

**THE HISTORY OF EDUCATION IN UZBEKISTAN - GENERAL
INFORMATION***Ismatullayeva Durdona Amandjanovna¹***Abstract**

Education is the process of learning or helping to acquire knowledge, skills, values, morals, beliefs and habits. Teaching methods include teaching, learning, storytelling, discussion, and focused research. Education is often done under the guidance of teachers, but students can also educate themselves. Education can take place in formal or informal settings, and any experience that has an impact on his thinking, feeling, or actions is considered educational. The method of teaching is called pedagogy.

Keywords: nationalities, preferred, disadvantage, examinations, conducted, primarily, entrance exams, compulsory education, international assistance, conduct short, experimental textbooks, audiovisual materials.



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Introduction

Uzbekistan is a country in whose territory development of science and culture has begun since ancient times. In particular, there were widely developed such science as astronomy, mathematics, medicine, chemistry, history, philosophy, linguistics, literature, and crafts - art of sculpture, weaving, pottery, glass making, etc. At present, scientists of Uzbekistan's are actively exploring scientific heritage left by ancient scholars, enrich science with their new discoveries, making a significant contribution to world science.

Between the 9th and 10th century, Central Asia became one of the largest scientific and cultural centers of the East, where first scientific research institutions were established as well as institutions and scientific communities in the similitude of modern academies.

Formal education is usually formally divided into stages such as preschool or kindergarten, elementary school, high school, and then college, university, or student.

The right to education is recognized by some governments and the United Nations. In many regions, education up to a certain age is compulsory. There is a movement for evidence-based education with global initiatives aimed at achieving the Sustainable Development Goal, which promotes quality education, especially quality education for all.

Main part

According to official data, about 60% of the population of Uzbekistan is covered by the education system. The previous education system required 11 years of compulsory schooling for both men and women. In 1992, it was decided to change from 11 to 9 years of compulsory education. After nine years of compulsory schooling, students can prepare for higher education in the tenth or eleventh grade or enter vocational training. After graduating from any type of personal secondary education, it is possible to obtain a bachelor's degree in a higher education institution and continue to study at a master's or doctoral level.

Preschool education (from three to six years)

General secondary education (from 7 to 15 years)

Secondary vocational education or General secondary education (15 to 18 years)

Higher education (undergraduate and graduate - from 18 years).

Girls and boys are legally equal and attend the same classes and schools. Schools are open to all ethnic groups and minorities in schools rarely remain a problem.

The academic year begins on September 2 (September 1 - Independence Day) or on the first working day of September. The school year ends in June for secondary schools and in July for higher education. Russian was a common language for more than 100 nationalities living in the Soviet Union, and it played the same role as English for the United States. It was also the Lingua Franca of the socialist world, which included Bulgaria, Poland, Mongolia, and other European and Asian countries. When Russian was not a common language, Uzbeks (and other ethnic groups) had to learn Ukrainian, Belarusian, Moldavian, Armenian, and many other languages in order to communicate with the multi-ethnic population of the Soviet Union. Therefore, until 1991, Uzbeks preferred Russian-language schools for their children. Failure to do so would have put them at a great disadvantage socially. After Uzbekistan gained its

independence, Uzbek (not Russian) became the official language of education. In 1998-1999, about 76.8% of full-time students were educated in Uzbek.

Examinations in the education system of Uzbekistan are conducted primarily orally. Entrance exams are underway at universities, institutes and some colleges. Course exams are held only at the end of the course (semester). State exams are passed in higher education institutions after the completion of all academic work. Uzbekistan's rating system is digital. The highest rating is after 5 (excellent = A), then 4 (good = B), 3 (satisfactory = C) and 2 (unsatisfactory = F). One is never used. Final grades are determined by test scores, articles, attendance, and class attendance.

Due to the fact that compulsory education is freely available to all children in Uzbekistan, private schools have difficulty justifying their existence. In fact, they were banned in 1993. There are also no religious schools, as Uzbek law separates education from religion. However, in 1999, the establishment of the Tashkent Islamic University was allowed. Thanks to international assistance, computer technology is being introduced in educational institutions and training centers. The Central Asian Telecommunication Training Center (CATTC) was established in 1994 in Uzbekistan on the basis of the European Commission's Founding Program. Trainings at CATTC are conducted by experts and specialists in various fields using modern training manuals, active methods and individual and group methods. The Computer Center at Samarkand University provides computer services to departments and academic departments and cooperates with other institutions and the private sector to conduct short courses. At the high school level, computers are still rare.

