

## From the history of the public education system in Uzbekistan in the years of independence

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**Abstract:** This article examines the organization of the public education system in the Republic of Uzbekistan during the years of independence, the development of the material and technical base of schools, and international relations in this area, personnel issues in schools, as well as the vocational schools established in the first years.

**Keywords:** public education, school, vocational and technical base, AKSELS, AYREKS, SARE, DAAD, international relations, material and technical base of schools

After Uzbekistan gained independence, fundamental changes were made in the life of society and the state. Our state paid great attention to the restoration of culture and spirituality destroyed during the Russian Empire and Soviet rule, the development of people's knowledge and skills, the further enrichment of national identity, and the creation of a national personnel training system to improve the new independent state in all areas.

For example, in the report of the First President of the Republic of Uzbekistan Islam Karimov "On the main directions of the activities of the Communist Party of Uzbekistan" dated August 4, 1990, he put forward the idea that "We need a special national program for personnel training"[1.15-16]. The intended goal was to develop the scientific and technological sphere of Uzbekistan by increasing the number of qualified personnel. In this regard, on July 2, 1992, the first Law "On Education" was adopted in Uzbekistan, bringing reforms in the field of public education to a new stage of development, and special attention was paid to issues such as educating the younger generation in accordance with the requirements of the times and establishing a system of education for them divided into stages.

According to the Law "On Education", the Public Education System was organized in the following three stages, namely:

Stage I - primary education (grades I-IV);

Stage II - basic (basic) school (grades V-IX);

Stage III - upper secondary school (grades X-XI).

In addition, from the first years, in order to develop comprehensive schools, a number of laws, concepts and programs were developed, such as "General secondary education", "Pre-school education", "School and extracurricular educational work", "On youth policy"[2.16].

In order to enrich the educational and material and technical base of comprehensive schools in the republic from the 1991-1992 academic year and to conduct educational and educational processes based on specific programs, 100 types of curricula and more than 50 educational programs were sent to comprehensive schools. Also, in order to improve the moral standards in society, the lessons of "History of Religion" and "Etiquette" were introduced in schools, and the courses "Ethics of Family Life" and "Psychology" were also included in them[3.116].

Another measure taken by the government in the comprehensive reform of the education sector is international cooperation. Since 1991, Uzbekistan has established cooperation relations with countries of the world in all areas of education, and in 1991, regional foreign language teaching

centers were established in 7 regions of the Republic, and 98 percent of the teachers and students of the centers returned from studying in South Korea and the USA, and 10 students were sent to Afghanistan for internships that year[4.3].

In addition, the Ministry of Public Education of the Republic of Uzbekistan returned 132 people from 17 countries around the world, including 80 students, 22 teachers, 14 university professors and 6 students, and 10 employees of the public education system[5.135].

The main goals of Uzbekistan's international cooperation in the field of education are:

studying the teaching methodology and management of education;

studying the main essence of education, directions at different levels of education;

exchange of curricula, programs, textbooks, educational and methodological and other literature;

conducting internships in enterprises, educational institutions, educational institutions of the partner countries to improve the skills of workers and pedagogical personnel, etc.[6.138].

Uzbekistan has established active cooperation in the field of education with international organizations such as the US ACCELS and IREX, the American College Consortium, SARE, the Peace Corps, the German DAAD, the Konrad Adenauer Foundation, the British Council, the Egyptian Saud Al-Baptin Foundation, and other non-governmental organizations[7.112]. In 1994, 78 students were sent to study abroad. Of these, 71 were sent to study in CIS institutions, and 7 were sent to Turkish universities. As part of this cooperation, in 1994, 627 thousand soums worth of educational materials, teaching aids, and various furniture for students were imported from Russia, 1 million soums from Ukraine, 1.2 million soums from Moldova, and 90 thousand soums from Tajikistan[8.72].

Despite the difficulties and problems in Uzbekistan on the eve of the transition to a market economy, in order to develop the education sector and improve its quality indicators, a system of providing free breakfast for students studying in primary schools was introduced. For example, in Namangan region in 1993, the total number of students was 355,934, of which 1,489 were in primary schools, 29,676 in basic schools, and 324,769 in secondary schools. There were 3,306 extended-day schools in the region, with 96,757 students studying there[9.183].

