

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 01 Volume: 81

Published: 30.01.2020 <http://T-Science.org>

QR – Issue



QR – Article



Guzal Elbekovna Zakhidova

Tashkent University of Information Technologies named after Muhammad Al-Khwarizmi
Senior lecturer, department of “Foreign languages”
Tashkent, Uzbekistan.

Laziza Yusupovna Khakimova

Tashkent University of Information Technologies named after Muhammad Al-Khwarizmi
Lecturer, department of “Foreign languages”
Tashkent, Uzbekistan.

Diyor Gayrat ugli Rashidov

National University of Uzbekistan named after Mirzo Ulugbek
Lecturer, department of “Astronomy and Atmosphere”
Tashkent, Uzbekistan.

Dilzoda Ilyasovna Rashidova

Tashkent Institute of Architecture and Civil Engineering
Master of 2 course
Tashkent, Uzbekistan.

SPECIFICITY OF MODERN EDUCATION IN THE REPUBLIC OF UZBEKISTAN

Abstract: This article discusses the full compliance with the modern requirements of the National Program of the Republic of Uzbekistan on training personnel in the field of education in the following types: pre-school, general secondary, specialized secondary, vocational education, higher, postgraduate education, advanced training and retraining, extracurricular education.

Key words: Determination, education, higher education, specific tasks, system, professional skills.

Language: English

Citation: Zakhidova, G. E., Khakimova, L. Y., Rashidov, D. G., & Rashidova, D. I. (2020). Specificity of modern education in the Republic of Uzbekistan. *ISJ Theoretical & Applied Science*, 01 (81), 266-270.

Soi: <http://s-o-i.org/1.1/TAS-01-81-49> **Doi:** [crossref https://dx.doi.org/10.15863/TAS.2020.01.81.49](https://dx.doi.org/10.15863/TAS.2020.01.81.49)

Scopus ASCC: 3304.

Introduction

The education and training system that prevailed before independence was declared in Uzbekistan did not correspond to the democratic transformations that began to take place in the republic. Fundamental reforms were also caused by the crisis in the world education system.

Over the past decades, education reform has been carried out in many countries. These transformations vary in number and effect. The development of society makes new demands on the education system and makes us constantly look for

new opportunities for development. There are various types and systems of education in the world.

Many common problems reflect the general tendency for the development of the education system; help to better understand the specific tasks facing a particular national education system. An important, and perhaps a central place here, is the problem of the development of higher education as an important public school, an institution bearing both a research, educational and educational role.

The main feature of the program is the continuity of education. Everyone has the opportunity to acquire

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

knowledge, professional skills and specialties throughout their lives. This program creates an effective mechanism of the educational system, in which the following are the main components: the formation of a freethinking person, his moral, spiritual

and physical development; respect for the individual, the disclosure of creativity and abilities; progressive training, obtaining professional skills and full self-realization of a person in life.