As a result of declining funding, the printing of books, textbooks, and other publications is facing many challenges. This problem is common to all NIS countries. However, despite the obvious difficulties, according to UNESCO, schools in Uzbekistan have provided 60 percent of textbooks in general and up to 100 percent in some selected subjects. The publishers have published about 149 million copies under more than 1,700 different titles. Between 1992 and 1997, 174 textbooks were published in more than 53,000 copies, including 138 originals, 19 translated, 8 parallel bilingual and 9 experimental textbooks. About 170 textbooks and textbooks have been published in 7 languages. Audiovisual materials are usually prepared by hand by teachers. With the high cost of copying and low salaries, teachers and professors need to be creative.

The first and second years of the curriculum typically included the study of social sciences with similar course requirements for all students. The specialization began in the third year and continued in the fourth year. During this period, the student taught 4,500 to 5,000 face-to-face classes in 20 to 30 subjects, depending on the area of concentration. The curriculum included general subjects such as philosophy and economics, specialized disciplines determined by the chosen profession, and very specific courses depending on the deeper specialization. The curriculum was very strict and equal for all students. There was no choice. In higher education institutions in the modern system, the curriculum is less strict. However, approval of the curriculum is still the responsibility of the ministry, not a specific institution.

As mentioned above, there are several types of basic education schools: schools with only primary education (grades 1-4); partial (1 to 9) and full (1 to 11) secondary schools; adult education centers; and specialized schools and boarding schools for students with disabilities. General (basic) education is also available in new types of institutions (gymnasiums and lyceums), some of which are attached to higher education institutions and are considered quality. Academic lyceums and vocational colleges are managed from the center.

The expansion of curricula, including the addition of courses in French, Arabic, and English, has placed new stress on the provision of limited teachers and materials. In the mid-1990s, major reforms began in the curriculum. Western experts have advised:

- a more commercial approach to the mathematics curriculum
- to pay more attention to the interrelationship of capital with labor in economic courses
- to pay more attention to individual responsibility for the environment in social studies courses
- the addition of completely new topics such as business management.

As such changes involve new materials and a new pedagogical approach by staff, the reform period is 10-15 years. The current transformation of the education system is based on the educational models of developed countries. According to Gulyamov, "in the process of developing the national program, the experience of education reform in more than 30 leading countries of the world was studied."

In 1997, President Karimov founded the Umid program, which provides educational stands for students to study abroad. By 2000, more than 700 students had received the Umid Presidential Scholarship to pursue graduate and bachelor's degrees in the United States, the United Kingdom, Germany, France, Italy, and Japan. Obviously, returning graduates must return the "impact" and those who graduate will be employed by the state. Teachers from Uzbekistan have established contacts with the United Nations and individual countries such as France, Germany, the Republic of Korea, Turkey and the United States. Educational activities include Peace Corp (USA), ACCELS (USA), British Council, Merci Project (UK), Goethe Institute (Germany), NAFE (USA) and Child Rescue Fund (UK). plab organizations participate. By Uzbekistan. For example, the Turkish Ministry of Education has helped establish 22 Lyceums for more than 4,800 students. Another example is the American Board of Education (ANCALS), which has helped more than 222 Uzbek students study in the United States over four years. Finally, in just two years, 25 Uzbek schools have been certified by the UNESCO Associated Schools Project (ASP).

The American Education Advisory Center (EAC), funded by the United States Information Agency (USIA) and managed by the American Council on Education and Language Learning (ACCELS), is based in Tashkent. winter and / or established to help those who are interested. Conduct research in the United States. The Tashkent EAC oversees three similar regional training centers located in other cities. EAC provides ongoing training for consultants.

