# UZBEK WOMEN IN DEVELOPMENT OF SCIENCE 

Alimova Madinaxon Iskanqar qizi, Egamberdiev N.B<br>"Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" of National Research University

Faculty of Hydromelioration, 11.00 .05 "Environmental protection and rational use of natural resources", Independent researcher ( PhD ), Professor
https://doi.org/10.5281/zenodo. 7517006


#### Abstract

The role of Uzbek women has proliferated sharply during last years. Much of the future job growth is projected in science, technology, engineering, and mathematics (STEM). Yet the scarcity of women in STEM careers remains stark. This article describes about what kind of issues face women in Uzbekistan and women scientists in Uzbekistan and importance of encouraging young scientists.


Keywords: women scientists, STEM, research.

## Introduction

The General assembly of United Nations signed on $17^{\text {th }}$ of February 2016 decides to proclaim 11 February of each year the International Day of Women and Girls in Science.

Doctoral candidates in Uzbekistan have limited information about scientific journals outside the country and the possibility of submitting articles to international journals is also very limited. This limitation is due to lack of practical knowledge on how to find and access the journals, resulting from insufficient
institutional support and training, poor command of English, or in some cases financial obstacles. Another hurdle is that the list of available journals is strictly limited, contrasting with the free access to all journals via online databases in Europe and internationally. A major effort should be made to improve the visibility of Uzbek journals in international bibliographic databases like Thomson Reuters' ISI Web of Knowledge or Elsevier's SCOPUS. That could significantly improve the visibility of research conducted by Uzbekistan doctoral candidates and scientists. (Further development of Doctoral education in Uzbekistan Recommendations for quality assurance in doctoral education in Uzbekistan)

The last decision was the creation in 2018 of a single El-Yurt Umidi Foundation under the Cabinet of Ministers of Uzbekistan for training specialists abroad and a dialogue with compatriots (hereinafter referred to as the Fund; the website of the Fund - https://eyuf.uz/). The activities of the Foundation include, inter alia, state financing of training for citizens of Uzbekistan under the master's and doctoral programs, advanced trainings and internships in foreign countries with the obligation to work for at least three (advanced training, internships) or five years (master's, postgraduate) in universities, scientific institutions, ministries, departments and other state organizations of Uzbekistan. According to President Mirziyoyev, the goal of the El-Yurt Umidi Foundation at the initial stage is to send more than 3,500 specialists abroad to study under the master's and doctoral programs, advanced trainings and internships. It is also planned to attract more than 600 compatriots and about a thousand foreign scientists and experts. The commission created by the Foundation to organize the return of compatriots living in foreign countries to research and higher educational institutions of the Republic of Uzbekistan sets the goal of attracting at least 5 compatriot scientists living abroad for each research and higher

## SCIENCE AND INNOVATION

educational institution of the country. In accordance with the terms of the competition for studying abroad, a chosen higher educational or scientific institution should be included, as a rule, in the 500 world's best or in the 200 world's best organizations in the chosen area/major in the internationally recognized rankings. In May 2019, the results of the first scholarship competition for studies abroad for specialists from the higher education system were summed up. The final results are: doctoral studies - 65 scholarships, master's programs - 17 scholarships, advanced training and internships - 435 scholarships. According to the Foundation, in the redistribution of target quotas the priority was given to such specialties as production technologies, engineering, computer technology, communications and information, telecommunications technologies, architecture and construction, agriculture, irrigation and land reclamation, healthcare, mathematics and exact sciences, as well as art and culture. (Modernization of Higher Education in Uzbekistan: Opportunities for Russian-Uzbek Cooperation, Sergey Yun, 2019) A necessary element of people's role is helping women and girls realize their own power to advance the wellbeing of their families, their communities, and their societies. (2014, Melinda French Gates, Putting women and girls at the center of development)

## Literature review

In total 88 articles were downloaded and analyzed, including foreign articles.

