EDUCATION SYSTEM IN UZBEKISTAN

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Аннотация: *Эта статья о системе образования Узбекистана, а также о системах обучения, основанных на современных технологиях. В Узбекистане принимается ряд законов и постановлений, направленных на совершенствование и развитие системы образования. Кроме того, были упомянуты различия в системе образования Узбекистана и зарубежных стран.*

Ключевые слова: *образование, современные технологии, обучение, учебные заведения.*

Abstract: *This article is about the education system of Uzbekistan, and it is about teaching systems based on modern technologies. A number of laws and regulations are being introduced in Uzbekistan to improve and develop the education system. In addition, differences in the education system between Uzbekistan and foreign countries were also mentioned.*

Key words: *education, modern technology, training, educational institutions.*

DISCUSSION:

In Uzbekistan, secondary education is divided into two stages. Starting from 2017-2018 students can finish secondary education in 11 or 12 years. The first stage comprises nine years of compulsory schooling with uniform programs throughout Uzbekistan. In the second stage, you have two options: you can continue in the same school for 2 years or 3 years of upper education, either in general or technical vocational schools. Upon successful completion, students receive a Certificate of Complete Secondary Education.

Specialized secondary education is provided through a network of schools:

Professionalno-Tehnicheskoye Uchilishe (PTU or Professional Technical School). Graduates receive a Junior Specialist Diploma equal to a Certificate of Complete Secondary Education.

Tehnikum (Technical College). Graduates receive a Junior Specialist Diploma equal to a Certificate of Complete Secondary Education.

Lytsei (Lyceum) or various training courses offered by higher education institutions or industry. Graduates receive a Junior Specialist Diploma or Diploma of Academic Lyceum equal to a Certificate of Complete Secondary Education.

In 2017, education reforms in Uzbekistan changed from 12-year program to 11 years after a previous reform disappointed and troubled parents and children. Eleven years of primary and secondary education are obligatory, starting at age seven. The rate of

attendance in those grades is high, although the figure is significantly lower in rural areas than in urban centers. Preschool registration has decreased significantly since 1991.

The official literacy rate is 99 percent. However, in the post-Soviet era educational standards have fallen. Funding and training have not been sufficient to effectively educate the expanding younger cohorts of the population. Between 1992 and 2004, government spending on education dropped from 12 percent to 6.3 percent of gross domestic product. In 2006 education's share of the budget increased to 8.1 percent. Lack of budgetary support has been more noticeable at the primary and secondary levels, as the government has continued to subsidize university students.

Between 1992 and 2001, university attendance dropped from 19 percent of the college-age population to 6.4 percent. The three largest of Uzbekistan's 63 institutions of higher learning are in Nukus, Samarkand, and Tashkent, with all three being state funded.

Private schools are forbidden as a result of a government crackdown on the establishment of Islamic fundamentalist (Wahhabi) schools. However, in 1999 the government-supported Tashkent Islamic University was founded for the teaching of Islam.

Among higher educational institutions, the highest rated at domestic level are Tashkent Financial Institute and Westminster International University in Tashkent. The first one was established by the initiative of the first president of Uzbekistan in 1991. Later in 2002, in collaboration with the University of Westminster (UK) and "UMID" Foundation of the President of the Republic of Uzbekistan, Westminster International University in Tashkent was established. Currently these universities are regarded as the best in its sphere of education both in Uzbekistan and Central Asian countries.

In 2007, Uzbekistan Banking Association (UBA) had a joint venture with Management Development Institute of Singapore, Singapore and set up MDIST university in Tashkent.

In 2009, Turin Polytechnic University in Tashkent was established from the collaboration among Polytechnic University of Turin, UZAVTOSANOAT, and the Uzbek Ministry of Higher Education. TTPU offers bachelor's programs in Mechanical and Aerospace Engineering, Civil Engineering and Architecture and Computer Engineering.

In 2010 the British School of Tashkent was established to provide a high-achieving British school where children learn in a secure and stimulating environment and children of all nationalities are exposed to the English National Curriculum. The school is also able to deliver all local Uzbek curriculum requirements.

