infectious disease and care facilities.

Scientists, specialists in epidemiology, infectious diseases, virology, immunology joined the teams of analysts and developers of comprehensive measures for the prevention and treatment of coronavirus infection, preparation and implementation of protocols for prevention and treatment of COVID-19.

It is enough to look at the impartial statistics on resource mobilization of medical universities in the country to understand what thorough and effective work our higher medical institutions have been doing all this time.

An important part of the work was explaining to the public how to prevent the spread of infection. All reliable information, established facts, worthy of attention, are made public, people's literacy is increasing, and there is a growing awareness of the importance of following preventive measures.

It should be noted that medical universities have involved not only their specialists, but also prominent scientists from China, Turkey, Italy, the United States, Great Britain, Germany, Israel, Lithuania, Poland and Russia, organizing numerous webinars, online conferences and interactive seminars at their bases.

It is time to reflect on the lessons of COVID-19, summarize the results of thousands of observations, scientific articles, developing tactics and strategies for our lives from coronavirus infection and beyond.

The place of medical scientists, clinicians, teachers, university leaders, and the student community in this gigantic process is undeniable.

Speaking about government measures, it should be emphasized that many of them are directly dependent on the current epidemiological situation both inside and outside the country. The political, social and economic context in which universities operate is also important. Among the priority government measures was to ensure the safety of citizens by closing universities and hostels in order to prevent mass gatherings of people. According to UNESCO as of April 15, 2020, schools and universities are closed in 191 countries. Thus, a significant proportion of universities around the world have been closed, including Oxford, Cambridge and other leading universities.

As an impact measure, the necessary support and facilities for the transition to distance learning have been provided in many countries.

As an impact measure, the infrastructure required for the transition to distance education, including equipment and arrangements with communication providers, was supported and provided in many countries. Support for online education platforms is key as the new pandemic has brought new financial challenges to university IT departments. In some countries, new regulations governing the financing and organization of the educational process were quickly adopted.

There are many more options for measures offered by universities, as there are no common practices that would work equally in all universities around the world. Since the pandemic was declared, most universities around the world have literally had to urgently review their management and organization practices. Many experts believe that the changes associated with the pandemic can completely transform the field of higher education, and as a result, require a lot of attention and response. "Universities need to be concerned about how the current changes will affect the future of the educational environment," said Scott Pulsifer, president of Western Governors University's private online university, for example. It is worth noting the enthusiasm with which university administrations and staff responsible for these tasks, which require maximum speed and efficiency, have approached them. Washington University was one of the first to announce its measures, cancelling all full-time classes on campus and making them available online. Harvard University also supported similar measures by transferring students to distance learning and limiting mobility of any type. The pandemic has not only affected teaching and learning at universities. The university is a complex system, including many factors and processes important for the stability and development of universities, and the force majeure situation has seriously changed all processes in higher education.

#### *Literature:*

First weeks storm: How higher education entered into reality of pandemic [Authors: A.V. Klyagin et al.] National Research University "Higher School of Economics", Institute of Education. - M.: NIU WSHE, 2020. - — 112 c. - (Modern analytics of education. № 6 (36)).