## Analysis and results

Family responsibilities and departments' work-life policies have a bigger effect on the job satisfaction of female than male faculty, given that women do more caregiving for young children and elders than do men. Juggling caregiving is compounded by the fact that most universities do not provide child care. Caregiving responsibilities curtail women's travel to conferences, where colleagues outside the home university can learn about their work. Absence from the conference and invited talk circuit, in turn, interferes with obtaining the international recognition necessary for promotion to full professor. A recent retention study found that women more than men are more likely to cite family-related issues and time as a reason for leaving STEM careers (Frehill, Di Fabio, Hill, Trager, \& Buono, 2008).

Research at the Uzbek Academy of Sciences institutes and universities covers a wide range of physical fields: nuclear physics, electronics, materials, semiconductors, solid-state physics, theoretical physics, radiation physics,
activation analysis, astronomy, polymer physics, and biophysics among them
Uzbekistan women scientists are successfully working in almost all of these fields, including:

- Mukhae Rasulova - mathematical physics (Bogolyubov's equations)
- Manzura Usmanova - analytical activation analysis of high-pure materials
- Ella Ibragimova - solid-state radiation physics and high-temperature superconductors
- Feruza Umarova - physics of solid-state theory: calculation of electronic defect structure and the defect's influence on properties of Si semiconductor materials
- Galina Ni- nuclear reaction theory
- Dilbar Gulamova - solar materials physics
- Ada Liderman - semiconductor physics (20.08.2002, Ulmas Gafurov, Women in physics in Uzbekistan)


## SCIENCE AND INNOVATION

Dr Dilfuza Egamberdieva is the Head of Research Group Ecobiome R\&D, Uzbekistan and Research Associate at the Leibniz Centre for Agricultural Landscape Research (ZALF), Germany. Her research focused on improving crop production and soil health through agricultural biotechnology. She received awards such as the Scopus TWASTWOWS Young Women Researcher Award, the Morrison Rogosa Award, the L'Oréal-UNESCO For Women in Science Fellowship, the Alexander von Humboldt Fellowship and the TWAS Prize in Agricultural Sciences. She has authored four books and co-authored more than 100 publications. In 2017 she was elected to a working group of the German Council of Science and Humanities and in 2018 as a member of the project team of the UN Committee on World Food Security's High Level Panel of Experts on Food Security and Nutrition. She graduated in biology from the National University of Uzbekistan and received her PhD in Agricultural Sciences from the Humboldt University of Berlin, Germany. She conducted her postdoctoral studies at the Helsinki University of Finland, University of Florence, as well as at the Manchester Metropolitan University, and Leiden University of Netherlands. She has a long-term experience in plant and soil biotechnology research and has collaborated widely with scientists across the world. She served as international project coordinator in her home country topic ranged from improving the soil and crop productivity, food security and sustainable management of natural resources. She is a member of several journals' editorial board, authored three books, and co-authored over 100 publications related to plant nutrition, agricultural biotechnology and soil fertility. She is member of the Asian PGPR Society for Sustainable Agriculture. Her contribution to agricultural biotechnology research has been recognized through TWAS and UNESCO awards.

Dr Dilnoza Duturaeva Senior Research Fellow, Academy of Sciences of Uzbekistan. She received my PhD in history from the Academy of Sciences of Uzbekistan in 2011. During postgraduate studies she spent an academic year at the Martin Luther University of HalleWittenberg and a term at the University of Wisconsin-Madison. She also carried out postdoctoral research in the School of History at Nanjing University and at the Department of Sinology of the University of Bonn. (2018 Profiles of women scientists in Asia)

Oliy ta'lim muassasalarida ta'lim olayotgan talabalarning jinsi bo'yicha
taqsimlanishi, \%


- o'g'il bolalar qizlar


## SCIENCE AND INNOVATION

This graphic is Gender distribution of students enrolled in universities, \% between regions of Republic of Uzbekistan and Republic of Karakalpakstan.

Green are men-students, orange are women-students (2019, Statistics of education in Republic of Uzbekistan)

## Conclusion/Recommendations

In recent years, because of experimental equipment becoming out of date, some scientists have changed their field of investigation to theoretical research and modeling. Because of insufficient financial support of science by the government, and a low standard of living, many researchers are forced to find additional work to support their families. (20.08.2002, Ulmas Gafurov, Women in physics in Uzbekistan)

In the last few years some research teams have received international grants, which has served to promote scientific research in our country, attracting some young people, as well as older, more experienced and capable women researchers. (20.08.2002, Ulmas Gafurov, Women in physics in Uzbekistan) There is more need a financial support of science by the government and modern equipment to make research deeply with investigation.