By decree of the first President of the Republic of Uzbekistan, Islam Karimov, 177,482 students in grades 1–5 were provided with free breakfast in the region, and 188,359 students in grades 6–11 were provided with preferential meals[10.192]. A total of 881 million 39 thousand 277 soums were spent for these purposes[11.168], and in 1992, 4,200.5 tons of milk and 183.4 tons of butter were allocated for free breakfast for students[12.187].

Ensuring equality and justice in education Aiming at effectively organizing the education system for children of minority nationalities and ethnic groups living in the territories of Uzbekistan, the First President of the Republic of Uzbekistan Islam Karimov said in his speech: “We have restored the main importance and place of the Uzbek language in the life of the people and the state, but we also respect the languages of all nationalities living in Uzbekistan.” As a result, conditions were created for teaching in Korean in 27 schools in the republic, Crimean Tatar in 25 schools, Tatar in 2 schools, Greek in 4 schools, Uyghur in 3 schools, and German in 1 school. In the 1995–1996 academic year, 892 Russian, 588 Kazakh, 351 Karakalpak, 332 Tajik, 70 Kyrgyz, and 66 Turkmen schools were operating[13.38].

In order to improve the educational process in schools, contacts with parents of students were established, and in accordance with Article 16 of the Law “On Education” of 1993, by the decision of the Ministry of Public Education, the Regulation “On Family Education in the Republic of Uzbekistan” was developed[14.3]. The main purpose of this Regulation is to strengthen the role of



parents at any stage of the educational process of students, and thereby improve the level of education of students.

In addition, since 1992, attention has been paid to the differentiated education of upper-class students of general education schools based on their abilities and talents, and the educational processes for them have been carried out on the basis of separate curricula and programs. As an example, differentiated educational processes were put into practice by the director of the Namangan regional lyceum with in-depth teaching of physics and mathematics, Muhammadjon Rahmatullayev. In the early years, a system of in-depth teaching of subjects was established in schools, which provided students with the opportunity to study the subjects they were interested in perfectly. In this regard, in 1993, in 161 schools in the Namangan region, classes were organized for 13,214 students in 161 schools with in-depth teaching of various subjects. Also, in accordance with the Law "On the State Language", in the same year, 1,280 students in 46 classes of 36 schools in the region received in-depth instruction in the subject "Uzbek language and literature", and 2,747 students in 178 classes of 23 schools received in-depth instruction in English, French, Arabic, Persian, German, Urdu, and Turkish[15.120].

This situation was reflected in the fact that in the 1995–1996 academic year, in 3049 of the republic's general education schools, 216036 students in 11449 groups were taught in "Social Sciences", 139002 students in 6209 groups in 3188 schools in "Natural Sciences", 282 out of 3938 groups in 1644 schools in "Mathematics", 946 in "English", and 610 in "Physics"[16.4].

Although there was a certain level of development in the field of education in the first years of independence, there were also enough shortcomings. For example, at that time, the issue of personnel in general education schools of the republic was one of the painful issues.

As a result of the shortage of personnel, teachers in schools had to teach subjects other than their specialty, and the fact that the majority of teachers teaching primary grades in schools in the region had secondary specialized education was a painful aspect of school education in the early years.

In Namangan region, in 1993, teachers without higher pedagogical education in the following subjects were: native language and literature - 117, Russian - 108, mathematics - 37, physics - 11, chemistry - 20, biology - 9, history - 48, geography - 24, primary school teachers - 211, labor education - 224, and painting and drawing - 88.

In Fergana region, there were 5 students in native language and literature, 2 in Russian, 3 in mathematics, 20 in physics, 19 in chemistry, 20 in biology, 3 in history, 7 in geography, 33 in primary school subjects, 32 in labor education, and 6 in painting and drawing[17.63-65].

Analyzing this situation, the following conclusions can be drawn. Firstly, in the early years, there were few educational institutions in Uzbekistan that trained teachers with higher education, secondly, the number of admission quotas in the existing pedagogical universities for subjects taught in general education schools was very small compared to the current one, and thirdly, the establishment of secondary pedagogical educational institutions under the Ministry of Public Education on May 14, 1993 also caused a decrease in the number of teachers with higher education. Fourthly, the lack of placement of teaching staff in general education schools - 18,000 teachers in the 1992-1993 academic year and 30,000 teachers in the 1993-1994 academic year moved to other regions due to aging, or the departure of Russian-speaking teachers to other republics - also had a significant negative impact on this.