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

The Decree of the Cabinet of Ministers of the Republic of Uzbekistan

The Decree of Cabinet of Ministers of the Republic of Uzbekistan "On Establishment of TEAM University" (Decree No 241, April 18 2020) enables TEAM University to act as a non-governmental higher educational institution. According to the decree, TEAM

University can establish cooperation with foreign universities ranked top-1000 in international rankings (Times Higher Education – THE, Quacquarelli Symonds – QS) and offer full-time (face-to-face), part-time, online and blended courses leading to the Bachelor and Master degrees.

TEAM University functions under the license issued by State Inspection for Supervising Quality of Education (License OT 0007), and degrees awarded by TEAM University are legally recognised in the Republic of Uzbekistan, in line with the Decree and Article 31 of Law on Education.

THE FULL TEXT OF THE DECREE IN UZBEK.

Educational technology (commonly abbreviated as edutech, or edtech) is the combined use of computer hardware, software, and educational theory and practice to facilitate learning. When referred to with its abbreviation, "EdTech," it often refers to the industry of companies that create educational technology. In EdTech Inc.: Selling, Automating and Globalizing Higher Education in the Digital Age, Tanner Mirrlees and Shahid Alvi (2019) argue "EdTech is no exception to industry ownership and market rules" and "define the EdTech industries as all the privately owned companies currently involved in the financing, production and distribution of commercial hardware, software, cultural goods, services and platforms for the educational market with the goal of turning a profit. Many of these companies are US-based and rapidly expanding into educational markets across North America, and increasingly growing all over the world."

In addition to the practical educational experience, educational technology is based on theoretical knowledge from various disciplines such as communication, education, psychology, sociology, artificial intelligence, and computer science. It encompasses several domains including learning theory, computer-based training, online learning, and m-learning where mobile technologies are used.

Helping people and children learn in ways that are easier, faster, more accurate, or less expensive can be traced back to the emergence of very early tools, such as paintings on cave walls.Various types of abacus have been used. Writing slates and blackboards have been used for at least a millennium. From their introduction, books and pamphlets have held a prominent role in education. From the early twentieth century, duplicating machines such as the mimeograph and Gestetner stencil devices were used to produce short copy runs (typically 10–50 copies) for classroom or home use. The use of media for instructional purposes is generally traced back to the first decade of the 20th century with the introduction of educational films (the 1900s) and Sidney Pressey's mechanical teaching machines (1920s). The first all multiple choice, large-scale assessment was the Army Alpha, used to assess the intelligence and, more specifically, the aptitudes of World War I military recruits. Further large-scale use of technologies was employed in training soldiers during and after WWII using films and other mediated materials, such as overhead projectors. The concept of hypertext is traced to the description of memex by Vannevar Bush in 1945.

Slide projectors were widely used during the 1950s in educational institutional settings. Cuisenaire rods were devised in the 1920s and saw widespread use from the late 1950s.

In the mid-1960s, Stanford University psychology professors, Patrick Suppes and Richard C. Atkinson, experimented with using computers to teach arithmetic and spelling via Teletypes to elementary school students in the Palo Alto Unified School District in California. Stanford's Education Program for Gifted Youth is descended from those early experiments.

Online education originated from the University of Illinois in 1960. Although the internet would not be created for another decade, students were able to access class information with linked computer terminals. Online learning emerged in 1982 when the Western Behavioral Sciences Institute in La Jolla, California, opened its School of Management and Strategic Studies. The school employed computer conferencing through the New Jersey Institute of Technology's Electronic Information Exchange System (EIES) to deliver a distance education program to business executives. Starting in 1985, Connected Education offered the first totally online master's degree in media studies, through The New School in New York City, also via the EIES computer conferencing system. Subsequent courses were offered in 1986 by the Electronic University Network for DOS and Commodore 64 computers. In 2002, MIT began providing online classes free of charge. As of 2009, approximately 5.5 million students were taking at least one class online. Currently, one out of three college students takes at least one online course while in college. At DeVry University, out of all students that are earning a bachelor's degree, 80% earn two-thirds of their requirements online. Also, in 2014, 2.85 million students out of 5.8 million students that took courses online, took all of their courses online. From this information, it can be concluded that the number of students taking classes online is on a steady increase.