It is important to encourage young people into research and provide them with good opportunities and conditions to pursue science that will help to develop our country. Pursuing research will help them to overcome difficulties, get good jobs and help to improve their social life through networking. The best advice I can give young women is for them to believe in themselves, enjoy doing research as a hobby because it strengthens the mind, to follow their dreams and be a model for their kids and society (2018 Profiles of women scientists in Asia)

## REFERENCES

1. 20.08.2002, Ulmas Gafurov, Women in physics in Uzbekistan
2. 2018 Profiles of women scientists in Asia
3. 2008 Frehill, Di Fabio, Hill, Trager, \& Buono
4. 2014 Nilanjana Dasguptal and Jane G. Stout Girls and Women in Science, Technology, Engineering, and Mathematics: STEMing the Tide and Broadening Participation in STEM Careers
5. Ates, G., Holländer, K., Koltcheva, N., Krstic, S., \& Parada, F. (2011). Eurodoc Survey I: The First Eurodoc Survey on Doctoral Candidates in Twelve European Countries. Brussels: Eurodoc.
6. Byrne, J., Jørgensen, T., \& Loukkola, T. (2013). Quality Assurance in Doctoral Education results of the ARDE project. Brussels: European University Association.
7. ENQA. (2015). Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Brussels: EURASHE.
8. EUA. (2010a). Salzburg II recommendations. European Universities Achievements Since 2005 in Implementing the Salzburg Principles. Brussels: European University Association.
9. EUA. (2010b). Trends 2010: A decade of change in European Higher Education. Brussels: European University Association.
10. European Commission. (2008). The European Qualifications Framework for Lifelong Learning (EQF).
11. European Commission. (2011). Principles for Innovative Doctoral Training. Brussels.

## SCIENCE AND INNOVATION

12. European University Association. (2006). Quality Culture in European Universities: A Bottom-Up Approach.
13. Naqvi, N. H., \& Kheyfets, I. (2014). Uzbekistan: Modernizing Tertiary Education.
14. UNESCO. (2013). The International Standard Classification of Education 2011. Comparative Social Research.
15. http://doi.org/10.1108/S0195-6310(2013)0000030017
16. Wan Endut, W. J., Abdullah, M., \& Husain, N. (2000). Benchmarking institutions of higher education. Total Quality Management, 11(4-6), 796-799. http://doi.org/10.1080/09544120050008237
17. World Bank, World Development Report 2012: Gender Equality and Development (World Bank, Washington, DC, 2011); http://elibrary.worldbank.org/doi/book/10.1596/ 978-0-8213-8810-5.
18. Food and Agriculture Organization of the United Nations, The State of Food and Agriculture 2010-2011: Women in Agriculture: Closing the Gender Gap for Development. (FAO, Rome, 2011); available at www.fao.org/docrep/013/i2050e/i2050e00.htm.
19. C. M. Blackden, Q. Wodon, Eds., Gender, Time Use, and Poverty in Sub-Saharan Africa, working paper (World Bank, Washington, DC, 2006).
20. Grameen Foundation, Women, Mobile Phones, and Savings: A Grameen Foundation Case Study (Grameen Foundation USA, Washington, DC, 2012).
21. World Bank, Voice and Agency: Empowering Women and Girls for Shared Prosperity (World Bank, Washington, DC, 2014).
22. D. Thomas, in Intrahousehold Resource Allocation in Developing Countries: Models, Methods and Policy, L. Haddad, J. Hoddinott, H. Alderman, Eds. (Johns Hopkins Univ. Press, Baltimore, MD, 1997), pp. 142-164.
23. R. L. Blumberg, Ed., Engendering Wealth and Well-Being: Empowerment for Global Change (Latin America in Global Perspective) (Westview Press, Boulder, CO, 1995).
24. E. Duflo, "Women's empowerment and economic development," working paper 17702 (National Bureau of Economic Research, Cambridge, MA, 2011); available at www.nber.org/papers/w17702.
25. B. K. Herz, G. B. Sperling, What Works in Girls' Education: Evidence and Policies from the Developing World (Council on Foreign Relations, New York, 2004); available at http://books.google.com/books?hl=en\&lr=\&id=7a0W_
bqvzA0C\&oi=fnd\&pg=PR5\&dq=\%22girls+may+seem+overwhelming,+a+strategic+mix+o $\mathrm{f}+$ proven + policies $\% 22+\% 22$ the + Carnegie + Corporation+for+their $+\% \mathrm{EF} \% \mathrm{AC} \% 81$ nancial+s upport+of+this $\% 22+\% 22$ of+the $\% 22+\% 22$ Center+for+Research+on+Women.+For+providin g+extensive+materials, $\% 22+\& o t s=U d D R v U I T X e \& s i g=y p R B z W h C F G r N Z S k W T q J 2 g D 0 n y ~$ k8.
26. R. Levine, Center for Global Development, Girls Count: A Global Investment \& Action Agenda (Center for Global Development, Washington, DC, 2009); available at www.coalitionforadolescentgirls.org/sites/default/files/Girls_Count_2009.pdf.
27. M. O'Sullivan, A. Rao, R. Banerjee, K. Gulati, M. Vinez, "Levelling the Field: Improving Opportunities for Women Farmers in Africa," working paper 86039 (World Bank, Washington, DC, 2014); available at