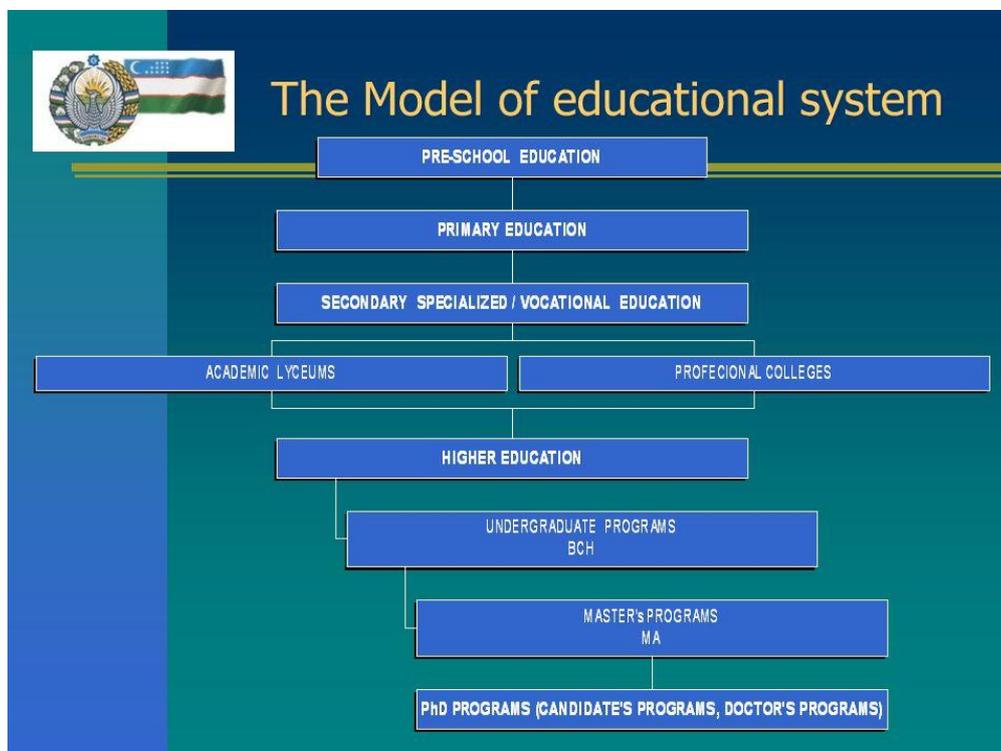


Fig.1. The model of educational system of the Republic of Uzbekistan

The education system of the Republic of Uzbekistan is unified and continuous and consists of:

- state and non-state educational institutions that implement educational programs in accordance with state educational standards;
- scientific and pedagogical institutions performing research work necessary to ensure the functioning and development of the education system;
- government bodies in the field of education, as well as enterprises, institutions and organizations subordinate to them.

Education in the Republic of Uzbekistan is implemented in the following types:

- preschool education;
- general secondary education;
- out-of-school education;
- secondary specialized, vocational education;
- higher education;
- postgraduate education;
- advanced training and retraining of personnel.

Preschool education. The purpose of preschool education is to ensure the development and upbringing of a healthy generation. It should reveal abilities in

every kid, arouse the desire to learn, so that the child is ready to learn new knowledge in school.

If earlier in Uzbekistan the same type of kindergartens functioned in which standard classes were conducted, today today, in the republic, several types of preschool institutions for children 2–7 years old work according to different educational programs:

Day nurseries, day nurseries, kindergartens, including home ones, which are a branch or a self-sufficient institution.

Kindergarten school. The institution serves as an elementary education.

Preschool organization. This is usually a narrow-type institution. In such institutions they study Russian, English or any other languages, engage in artistic and aesthetic education, sports and many other disciplines.

Kindergartens. This number includes institutions that work on a compensatory methodology. Its task is to provide qualified corrective assistance to pupils who have minor deviations in physical or psychological development in order to prepare children for school as much as possible.

Children's institutions, the task of which is to help restore weakened children who need supervision.

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

In institutions of this type, conduct preventive, health and hygiene procedures.

Secondary education

Free school education in Uzbekistan is designed for children from 6 to 16 years old. It consists of two levels - primary (grades 1–4) and general secondary education (grades 1–9). Teaching in schools is conducted in the Uzbek language.

The task of the initial stage is to form the basis of knowledge that will be necessary in further studies.

Tasks of the next stage:

- Submission of a large amount of information.
- Development of independent thinking and organizational skills.
- Gaining practical experience for career guidance.

Accordingly, 9th grade graduates can continue their studies at lyceums and colleges, choosing the type and direction of the institution in which they can obtain the basics of knowledge for entering a university or work. To enter the university, you need to score the required number of points according to the test results. The right to education in universities is every citizen of the country. According to innovations in this area, Uzbekistan plans to introduce eleven-year education in secondary schools.

