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PUBLIC EDUCATION IN UZBEKISTAN HISTORY OF FORMATION

Abstract: The article analyzes scientific-historical analysis of the existing problems in the system of public education in Uzbekistan and the implementation of reforms and measures taken in the framework of the National Program for Personnel Training in 1997-2009, using archival documents and scientific sources.

Key words: National program, education, youth, reforms, teachers, material and technical base, textbooks.

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Introduction

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Our independence required the restoration and further enrichment of our rich and great spirituality and national values, the formation of a national education system, the achievement of world standards on the basis of its harmonization with the requirements of the time. Because the strengthening of our independence, the development of reforms in all areas was closely linked with the field of spirituality and education. For the first time in the history of education in the country, since the adoption of the Law "On Education" (1992) [1, p. 12-14.], a lot of positive work has been done to develop the system of education and training. The adoption of a new law "On Education" and the National Training Program (1997) showed that the education sector in the country has reached a new level and the reforms in this area have begun to deepen. An important link in the education system of the Republic of Uzbekistan In the process of its development, the school education system has gone through the following stages from the last years of the former Soviet regime to the present day:

- The strengthening of command and control in public education and its impact on the educational process in schools (1980-1990) [2, p. 127-135.];

- The beginning of educational reforms in the first years of independence, the development of secondary schools and the first changes in the education system (1991-1996) [3, p. 79-84.];

- The new law "On Education" and the National Training Program and the National Program for the development of school education on the basis of further deepening the reforms of education (1997-2009).

The administrative-command style of the ruling party and the government of the former regime and the domination of individual ideology served the extreme politicization of education, hindering the national and cultural development of the people, the study and promotion of their historical heritage. The education of Soviet schools in Uzbekistan was also politicized, and national educational standards were limited. All these politicizations and restrictions have had a negative impact on the development of public education in the republic. The struggle to establish "communist regimes" in schools has, in fact, undermined the upbringing of the younger generation. In 1984, the ruling party and the Soviet government tried to regain their position by carrying out school reform. However, these reforms were mixed with their "reconstruction" policies. The experience and results of the ongoing school reform in Uzbekistan show that the measures set out in the reform are insufficient,

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attempts are being made to implement them in the old style, the improvement of the public education system is slow, conservatism, formalism and pursuit of interest prevail in educational institutions.

The independence of the republic allowed the formation of a new system of national schools, the liberation of the educational process from politicization and ideology. A vivid example of this was the adoption of the Law on Education on July 2, 1992. Under this law, reforms in the education system began. Research, creativity and initiatives on the new organization of education have expanded. The state has begun to take measures to strengthen the material and educational base of schools, to provide them with teaching staff, to pay attention to nationalism in school education, to bring school education closer to world standards on the basis of studying the experience of developed countries.

In the early period of educational reform, the educational process in the public education system was improved and enriched with a number of new pedagogical technologies and methods of practice. Despite the specific economic difficulties of the transition period, the material and technical base of public education has also been strengthened.

Due to the special attention of our state, in order to bring up the younger generation physically healthy, spiritually harmoniously developed, to identify and encourage their talents, the funds "Mahalla", "Soglom avlod uchun", "Ulugbek", "Umid", "Forum of Culture and Arts of Uzbekistan" and the Kamolat Youth Social Movement was established and began to work effectively in cooperation with educational institutions.

The government of the republic has also paid special attention to raising the prestige and prestige of teachers and coaches in society, as well as their material and spiritual encouragement. October 1 was designated Teachers and Coaches' Day. In addition, during the transition to a market economy, more than a dozen decrees and decisions were adopted on social protection of teachers, improving their living conditions and financial situation. [4, p. 36-39.]

Although reforms have been launched in the country's education system and a number of measures have been taken, there are still some shortcomings in this regard. The educational, material, technical and information base of schools remained weak, and they were not provided with sufficient new quality teaching and scientific literature and didactic materials. The partially changing education system and the work being done to train qualified specialists did not meet the requirements of democratic changes in society and the emerging market economy. The problems of ensuring continuity and continuity of education were also unresolved. It is these problems that have set the state and the government the task of further deepening the reforms in the education system.

In this regard, on August 29, 1997, a new Law on Education and the National Training Program were adopted. The National Training Program has set tasks to further deepen educational reforms in the country, justified the stages of implementation of the program. Based on the program, a National Model of training has been developed. [5, p. 22-28.]

Indeed, the National Program has served as an important step in deepening the education reforms launched in our country. The tasks of the National Training Program have been gradually implemented, in the first stage the content and components of the education system have been updated, and the training and retraining of teachers has been organized in accordance with modern requirements. Also, state educational standards, curricula for updated education, textbooks, manuals will be developed, which will determine the necessary requirements for a high level of training, qualifications, quality of cultural and spiritual level. A rating system of assessment in educational institutions and a system for monitoring the quality of training and the need for them has been developed. In the second stage, the strengthening of the material and technical and information base of educational institutions was continued, the educational process was provided with high quality educational literature and advanced pedagogical technologies. At this stage, students moved on to differentiated education according to their abilities and capabilities.