## SCIENCE AND INNOVATION

http://documents.worldbank.org/curated/en/2014/01/19243625/levellingfieldimproving-opportunities-women-farmers-africa.
28. M. Corroon et al., Matern. Child Health J. 18, 307-315 (2014).
29. M. R. Shroff et al., Soc. Sci. Med. 73, 447-455 (2011).
30. L. C. Smith, F. Kahn, T. R. Frankenberger, A. Wadud, Admissible Evidence in the Court of Development Evaluation? The Impact of Care's Shouhardo Project on Child Stunting in Bangladesh (Institute of Development Studies, Brighton, UK, 2011)
31. www.aassa.asia
32. Ames, C. (1992). Classrooms: Goals, structures, and student motivation. Journal of Educational Psychology, 84, 261-271.
33. Baumeister, R. F., \& Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. Psychological Bulletin, 117, 497-529.
34. Buck, G. A., Leslie-Pelecky, D., \& Kirby, S. K. (2002). Bringing female scientists into the elementary classroom: Confronting the strength of elementary students' stereotypical images of scientists. Journal of Elementary Science Education, 14, 1-9.
35. Cheryan, S., Plaut, V. C., Davies, P. G., \& Steele, C. M. (2009). Ambient belonging: How stereotypical cues impact gender participation in computer science. Journal of Personality and Social Psychology, 97, 1045-1060.
36. Daniell, E. (2006). Every other Thursday. New Haven, CT: Yale University Press.
37. Dasgupta, N. (2011). Ingroup experts and peers as social vaccines who inoculate the selfconcept: The stereotype inoculation model. Psychological Inquiry, 22, 231-246.
38. Dasgupta, N., Hunsinger, M., \& Scircle, M. (2014). Stereotype inoculation in adolescence: The effect of teacher gender on adolescents' academic self-concept and beliefs about science. Unpublished manuscript, University of Massachusetts Am-herst.
39. Dasgupta, N., Scircle, M., \& Hunsinger, M. (2014). The effect of peers on women in engineering. Unpublished manuscript, University of Massachusetts Amherst.
40. Diekman, A. B., Brown, E. R., Johnston, A. M., \& Clark, E. K. (2010). Seeking congruity between goals and roles: A new look at why women opt out of science, technology, engineering, and mathematics careers. Psychological Science, 21, 1051-1057.
41. Durik, A. M., \& Eccles, J. S. (2006). Classroom activities in math and reading in early, middle, and late elementary school. Journal of Classroom Interaction, 41, 33-41.
42. Dweck, C. S., \& Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. Psychological Review, 95, 256-273.
43. Eagly, A. H., \& Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. Psychological Review, 109, 573-598.
44. Eaton, Y. M., Mitchell, M. L., \& Jolley, J. M. (1991). Gender differences in the development of relationships during late adolescence. Adolescence, 26, 565-568.
45. Eccles, J. S. (1994). Understanding women's educational and occupational choices. Psychology of Women Quarterly, 18, 585-609.
46. Eccles, J. S., Jacobs, J. E., \& Harold, R. D. (1990). Gender role stereotypes, expectancy effects, and parents' socialization of gender differences. Journal of Social Issues, 46, 183201.
47. Else-Quest, N. M., Hyde, J. S., \& Linn, M. C. (2010). Cross-national patterns of gender differences in mathematics: A meta-analysis. Psychological Bulletin, 136, 103-127.