In particular, in 1993, 1,027 teachers emigrated from the republic, and in 1994, 7,181 [18.36]. In addition, the retirement of teachers due to age also led to a decrease in the number of teachers. However, since the years of independence, correspondence and evening forms of education have been

introduced in pedagogical universities, and in recent years, the number of teachers with higher education has increased.

Also, in accordance with the Decree of the President of Uzbekistan No. PF-330 of February 5, 1992, in order to further improve the material and living conditions of the teaching staff, scientific staff, and educational assistants of higher and secondary specialized educational institutions of the Republic, opportunities were created such as the free transfer of houses and apartments owned by the state and departments in which they live as personal property, preferential treatment in paying for apartments and utilities, and priority allocation for the purchase of land plots and building materials for individual construction [19. President of the Republic of Uzbekistan. 1992]. In particular, in this regard, in 1992, in order to improve the labor activities of teachers and pedagogical staff in the Namangan region, 64 teachers were allocated apartments and 1,856 people were allocated land plots for private construction. In addition, 2,421 houses were privatized for 3,534 teachers living in houses owned by the state, collective and state farms and agencies [20.74].

In accordance with the Law of the Republic of Uzbekistan dated December 27, 1996 "On the Establishment of Teachers and Mentors' Day", the work of teachers and mentors in our country is highly appreciated, and 119,775 teachers and employees of educational institutions were privatized with houses owned by the state and organizations where they live, and 38,879 teachers were provided with land plots for personal construction. All the opportunities provided were enjoyed by 489,256 teachers and mentors serving in the public education system. They were able to use municipal services with a 50 percent reduction in housing and utility payments in cities and complete exemption from these payments in rural areas [21.89-90].

Another important reform in the field of education in Uzbekistan is the theoretical and practical integration of education in schools. In this regard, special attention was paid to the issues of education and preparation of students for independent life by attracting 9th grade graduates of schools to 2-year vocational schools at their own request.

In 1991, there were 446 vocational schools in Uzbekistan, which enrolled 222.4 thousand students. During this period, 193 of the schools were newly built, 66 were underdeveloped, and 189 were operating in school or more convenient buildings [22.50]. Vocational schools trained specialists in such professions as tractor drivers, car repairmen, locksmiths, tenant farmers, painters and decorators, assistants to children's institutions and cooks, electricians, car drivers, and others.

In 1993, Uzbek language teaching corners were introduced in 32 vocational schools in the region, and a number of curricula and programs were translated into Uzbek. In particular, 68 types of curricula and programs were newly created in the Uzbek language for combined and folk crafts [23.181-183]. In 1995, there were 436 vocational schools in the republic, where about 220 thousand young men and women received training in more than 270 working professions of the national economy. 186 vocational schools were fully or partially re-economized in various areas [24.25].

When vocational schools were studied in the Tashkent region, it was found that in 1996, 110 million soums worth of products were produced. This figure was 1.5 times higher than in 1995 [25.33].

In Namangan region, in 1996, 16,966 students studied in 97 professions in 32 vocational schools, and 1,714 specialists trained them. Of these, 730 (43%) had higher education, and 797 (46%) had secondary specialized education. In 1995, vocational education institutions provided services to the population worth 644 thousand soums, and in 10 months of 1996, they provided services worth 1,519.9 thousand soums. On average, each educational institution earned 20.1 thousand soums in 1995 and 47 thousand soums in 1996 [26.36-37].

In conclusion, it should be noted that since the first years of independence, Uzbekistan has been following a new path of development in the field of public education, despite economic difficulties. As a result of reforms, modern curricula and literature have been created. In education, Uzbekistan has established beneficial relations with developed countries of the world, effectively using international experiences that are considered effective, and new textbooks and literature have been prepared. New mechanisms for assessing the knowledge levels of students and teachers have been introduced into the educational process, increasing the quality of school education.

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