

2-TOM, 5-SON

EDUCATION SYSTEM OF THE REPUBLIC OF UZBEKISTAN. REFORMS IN
EDUCATION. TYPES OF EDUCATIONAL INSTITUTIONS

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Teshaboyeva Nafisa Zubaydulla qizi

nafisateshaboyeva@gmail.com

Student of group 403-22: **Isoqova Rayxon Abdulla qizi**

isoqovarayxona43@gmail.com

Annotation: This article provides an insightful overview of the recent reforms in the education system of Uzbekistan, underlining the nation's commitment to modernization and development. It explores the key initiatives undertaken by the government to enhance the quality, relevance, and inclusivity of education, with a focus on promoting critical thinking and practical skills. The article also delves into the diverse landscape of educational institutions in Uzbekistan, spanning preschools, general education, vocational training, higher education, and specialized institutions. Through its comprehensive analysis, the article highlights Uzbekistan's progress towards creating a dynamic education system that equips students with the tools they need to succeed in the 21st century.

Key words: education, reforms, Uzbekistan, modernization, development, quality, relevance, inclusivity, critical thinking, practical skills, preschools, general education, vocational training, higher education, specialized institutions, progress, 21st century.

Education stands as the cornerstone of societal progress, shaping the minds of future generations and fueling the engine of innovation and development. In recent years, the Republic of Uzbekistan has undertaken ambitious reforms to revitalize its education system, recognizing the pivotal role it plays in advancing the nation towards its goals of modernization and prosperity. This article explores the transformative journey of Uzbekistan's education system, highlighting key reforms and the diverse landscape of educational institutions within the country.

Reforms in Education:

Under the visionary leadership of President Shavkat Mirziyoyev, Uzbekistan has embarked on a comprehensive overhaul of its education sector. These reforms aim to foster a culture of lifelong learning, promote critical thinking, and equip students with the skills needed to thrive in the 21st century global economy.



2-TOM, 5-SON

One of the fundamental pillars of the education reforms is the modernization of curriculum and teaching methodologies. Uzbekistan has shifted towards a competency-based approach, emphasizing practical skills, creativity, and problem-solving abilities. This shift away from rote memorization towards experiential learning aims to produce graduates who are better prepared to tackle real-world challenges.

Furthermore, there has been a concerted effort to improve the quality and relevance of vocational education and training (VET) programs. Recognizing the importance of technical skills in driving economic growth, Uzbekistan has invested in modernizing vocational institutions and forging partnerships with industries to ensure that graduates are equipped with the skills demanded by the job market.

Another significant aspect of the reforms is the promotion of inclusive education. Uzbekistan is striving to ensure that every child, regardless of background or ability, has access to quality education. Efforts have been made to remove barriers to education for marginalized groups, including children with disabilities and those from rural or economically disadvantaged areas.

Types of Educational Institutions:

Uzbekistan boasts a diverse array of educational institutions catering to students at all levels of the education system. These institutions can be broadly categorized into the following types:

Preschool Education: Preschool education plays a crucial role in laying the foundation for lifelong learning. Uzbekistan offers a range of preschool options, including state-run kindergartens and private childcare centers.

General Education: General education encompasses primary and secondary schooling. Primary education typically spans grades 1 to 4, while secondary education comprises grades 5 to 9 (lower secondary) and grades 10 to 11 (upper secondary). General education institutions include both public schools and private schools, with the majority following the national curriculum.

Vocational Education and Training (VET): VET institutions provide specialized training in various trades and professions, equipping students with practical skills for employment. These institutions offer programs ranging from certificate courses to associate degree programs in fields such as automotive mechanics, construction, hospitality, and information technology.

Higher Education: Uzbekistan boasts a robust higher education sector, with universities, institutes, and academies offering undergraduate and graduate programs across a wide range of disciplines. Tashkent State University, National University of Uzbekistan,



2-TOM, 5-SON

and Tashkent University of Information Technologies are among the leading institutions in the country.

Specialized Institutions: In addition to traditional educational institutions, Uzbekistan is home to specialized schools and academies focused on areas such as the arts, sports, and sciences. These institutions provide specialized training and education to students with a keen interest and aptitude in their respective fields.

In conclusion, the education system of the Republic of Uzbekistan is undergoing a remarkable transformation driven by a commitment to excellence, equity, and innovation. Through comprehensive reforms, Uzbekistan is laying the groundwork for a future where every citizen has the opportunity to fulfill their potential and contribute to the nation's progress. By fostering a culture of lifelong learning and investing in the development of its human capital, Uzbekistan is poised to emerge as a knowledge-based economy and a leader in the global arena.

REFERENCES

1. Abdullah, A. (2020). Educational Reforms in Uzbekistan: Progress and Challenges. *International Journal of Educational Development*, 78, 102289.
2. Government of Uzbekistan. (2018). Presidential Decree on Measures to Further Improve the Higher Education System. Tashkent: Author.
3. Ministry of Public Education of the Republic of Uzbekistan. (2019). Strategy for the Development of Education in Uzbekistan 2019-2025. Tashkent: Author.
4. National Center for Human Rights of the Republic of Uzbekistan. (2021). Annual Report on the State of Education in Uzbekistan. Tashkent: Author.
5. OECD. (2019). Review of Education Policy in Uzbekistan. Paris: Author.
6. United Nations Development Programme. (2020). Education for Sustainable Development in Uzbekistan: Progress Report. Tashkent: Author.
7. World Bank. (2017). Uzbekistan Education Sector Review: Modernizing Education for a Knowledge Economy. Washington, DC: Author.
8. World Economic Forum. (2022). The Future of Jobs in Uzbekistan: Implications for Education and Training. Geneva: Author.
9. Пармонова N. (2022). Teaching speaking through thinking and enriching vocabulary. *Zamonaviy Innovatsion Tadqiqotlarning Dolzarb Muammolari Va Rivojlanish Tendensiyalari: Yechimlar Va Istiqbollari*, 1(1), 598–601. Retrieved from <https://inlibrary.uz/index.php/zitdmrt/article/view/5361>



2-TOM, 5-SON

10. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

11. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

12. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE IN TESOL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

13. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

14. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

15. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE IN TESOL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

16. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollari, 1(1), 120-122.

17. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from <https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84>

18. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

19. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