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The recent article, "Shift happens: online education as a new paradigm in learning", Linda Harasim covers an overview of the history of online education as well as a framework for understanding the type of need it addresses, the concept of distance learning has already been invented for many centuries. The value of online education is not found in its ability to have established a method for distance learning, but rather in its power to make this type of learning process more efficient by providing a medium in which the instructor and their students can virtually interact with one another in real-time. The topic of online education started primarily in the late 1900s when institutions and businesses started to make products to assist students' learning. These groups desired a need to further develop educational services across the globe, primarily to developing countries. In 1960, the University of Illinois created a system of linked computer terminals, known as the Intranet, to give students access to recorded lectures and course materials that they could watch or use in their free time. This type of concept, called PLATO (programmed logic for automatic teaching operations), was rapidly introduced throughout the globe. Many institutions adopted this similar technique while the internet was in its developmental phase.

In 1971, Ivan Illich published a hugely influential book, Deschooling Society, in which he envisioned "learning webs" as a model for people to network the learning they needed. The 1970s and 1980s saw notable contributions in computer-based learning by Murray Turoff and Starr Roxanne Hiltz at the New Jersey Institute of Technology as well as developments at the University of Guelph in Canada.In the UK, the Council for Educational Technology supported the use of educational technology, in particular administering the government's National Development Programme in Computer Aided Learning (1973–1977) and the Microelectronics Education Programme (1980–1986).

By the mid-1980s, accessing course content became possible at many college libraries. In computer-based training (CBT) or computer-based learning (CBL), the learning interaction was between the student and computer drills or micro-world simulations.

Digitized communication and networking in education started in the mid-1980s. Educational institutions began to take advantage of the new medium by offering distance learning courses using computer networking for information. Early e-learning systems,

based on computer-based learning/training often replicated autocratic teaching styles whereby the role of the e-learning system was assumed to be for transferring knowledge, as opposed to systems developed later based on computer-supported collaborative learning (CSCL), which encouraged the shared development of knowledge.

Videoconferencing was an important forerunner to the educational technologies known today. This work was especially popular with museum education. Even in recent years, videoconferencing has risen in popularity to reach over 20,000 students across the United States and Canada in 2008–2009. Disadvantages of this form of educational technology are readily apparent: image and sound quality are often grainy or pixelated; videoconferencing requires setting up a type of mini-television studio within the museum for broadcast, space becomes an issue, and specialized equipment is required for both the provider and the participant.

The Open University in Britain and the University of British Columbia (where Web CT, now incorporated into Blackboard Inc., was first developed) began a revolution of using the Internet to deliver learning, making heavy use of web-based training, online distance learning, and online discussion between students. Practitioners such as Harasim (1995) put heavy emphasis on the use of learning networks.

With the advent of World Wide Web in the 1990s, teachers embarked on the method of using emerging technologies to employ multi-object oriented sites, which are text-based online virtual reality systems, to create course websites along with simple sets of instructions for their students.

By 1994, the first online high school had been founded. In 1997, Graziadei described criteria for evaluating products and developing technology-based courses that include being portable, replicable, scalable, affordable, and having a high probability of long-term cost-effectiveness.

Improved Internet functionality enabled new schemes of communication with multimedia or webcams. The National Center for Education Statistics estimates the number of K 12 students enrolled in online distance learning programs increased by 65% from 2002 to 2005, with greater flexibility, ease of communication between teacher and student, and quick lecture and assignment feedback.

According to a 2008 study conducted by the U.S Department of Education, during the 2006–2007 academic year about 66% of postsecondary public and private schools participating in student financial aid programs offered some distance learning courses; records show 77% of enrollment in for-credit courses with an online component. In 2008, the Council of Europe passed a statement endorsing e-learning's potential to drive equality and education improvements across the EU.

Computer-mediated communication (CMC) is between learners and instructors, mediated by the computer. In contrast, CBT/CBL usually means individualized (self-study) learning, while CMC involves educator/tutor facilitation and requires the scalarization of

flexible learning activities. In addition, modern ICT provides education with tools for sustaining learning communities and associated knowledge management tasks.

Students growing up in this digital age have extensive exposure to a variety of media.Major high-tech companies have funded schools to provide them with the ability to teach their students through technology.