The education system of Uzbekistan provides for two levels of certification. Undergraduate education is a basic education that provides basic and fundamental skills in various fields with a minimum duration of 4 years. The end of the program for graduates is marked by the conclusion of the state commission on awarding the level of "bachelor" according to the profile of training with the issuance of a standard diploma.

The magistracy implements higher education with applied and thorough knowledge in the chosen specialty with a duration of study of at least 2 years. Access to such training is provided through a competition and only at the end of the undergraduate program. At the end of the magistracy, graduates receive a master's degree in a particular specialty with the issuance of a diploma of the prescribed form. Diplomas of both degrees enable their holders to engage in activities in the profession obtained in the course of training in their specialty or to continue their studies in other educational institutions.

Three types of higher education organizations are established in Uzbekistan, each of which acts as a legal entity:

- University - offers programs for higher education or postgraduate training in the widest range of knowledge, level and direction;
- Academy - is engaged in the implementation of pedagogical programs of higher and post-institute education in certain branches of knowledge, levels and direction;
- Institute - works in the field of the implementation of curricula of higher and

postgraduate training in certain areas and levels within the boundaries of a particular branch of knowledge.

Regarding the education system in the Republic of Uzbekistan, we note that a lot of efforts and resources are paid to higher professional education in the country. Today, training of highly qualified specialists with higher education is carried out by 64 universities of the republic (of which 32 are located in Tashkent), namely 24 universities and 40 institutes.

33 higher educational institutions of Uzbekistan work under the auspices of the Ministry of Higher and Secondary Special Education (MHSSE), and the rest are under the jurisdiction of branch ministries. To date, 22,228 teachers work in universities of the republic, about 50% of which have academic degrees and titles. Today, universities across the country are connected to the global Internet. A number of educational and methodological programs have been developed that study the trends of the world community and take into account the specifics of the market economy of Uzbekistan.

In Uzbekistan, in recent years, large-scale work has been carried out to modernize the system of higher and secondary specialized education, develop science, and introduce modern forms and technologies of education.

Based on the needs of the real sector of the economy and the social sphere, over the past period, new universities have been formed in the regions of the country, including branches of leading foreign higher educational institutions, modern educational levels have been introduced, and training has been launched in the relevant areas of undergraduate education and master's degrees.

Today, in the framework of the implementation of the Strategy of Action in five priority areas of the development of the Republic of Uzbekistan in 2017-2021, special attention is paid to expanding the coverage of young people with higher education, improving the quality of education, strengthening the material and technical base of higher education institutions. Expanding cooperation with foreign universities plays an important role in achieving the goals.

In Uzbekistan, branches of leading universities in the USA, Great Britain, Italy, South Korea, Russia, Singapore, and India carry out effective activities. Moreover, together with financial institutions and developed countries of the world, a number of projects in the field of higher education are being successfully implemented.

For the successful implementation of reforms in the sphere, in July of this year, the Decree of the President of the Republic of Uzbekistan "On measures to reform management in the field of higher and secondary special education" was adopted. The document pays special attention to the organization of the educational process in accordance with international practice of introducing new pedagogical

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PИИИ (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

technologies of education and teaching methods. Improving curricula and subject programs, updating the educational process with the introduction of modern forms of training and information and communication technologies, as well as optimizing the areas of education and specialties, taking into account the needs of the development of economic sectors, scientific and social spheres, and organization students practice on industrial and other enterprises.

According to the Ministry of Higher and Secondary Special Education, in preparation for the 2019-2020 academic year, in accordance with the "Classifier of Directions and Specialties of Higher Education", the department has developed, coordinated and implemented. The educational process of higher educational institutions with the involvement of industry specialists in the economy educational standards in four areas of education, 45 areas of undergraduate education and 52 qualification requirements and curricula for master's degrees.

In order to improve subject programs in the 2019-2020 academic year, it is planned to study in 3,830 educational areas of undergraduate studies and more than 1,910 subjects in master's programs.