## SCIENCE AND INNOVATION

48. Freeman, T. M., Anderman, L. H., \& Jensen, J. M. (2007). Sense of belonging in college freshmen at the classroom and campus levels. Journal of Experimental Education, 75, 203220.
49. Frehill, L. M., Di Fabio, N., Hill, S., Trager, K., \& Buono, J. (2008, summer). Women in engineering: A review of the 2007 literature. SWE Magazine, 54(3), 6-30.
50. Frome, P. M., \& Eccles, J. S. (1998). Parents' influence on children's achievement-related perceptions. Journal of Personality and Social Psychology, 74, 435-452.
51. Geist, E. A., \& King, M. (2008). Different, not better: Gender differences in mathematics learning and achievement. Journal of Instructional Psychology, 35, 43-52.
52. Gentry, M., \& Owen, S. V. (2004). Secondary student perceptions of classroom quality: Instrumentation and differences between advanced/honors and nonhonors classes. Journal of Advanced Academics, 16, 20-29.
53. Golden, C., \& Rouse, C. (2000). Orchestrating impartiality: The impact of "blind" auditions on female musicians. The American Economic Review, 90, 715-750.
54. Halpern, D. F. (2004). A cognitive-process taxonomy for sex differences in cognitive abilities. Current Directions in Psychological Science, 13, 135-139.
55. Herbert, J., \& Stipek, D. T. (2005). The emergence of gender differences in children's perceptions of their academic competence. Journal of Applied Developmental Psychology, 26, 276-295.
56. Hidi, S., \& Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. Review of Educational Research, 70, 151-179.
57. Hill, C., Corbett, C., \& St. Rose, A. (2010). Why so few? Women in science, technology, engineering, and mathematics. Washington, DC: American Association of University Women.
58. Hyde, J. S., Fennema, E., \& Lamon, S. J. (1990). Gender differences in mathematics performance: A meta-analysis. Psychological Bulletin, 107, 139-155.
59. Kanter, N. (1977). Men and women of the corporation. New York, NY: Basic Books.
60. Konrad, A. M., Ritchie, J. E., Lieb, P., \& Corrigall, E. (2000). Sex differences and similarities in job attribute preferences: A meta-analysis. Psychological Bulletin, 126, 593641.
61. Leaper, C., Farkas, T., \& Brown, C. S. (2012). Adolescent girls' experiences and genderrelated beliefs in relation to their motivation in math/science and English. Journal of Youth and Adolescence, 41, 268-282.
62. Mason, M. A., \& Goulden, M. (2002). Do babies matter? The effect of family formation on the lifelong careers of academic men and women. Academe, 88(6), 21-27.
63. Massachusetts Institute of Technology. (1999). A study of the status of women faculty in science at MIT. Cambridge: School of Science, Committee on Women Faculty, Massachusetts Institute of Technology.
64. Mavriplis, C., Heller, R., Sorensen, C., \& Snyder, H. D. (2005, June). The FORWARD to professorship workshop. Proceedings of the 2005 American Society for Engineering Education Annual Conference \& Exposition, American Society for Engineering Education.
65. Mitchell, M. (1993). Situational interest: Its multifaceted structure in the secondary school mathematics classroom. Journal of Education Psychology, 85, 424-436.