2015 was the first year that private nonprofit organizations enrolled more online students than for-profits, although public universities still enrolled the highest number of online students. In the fall of 2015, more than 6 million students enrolled in at least one online course.

In 2020, due to the COVID-19 pandemic, many schools across the world were forced to close, which left more and more grade-school students participating in online learning, and university-level students enrolling in online courses to enforce distance learning. Organizations such as Unesco have enlisted educational technology solutions to help schools facilitate distance education. The pandemic's extended lockdowns and focus on distance learning has attracted record-breaking amounts of venture capital to the ed-tech sector. In 2020, in the United States alone, ed-tech startups raised $1.78 billion in venture capital spanning 265 deals, compared to $1.32 billion in 2019.

Education is the transmission of knowledge, skills, and character traits. There are many types of education. Formal education happens in a complex institutional framework, like public schools. Non-formal education is also structured but takes place outside the formal schooling system. Informal education is unstructured learning through daily experiences. Formal and non-formal education are divided into levels. They include early childhood education, primary education, secondary education, and tertiary education. Other classifications focus on the teaching method, like teacher-centered and student-centered education. Forms of education can also be distinguished by subject, like science education, language education, and physical education. The term "education" can also refer to the mental states and qualities of educated people and the academic field studying educational phenomena.

The precise definition of education is disputed and there are disagreements about what the aims of education are and to what extent education is different from indoctrination by fostering critical thinking. These disagreements affect how to identify, measure, and improve forms of education. Fundamentally, education socializes children into society by teaching cultural values and norms. It equips them with the skills needed to become productive members of society. This way, it stimulates economic growth and raises awareness of local and global problems. Organized institutions affect many aspects of education. For example, governments set education policies to determine when school classes happen, what is taught, and who can or must attend. International organizations, like UNESCO, have been influential in promoting primary education for all children.

Many factors influence whether education is successful. Psychological factors include motivation, intelligence, and personality. Social factors, like socioeconomic status,

ethnicity, and gender, are often linked to discrimination. Further factors include access to educational technology, teacher quality, and parent involvement.

The main field investigating education is called education studies. It examines what education is, what aims and effects it has, and how to improve it. Education studies has many subfields, like philosophy, psychology, sociology, and economics of education. It also discusses comparative education, pedagogy, and the history of education. In prehistory, education happened informally through oral communication and imitation. With the rise of ancient civilizations, writing was invented, and the amount of knowledge grew. This caused a shift from informal to formal education. Initially, formal education was mainly available to elites and religious groups. The invention of the printing press in the 15th century made books more widely available. This increased general literacy. Beginning in the 18th and 19th centuries, public education became more important. It led to the worldwide process of making primary education available to all, free of charge, and compulsory up to a certain age.

Higher education is tertiary education leading to the award of an academic degree. Higher education, which makes up a component of post-secondary, third-level, or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education. It represents levels 5, 6, 7, and 8 of the 2011 version of the International Standard Classification of Education structure. Tertiary education at a nondegree level is sometimes referred to as further education or continuing education as distinct from higher education.

The right of access to higher education is mentioned in a number of international human rights instruments. The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education". In Europe, Article 2 of the First Protocol to the European Convention on Human Rights, adopted in 1950, obliges all signatory parties to guarantee the right to education.

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Reform is a change, reorganization of any aspect of social life (procedures, offices, institutions). Formally, reform is considered to be the introduction of any kind of innovation, but in fact, when the term reform is used, it is meant to be a progressive change of more or less degree. It is important to determine the ultimate goal of socio-economic changes in society based on the situation. Reforms are carried out in different countries based on their geographical location, climate, economic, intellectual potential, spirituality, culture, national characteristics and other specific factors. Reforms can be carried out in political, economic, military, cultural, educational, legal and similar spheres of society separately or in several spheres at once. Reforms will be successful if implemented gradually, step by step, depending on the situation. After Uzbekistan gained independence, fundamental changes began in all spheres of society. In particular, reforms aimed at establishing a market economy are aimed at improving people's well-being (see also Economic reforms).

FOYDALANILGAN ADABIYOTLAR:

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