Finally, the European Education Foundation (EEF) has established an observatory to

monitor the process of vocational education and training in Uzbekistan. It also disseminates

language teaching programs and assists the European Commission in implementing the Tempus program. Since 1994, the latter has funded more than 12 projects, including the reconstruction of the Faculty of Geography at Samarkand State University and the development of a new history curriculum at Tashkent State University.

Secondary education in Uzbekistan is divided into two stages. The first phase involves a nine-year compulsory school. The second phase will cover education and vocational training issues after nine years. It includes general secondary education and secondary special education. Young people receive general secondary education during their stay in school in the tenth and eleventh grades. Upon successful completion, they will receive a certificate of complete secondary education.

Secondary special education is provided through a network of schools:

Professional-Technic Uchilish (PTU or Vocational Technical School). Graduates are awarded a junior specialist diploma equal to a full secondary education certificate.

Technical school (technical college). Graduates are awarded a junior specialist diploma equal to a full secondary education certificate.

A variety of training courses offered by a lyceum (lyceum) or higher education institution or industry. Graduates are awarded a diploma of the academic lyceum "Junior Specialist" or a diploma equivalent to a certificate of full secondary education.

In 2017, reforms in education in Uzbekistan changed from 11 years before the 12-year program to 11 years, much to the delight of parents and children. Eleven years of primary and secondary education is compulsory from the age of seven. Attendance for these classes is high, although this figure is much lower in rural areas than in urban centers. Enrollment in preschools has declined significantly since 1991.

The official literacy rate is 99 percent. However, in the post-Soviet period, educational standards declined. Funding and training were not sufficient to effectively educate the growing age group of the population. From 1992 to 2004, government spending on education fell from 12 percent of GDP to 6.3 percent. [1] In 2006, the share of education in the budget increased by 8.1%. The lack of budget support was more noticeable at the primary and secondary levels as the government continued to subsidize university students.

From 1992 to 2001, university attendance decreased from 19 percent of the college-age population to 6.4 percent. Of the 63 higher education institutions in Uzbekistan, three are in Nukus, Samarkand and Tashkent, all three of which are state-funded.

Private schools have been banned as a result of government pressure to establish Islamic fundamentalist (Wahhabi) schools. However, in 1999, the government-backed Tashkent Islamic University was established to teach Islam.

Tashkent Financial Institute and Westminster International University in Tashkent have the highest local ratings. The first was established in 1991 at the initiative of the first President of Uzbekistan. Later, in 2002, Westminster University (UK) and the UMID Foundation of the President of the Republic of Uzbekistan were established in cooperation with Westminster International University in Tashkent. Today, these universities are recognized as the best in their

field of education, both in Uzbekistan and in Central Asia.

In 2007, the Association of Banks of Uzbekistan (UBA) established a joint venture with the Singapore Institute of Management Development in Singapore and established MDIST University in Tashkent.

In 2009, the Turin Polytechnic University, UZAVTOSANOAT and the Ministry of Higher Education of Uzbekistan established the Turin Polytechnic University in Tashkent. TTPU offers undergraduate programs in Mechanical and Aerospace Engineering, Civil Engineering and Architecture and Computer Engineering.

The British School in Tashkent was established in 2010 to provide a high-level English school where children are educated in a safe and stimulating environment and children of all nationalities are enrolled in the English national curriculum. The school is able to meet all local requirements of the Uzbek curriculum.

Higher private and business education is developing in Uzbekistan. In 2020, TEAM University was established as a private entrepreneurship university by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 18, 2020 No 241. TEAM University operates under license OT 0007.

Education has played and continues to play an important role in development. First, it increases an individual's inner potential, self-esteem, and dignity. Second, it makes a person a better prospect for work. Third and most importantly, an educated person returns more to society. Unfortunately, the results of education and training are not directly related to income for the immediate growth of the business, so the government seeks to reduce education budgets.

Conclusion

In order to train qualified specialists for a rapidly changing profession, LIS educators, including those in Uzbekistan, need to stay up-to-date about the latest news and current trends in education. The importance of professional development activities is obvious. It includes, among other things, attending workshops, seminars, conferences, and developing networks of colleagues. Educators' generally poor knowledge of English, the dominant language of the profession and scholarship in it, makes staying current with research trends in the field, including familiarity with key publications, perhaps the most enduring challenge for educators in Uzbekistan.

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