## SCIENCE AND INNOVATION

66. Miyake, A., Kost-Smith, L. E., Finkelstein, N. D., Pollock, S. J., Cohen, G. L., \& Ito, T. A. (2010). Reducing the gender achievement gap in college science: A classroom study of values affirmation. Science, 330, 1234-1237.
67. Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J., \& Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. Proceedings of the National Academy of Sciences of the United States of America, 109, 16474-16479.
68. Murphy, M., Steele, C. M., \& Gross, J. (2007). Signaling threat: How situational cues affect women in math, science, and engineering settings. Psychological Science, 18, 879-885.
69. National Academies. (2010). Rising above the gathering storm, revisited: Rapidly approaching Category 5. Washington, DC: National Academies Press.
70. National Center for Education Statistics. (2013). Digest of education statistics. Washington, DC. Retrieved from http://nces.ed.gov/programs/digest/d13/tables/dt13_318.10.asp
71. National Research Council. (2009). Gender differences at critical transitions in the careers of science, engineering, and mathematics faculty. Washington, DC: National Academies Press.
72. National Science Foundation. (2003). New formulas for America's workforce: Girls in science and engineering (Publication No. 03-207). Arlington, VA: Author.
73. National Science Foundation. (2013). Women, minorities, and persons with disabilities in science and engineering: Women as a percentage of full-time, full professors with science, engineering, and health doctorates, by institution of employment: 1993-2010. Retrieved from http://www.nsf.gov/statistics/wmpd/2013/digest/theme5.cfm
74. Nosek, B. A., Banaji, M. R., \& Greenwald, A. G. (2002). Math = male, me = female, therefore math $\neq$ me. Journal of Personality and Social Psychology, 83, 44-59.
75. Patrick, H., Ryan, A. M., \& Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of Educational Psychology, 99, 83-98.
76. Post-Kammer, P. (1987). Intrinsic and extrinsic work values and career maturity of 9th-and 11th-grade boys and girls. Journal of Counseling \& Development, 65, 420-423.
77. Riegle-Crumb, C., Farkas, G., \& Muller, C. (2006). The role of gender and friendship in advanced course taking. Sociology of Education, 79, 206-228.
78. Rosser, S. V. (2004). The science glass ceiling: Academic women scientists and the struggle to succeed. New York, NY: Routledge.
79. Rudman, L. A., \& Glick, P. (2001). Prescriptive gender stereotypes and backlash toward agentic women. Journal of Social Issues, 57, 743-762.
80. Ryan, A. M., \& Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. American Educational Research Journal, 38, 437-460.
81. Simpkins, S. D., Davis-Kean, P. E., \& Eccles, J. S. (2006). Math and science motivation: A longitudinal examination of the links between choices and beliefs. Developmental Psychology, 42, 70-83.
82. Stout, J. G., Dasgupta, N., Hunsinger, M., \& McManus, M. A. (2011). STEMing the tide: Using ingroup experts to inoculate women's self-concept in science, technology, engineering, and mathematics (STEM). Journal of Personality and Social Psychology, 100, 255-270.

## SCIENCE AND INNOVATION

83. Stout, J. G., Ito, T. A., Finkelstein, N. D., \& Pollock, S. J. (2013, January). How women’s endorsement of gendered science stereotypes contributes to the gender gap in STEM participation. Presentation at the annual meeting of the Society for Personality and Social Psychology, New Orleans, LA.
84. Su, R., Rounds, J., \& Armstrong, P. I. (2009). Men and things, women and people: A metaanalysis of sex differences in interests. Psychological Bulletin, 135, 859-884.
85. Trix, F., \& Psenka, C. (2003). Exploring the color of glass: Letters of recommendation for female and male medical faculty. Discourse \& Society, 14, 191-220.
86. Wang, M.-T. (2012). Educational and career interests in math: A longitudinal examination of the links between classroom environment, motivational beliefs, and interests. Developmental Psychology, 48, 1643-1657.
87. Wenneras, C., \& Wold, A. (1997). Nepotism and sexism in peer review. Nature, 387(6631), 341-343.
88. Wolf-Wendel, L., Twombly, S., \& Rice, S. (2003). The two-body problem: Dual-careercouple hiring practices in higher education. Baltimore, MD: Johns Hopkins University Press.
89. Yee, D. K., \& Eccles, J. S. (1992). Parent perceptions and attribu-tions for children's math achievement. Sex Roles, 19, 317-333.
