



Procedures for Territorial Division of Medical Universities and Architectural Planning of Small Landscapes

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Abstract: *This article examines the procedures for the territorial division of medical universities, the architectural planning of small landscapes in medical educational institutions, the use of compositional and memorial landscape solutions, issues and their importance in the educational process.*

Keywords: *architectural landscape, territorial division, functionality, campus, covered porches, landscape design elements, medical university.*

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Introduction

In today's fast-paced world, the activities of all sectors, especially higher education, require innovative solutions and approaches. It should be noted that the field of education has always required special attention in each period and situation. Because the future of any state and society depends on the level of literacy and scientific potential of the population living in that country.

The good functioning of the modern university mostly depends on the quality of educational and scientific-innovative, cultural and educational processes, the availability of sufficient space and reserve areas on the territory of the modern university campus, good transport, safety and the environment.

University life is not only about studying and working hard, but also about the conditions for students those educational institutions should have for cultural recreation, laboratory rooms for after-school activities, gyms, outdoor sports grounds, areas enriched with architectural landscape elements and designs.

THE DECREE OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN MIRZIYOEVS.M. "ON APPROVAL OF THE CONCEPT OF HIGHER EDUCATION SYSTEM DEVELOPMENT OF THE REPUBLIC OF UZBEKISTAN UNTIL 2030":

According to the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. PF-5847:

Defining priorities for the systemic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified personnel with modern knowledge and high moral and ethical qualities to a qualitatively new level, modernization of higher education, in order to

develop the social sphere and the economy based on advanced educational technologies: organization of construction, reconstruction and overhaul works in accordance with modern requirements, use of advanced technologies and engineering solutions in this process based on innovative technologies, the use of resource-efficient and fast-building structures and materials;

Appeals were noted for the timely provision of growing needs for student dormitories, libraries, educational workshops, laboratories, sports and social infrastructure and the strengthening of their material and technical base in accordance with modern requirements. Based on this, it is necessary to improve the architectural and landscape solutions of the territories of higher educational institutions, as well as a special approach to planning solutions.

The main part. A university, institute or university complex is one of the key elements of the urban environment and requires a special approach to the development, organization and solution of the city's main plan.

The basis for the functional and urban planning, architectural and landscape organization of the territory of higher education is the correct and expedient zoning of its territory.

Usually, the zoning of the territory of the university is determined by its general location, based on the field of study, number and specialization.

1. Study area.
2. Research area,
3. Living area.
4. Catering and service area.
5. Sports zone.
6. Economic Zone.

Placement of the educational zone of the institute with the information-information center and research departments, placement of the living zone with its connected trade establishments, public catering and consumer services outlets, and the location of the sports zone and the economic zone in a common area close to each other is one of the best ways to use the area allocated to the university. The architectural-planning solution and landscape organization of the territory of any higher education institution depends not only on its directions, number, types of education, educational buildings, educational laboratories and other functional zones created for them, but also the local natural-climatic conditions, the relief structure of the territory of higher education institutions, the existing natural water basins and the composition of vegetation in this area.

Medical colleges in higher education are professional Universities in the field of health.

The area of greenery in the territory of medical universities should not be less than 70% of the total area. In most cases, medical universities are affiliated with medical hospitals. Traffic should not exceed 17%. Such areas are used by medical staff and hospital staff, as well as patients.

The architecture of open environments created on the territory of higher education institutions is the best way for students and professors to fully engage in educational, cultural and research work, recreation and physical education and sports should be able to create favorable conditions. One of the main requirements for the projects of higher education institutions is to place the construction of buildings and structures of higher education institutions as compactly as possible, taking into account the economic requirements of the educational process and economy in the region.

In high-rise buildings, the up and down movement of students is more difficult and troublesome due to the shortness of breaks between classes and the intensity of the flow of movement. Therefore, in

the context of Uzbekistan, it is advisable not to exceed 3-4 floors of educational buildings and to establish connections between them through open passage galleries and green sheds decorated with herbal design elements. This solution will connect the buildings and structures of higher education institutions in harmony with the green spaces and plantings on its territory. In this regard, it is advisable to have indoor courtyards and winter gardens in the educational buildings.

Below we consider the Medical Universities (on the example of Uzbek and foreign experience) and analyze their territorial division, memorial landscapes.

Tashkent Medical Academy

Tashkent Medical Academy is a leading university in the country that trains highly qualified medical personnel.

