



EDUCATION SYSTEM OF THE REPUBLIC OF UZBEKISTAN. REFORMS IN EDUCATION. TYPES OF EDUCATIONAL INSTITUTIONS

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Abstract: The education system in the Republic of Uzbekistan has undergone significant reforms in recent years in order to improve the quality and availability of education for all citizens. This article explores the types of educational institutions in Uzbekistan and highlights the key reforms that have been implemented to enhance the education system. The government has made efforts to promote inclusive education and provide equal opportunities for all students, regardless of their background or abilities. By investing in modernizing the curriculum, increasing teacher training, and improving access to education, Uzbekistan is working towards creating a more equitable and effective education system.

Keywords: Uzbekistan, education system, reforms, educational institutions, inclusivity

Introduction

The Republic of Uzbekistan has been actively working on revitalizing its education system to meet the demands of the modern world. Through various reform initiatives, the Uzbekistan government is striving to improve the quality of education and provide equal opportunities for all students. In this article, we will delve into the reforms being undertaken in the Uzbekistani education system and explore the diverse types of educational institutions available. Education plays a crucial role in driving economic growth and prosperity in a country. By investing in education, Uzbekistan can equip its workforce with the necessary skills and knowledge needed to compete in the global economy. A well-educated population is more likely to secure higher-paying jobs, contribute to innovation and research, and drive economic development in various sectors.

Moreover, education is closely linked to reducing poverty and income inequality. By providing quality education to all citizens, Uzbekistan can empower individuals to break the cycle of poverty and pursue better opportunities for themselves and their families. Education also plays a key role in fostering entrepreneurship and innovation, which are essential for sustainable economic growth.

During 15 years of independence deep structural and substantial reforms and transformations in the system of higher education has taken place in the Republic of Uzbekistan. Main purpose of these reforms was to provide the adequate place of the Republic of Uzbekistan in the world community. Indeed, it was impossible to provide the

independent economy, social and political stability, development of intellectual and spiritual potential of the nation without rebuilding the system of education and upbringing. The first President of Independent Republic of Uzbekistan Islam Karimov, understanding this reality from the first days of independence, stated the necessity of deep reforms in the system of education and upbringing of new generation. The state policy in the field of education that could transform it into the priority sphere has been developed and conducted.

Thus, beginning from 1991 the system of education has been reconstructed according to the requirements of independent state meeting the needs of the new era. This process was carried out step-by-step in correlation with the types and forms of education- pre-school education, secondary school education, secondary specialised, professional (vocational) education, higher education.

Before the independence 42 higher educational institutions, including three state Universities (Tashkent, Samarkand and Karakalpak), 14 pedagogical or language, 9 engineering-technical, 3 agricultural, 7 medical- pharmaceutical, 3 culture and arts institutions, as well as one economical, cooperative, physical culture and sports were functioning in the republic. Almost half of these institutions were situated in Tashkent (19), the rest were in Samarkand-5, Andijan-4, Bukhara-3. Thus, the third of higher educational institutions of the republic were situated in four cities.

Since 1991 the structural reconstruction of higher educational institutions has been commenced. Three independent institutions - the Tashkent State Technical University, the Tashkent Chemical-Technological Institute and the Tashkent Architecture and Building Institute were established on the basis of the big Tashkent Polytechnic Institute. The Tashkent State University of Economics and the Tashkent Financial Institute were established on the basis of the Tashkent Institute of Public Economy. The Tashkent State Institute of Oriental Studies became independent from Tashkent State University. In 1992 on the bases of branches of higher educational institutions of Tashkent were established the Jizzakh Polytechnic Institute, the Karshi Engineering- Economic Institute, the Namangan Engineering-Economic Institute, the Navoi State Pedagogical Institute, and on the bases of the appropriate regional pedagogical institutions were established Andijan, Bukhara, Gulistan, Karshi, Namangan, Ferghana, Urgench Universities.

The status of university was also given to the Tashkent State Institute of Foreign Languages, the Tashkent Institute of Agriculture. New higher educational institutions were established.

The University of World Economy and Diplomacy was set up to prepare economists and diplomatic personnel of international level. The Tashkent Islam University prepares specialists on Islam and rules of Islam. Each higher educational institution had a specific programme of reconstruction of form and content of education according to its new status.

With the purpose of providing the renewal of educational system the first law - «Law on Education» of the Republic of Uzbekistan was adopted on July 2, 1992. The priority of the sphere of education in social-economic and spiritual-cultural development of the country was stated in this law. Main directions of educational policy, structure and system of administration, rights and obligations of participants of education were defined in this document.

One of the key reforms in the Uzbekistan education system is the modernization of the curriculum to align it with current global standards. This includes integrating technology

into the classroom, promoting critical thinking skills, and encouraging hands-on learning experiences for students.

Additionally, the government has focused on enhancing teacher training programs to ensure that educators are equipped with the necessary skills and knowledge to deliver quality education. Professional development opportunities and workshops have been introduced to support teachers in improving their teaching methods and classroom practices.

Furthermore, efforts have been made to foster inclusivity in the education system by providing equal educational opportunities for all students. Special education programs have been developed to support students with disabilities, while scholarships and financial aid options are available to assist students from low-income families.

In Uzbekistan, there is a wide range of educational institutions catering to students at different levels of education. These include public schools, private schools, vocational schools, colleges, and universities. Primary education typically consists of a nine-year compulsory program, followed by secondary education and higher education options at universities and colleges, offering undergraduate and postgraduate degree programs.

Conclusion

The Republic of Uzbekistan is making substantial efforts to create a more inclusive and effective education system through various reforms and initiatives. By modernizing the curriculum, enhancing teacher training, and promoting inclusivity, Uzbekistan is striving to provide quality education for all its citizens. The diverse types of educational institutions in the country offer students a range of options to pursue their academic interests and goals. With a focus on continuous improvement and accessibility, Uzbekistan is working towards ensuring a bright future for its students and the overall education system.

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