Educational institutions have been provided with specially trained qualified teaching staff, and a healthy competitive environment has been created in their activities. However, in the deepening of education programs based on the National Program, it became clear that a number of problems, especially in the development of school education, could not be fully resolved. This was mainly reflected in the construction and renovation of schools, training and technical base, information resources, and the orientation of students to secondary special and vocational education in connection with the transition to 9 years of education. Decree of the President of the Republic of Uzbekistan dated May 21, 2004 "On the State National Program for the Development of School Education for 2004-2009" [6, p. 98-106.] and the Cabinet of Ministers of July 9, 2004 "On measures to implement the State National Program for the Development of School Education for 2004-2009" [7, p. 111-118.] have played an important role in overcoming the existing problems. The tasks of the third stage of the National Program (post-2005) and the experience gained in the field of education in the implementation of the above-mentioned decrees and decisions were analyzed and summarized, the system of training was further improved in accordance with the country's development prospects. Attention is paid to further strengthening the material and technical, personnel and information bases of educational

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institutions, the provision of the educational process with new teaching materials, advanced pedagogical technologies.

The education of young people has also played an important role in the process of deepening educational reforms on the basis of the program. In order to prevent some negative situations among young people, the teaching of social sciences and humanities in secondary schools of the country began to be carried out in harmony with the national idea. It is also important to include in the curriculum such subjects as "Ethics", "History of world religions", "The idea of national independence and the foundations of spirituality", "The idea of national independence: basic concepts and principles" and to keep pace with the times training also began to yield results.

The effective use of students' free time outside the classroom was carried out in accordance with the national idea and national values. The results of these efforts are reflected in the achievements of students in the national and world Olympics and competitions, and in the involvement of our youth in maintaining peace in the country. Thus, due to the constant care of our government for the development of school education, providing the younger generation with national education and skills in line with world standards, educating them in the spirit of devotion to the motherland and its people, the current image of education has changed radically. It has become an education system that reflects the national and spiritual spirit and aspirations of the country, which is boldly advancing along the path of development, and competes with world education.

In this regard, based on the results of research, the following proposals and recommendations to further deepen educational reform, based on the importance of educational reforms in the spiritual, educational, political and economic development of the implementation of the tasks of the National Training Program. expedient:

1. As a result of the deepening of educational reforms, most secondary schools, especially urban schools, are located in modern, well-equipped buildings, their material and technical base is strengthened, fully equipped with information technology, but a number of problems in rural schools are not fully resolved. The adoption and implementation of the tasks in it can also serve to make radical changes in the content of education in rural areas and to achieve a higher level of education of rural youth;

2. In this regard, the ministry, which is still responsible for the upbringing of the younger generation, employs staff in various organizations and centers, putting the interests of the people above their own interests, caring for the country's youth as their sons and daughters, caring for their future, noble, pure. It is desirable to provide under the supervision

of the general public, local authorities, financial control departments in each region to provide conscientious, enlightened people, construction and repair of secondary schools, equipping them with modern equipment and strengthening the material and technical base. Such measures can not only prevent the development and eradication of certain non-legal conditions that negatively affect the effectiveness of education reforms, but can also play an important role in the complete elimination of these shortcomings;

3. Taking into account the fact that teachers are the main responsibility for the education of students, the government should continue to take care of their financial situation, improve their living standards, pay them taxes, electricity, gas, utilities, land in rural areas. further improvement of their good deeds will serve to increase the interest and responsibility of teachers in their work;

4. Given that the image of modern heroes in fiction, film, radio and television has not yet been professionally developed, works of art, films, national series and films that cover the honorable and hard work of research, creative, selfless school teachers in film, radio and television. performance can also serve to increase the activity of all educators, their love for their profession and further increase their prestige in society;

5. Make changes in the work of existing clubs on the effective use of students' free time, in addition to the activities of such clubs as volunteers, information, debate, economists, ecologists, thinkers, computer scientists, teachers and students. improvement is also of great importance in leading to a further expansion of the ranks of young people who can meet today's requirements.

6. Further enhancing the role of the community in improving the learning, recreation and family conditions of students, further strengthening family-school-neighborhood cooperation is a spiritual necessity of today. Because through national education, along with school, the family and the community play an important role in the development of such qualities as self-awareness, patriotism, national consciousness, morality in young people.

The implementation of these recommendations in our lives, first of all, to further strengthen the position of the system of secondary schools in the world at the level of world educational standards, the full implementation of our national model in practice, full integration of education and training, the activities of secondary schools in the country. to adapt to broad reforms in a coordinated manner, and most importantly, to expedite the elimination of some of the existing shortcomings in school education and upbringing and to further improve school education.

After all, the formation of high spiritual qualities in the youth of our society, their upbringing in the spirit of our rich cultural and spiritual heritage, respect for our millennial history, universal values, love for

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the Motherland, devotion to the ideas of independence is a decisive factor in all reforms in our country.

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