It was established by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated July 29, 2005 No. 178 in Tashkent on the basis of the 1st and 2nd Tashkent State Medical Institutes (Tashkent First Medical Institute, Tashkent Second Medical Institute). Improving the organization and quality of training of highly qualified medical personnel of the Academy, creating the necessary educational and material base in accordance with modern requirements of the educational process, enriching it with new content based on the widespread introduction of advanced educational technologies, training of future specialists was established to ensure that the occupation was closely linked to the occupation. Improving the organization and quality of training of highly qualified medical personnel of the academy, creating the necessary educational and material base in accordance with the modern requirements of the educational process, enriching it with new content based on the widespread introduction of advanced educational technologies, training of future specialists was created so that the practice was closely connected with skills.



The Tashkent Medical Academy has now been transformed into the Tashkent State Dental Institute. (old TashMI 1. (Figure 1)



View of the facade of the old buildings of TashMI (Figure 2)

The old TashMI (Tashkent Medical Institute) is not only the main attraction of the hospital and the district near the capital, but also a very beautiful historical building with a rich history.

The building was designed by architect Wilhelm Solomonovich Heinzelman, according to Internet sources.

Today, the Tashkent Dental Institute has a number of facilities not only for students, but also for medical staff, patients and visitors of the Medical Academy.



Scheme of the territorial division of the Tashkent Dental Institute (Figure 3)

TASHKENT PEDIATRIC MEDICAL INSTITUTE

Brief history: The only Tashkent Pediatric Medical Institute in Central Asia. The original decision of the Council of Ministers of the Union to open the Institute, established in 1972 under the name of the Central Asian Institute of Pediatric Medicine in the former Soviet Union: "On the establishment of the Central Asian Medical Pediatric Institute in Tashkent: In 1972, the Central Asian Medical Pediatric Institute should be established in Tashkent on the basis of the Pediatric Faculties of the Tashkent and Andijan Medical Institutes of the Union Ministry of Health." The official opening of the institute took place on September 7, 1972 and it was renamed the Central Asian Pediatric Medical Institute - CAPMI.

The main task of the institute was to train highly qualified pediatricians for the Central Asian republics and South Kazakhstan. The reason for this task was the large number of children in the population of the Central Asian republics, the lack of pediatricians in the region, high sickness and mortality among children, the lack of leading scientists in the field of pediatrics.



Top view of the territory of Tashkent Pediatric Medical Institute (Figure 4)

The territorial division of the Tashkent Pediatric Medical Institute is well planned, where there are educational buildings, a training laboratory, an information resource center (library), a museum of the institute, indoor terraces connecting the buildings, a gym, the main entrance area, kitchens are planned. But the institute's dormitory would also be more convenient for students if it were in the same area. In addition, if we look at the architectural landscape of the institute, the lack of tall and shady cool trees shows that coniferous trees have been used instead of these trees. There are also very few small architectural elements.

The university's campus has been developing steadily since 1928. The six original buildings of the main campus were designed by the College Gothic architect William Lyon Somerville, who also designed the original plan of the campus. Next to them, there are more than fifty buildings, mostly built from the 1940s to the 1960s. The largest building is the McMaster University Medical Center. A multidisciplinary research hospital with the second largest neonatal intensive care unit in the country and the third largest children and youth mental health department. It is affiliated with the Life Sciences Building and the Michael De Groote Education and Discovery Center, where many funded research groups are located.



A panoramic view of McMaster University's main campus in the southwest, taken in June 2008. This campus has most of the university's buildings (Figure 6)



Michael De Groote Education and Discovery Center is a multi-purpose building with several research facilities Faculty of Health Sciences (Figure 7)



College Gothic Architecture (Figure 8)

The territorial division of the university, architectural landscape design is very interesting and convenient. McMaster University has student centers that include a cafe, an open study area, common areas, and several administrative departments. There are conference halls, information resource centers, sports zones, economic zones, large car parks.

Much of the architecture of the buildings is decorated with architectural elements such as College Gothic architecture, carved ornaments, bas-reliefs, and burial arched entrances.

University landscape design is quiet but interesting. Many of the university's buildings use lianas that grow on walls. The landscape of the region is rich in lush and cool trees, shrubs, open green areas.



Ancient university building decorated with lianas (Figure 9)

Conclusion. First of all, it is necessary to organize the territory of higher education institutions in terms of functional and urban planning, architectural and landscape, to zoning its territory correctly and purposefully.

Particular attention should be paid to the landscape design of the territory of medical universities. In front of the main buildings and in the courtyard, there should be shade, recreation areas and a scenic open green lawn, solitaire, groups, ground flower beds, fountains.

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