In addition, it should be noted that in accordance with the decision of the Board of Trustees of the El-Yurt Umidi Foundation under the Cabinet of Ministers of Uzbekistan in May of this year, the scholars of this fund approved 517 candidates who successfully passed all stages of the competition.

The Cabinet of Ministers carries out general management of the education system. The Cabinet of Ministers also directly administers individual higher education institutions, including the Tashkent Islamic University, as well as branches of international well-known foreign universities (Moscow State University, Westminster University, etc.).

Conclusion

Consequently, competence of the Cabinet of Ministers of the Republic of Uzbekistan in the field of education includes:

- implementation of a unified state policy in the field of education;
- leadership of public education authorities;
- development and implementation of educational development programs;
- establishing the procedure for the creation, reorganization and liquidation of educational institutions;
- determination of the procedure for accreditation of educational institutions, certification of pedagogical and scientific personnel;
- issuance of permits for the right to engage in educational activities to educational institutions of other states on the territory of the Republic of Uzbekistan;
- determination of the procedure for recognition and establishment of equivalence of documents of foreign states on education in accordance with the law;
- approval of state educational standards;
- approval of documents on education of the state standard and the establishment of the procedure for their issuance;
- establishing the number of state guarantors and the procedure for admission to educational institutions;
- appointment of rectors of state higher educational institutions;
- establishing the procedure for transferring students from one accredited educational institution to another;
- other powers in accordance with the law.

In Uzbekistan, two line ministries - the Ministry of Public Education (INR) and the Ministry of Higher and Secondary Special Education (MHSSE), carry out the direct management of the activities of educational institutions.

References:

1. Zakhidova, G. E. (2016). "Problems of language problems in foreign textbooks "Language and Literary Education" *Scientific and Methodological Journal of the Ministry of Public Education of the Republic of Uzbekistan*. ISSN 2010-0055. Tashkent-2016. 8-issue, pp. 40-41.
2. Zakhidova, G. E. (2017). Acquiring vocabulary and terms through text analysis at ESP lessons at technological universities *Scientific and Methodological Journal of "Philological Problems"*. 1994-4233 ISSN. Tashkent-2017. 3-issue, pp. 146-151.
3. Zakhidova, G. E. (2016). Enriching vocabulary to improve score on international standardized tests iScience. *Collection of scientific papers. "Actual challenges of modern science."* Issue 5, part 1. Pereyaslav-Khmelnitsky, pp. 48-51.

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

4. Akhmedova, M. E. (2019). The role of reading culture in the development of professional thinking of students. *Continuing education №2*, Tashkent.
5. Akhmedova, M. E. (2016). The theory and practice of systematic substantiation of teaching technologies in students of technical education / *I The teacher is a continuous educator*”, *Scientific and Methodological Journal №1* Nukus.
6. Lopatkin, E. V. (2012). Competency approach in pedagogical education of future teachers // *Bulletin of the Taganrog Institute named after A.P. Chekhov*, №. 1.
7. Winter, I.A. (2005). General culture and socio-professional competence of a person. *Higher education today*, No. 11, pp.14–20.
8. Ozhegov, S.I. (2009). *Explanatory Dictionary of the Russian Language* / Ed. prof. L.I. Skvortsova. 26th ed. (p.736). Moscow: ONIKS: Publishing House "World and Education".
9. Lipenskaya, I.A., Zubova, S.P., & Kochetova, N.G. (2016). The formation of intellectual skills as the basis for the continuity of preschool and primary education. *Education and training of young children*, No5, pp.278-280.
10. Zubova, S.P. (2016). Organization of the productive activities of elementary school students in teaching mathematics. *Young Scientist*, No. 5-6 (109), 46-48.
11. (n.d.). Retrieved 2019, from www.uza.uz
12. (n.d.). Retrieved 2019, from www.mininnovation.uz
13. (n.d.). Retrieved 2019, from www.strategy.uz