

## PROSPECTS FOR THE DEVELOPMENT OF THE EDUCATION SYSTEM IN THE NEW UZBEKISTAN

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**Abstract.** This article analyzes the future development possibilities of the educational system through the examination of the New Uzbekistan educational reforms. The analysis covers legislative reforms, digitalization of education, integration of international standards, and the enhancement of pedagogical quality.

**Key words:** education system, educational reform, digitalization, pedagogical quality, higher education, international standards, human capital, educational policy.

**Аннотация.** В статье рассматриваются перспективы развития системы образования в контексте реформ, проводимых в Новом Узбекистане. Анализ охватывает законодательные реформы, цифровизацию образования, интеграцию международных стандартов и повышение качества педагогики.

**Ключевые слова:** система образования, образовательная реформа, цифровизация, качество педагогики, высшее образование, международные стандарты, человеческий капитал, образовательная политика.

**Annotatsiya.** Ushbu maqolada Yangi O‘zbekistonda amalga oshirilayotgan islohotlar kontekstida ta’lim tizimini rivojlantirish istiqbollari ko‘rib chiqiladi. Tahlil qonunchilik islohotlari, ta’limni raqamlashtirish, xalqaro standartlarni integratsiya qilish va pedagogik sifatni oshirishni o‘z ichiga oladi.

**Kalit so‘zlar:** ta’lim tizimi, ta’lim islohotlari, raqamlashtirish, pedagogik sifat, oliy ta’lim, xalqaro standartlar, inson kapitali, ta’lim siyosati.

**Introduction.** Every nation depends on its educational system which serves as the fundamental building block for its economic and social development which lasts over time. The period following 2017 has seen Uzbekistan implement widespread reforms that reached every aspect of its public activities while the government considered education to be a vital component of its national growth strategy. The Development Strategy of New Uzbekistan 2022-2026 explicitly established educational system transformation as an essential requirement to reach all its modernization objectives [1]. The topic becomes more important because Uzbekistan has one of Central Asia's youngest populations which creates high educational demands that educational institutions must meet [2]. The article analyzes current development trends and educational system achievements and ongoing challenges through research from domestic Russian-language and international academic sources.

**Methodology and Literature Review.** The study methodology depends on a comprehensive analytical examination of academic publications and normative texts and educational reform policy documents which focus on educational reform in Uzbekistan. The analysis process used three main steps which included finding common patterns and assessing reform methods based on worldwide standards and creating an assessment system through which all results were organized. The study establishes its theoretical framework through human capital development as defined by Becker [3] who showed how educational investments lead to higher



economic output and through Silova's [4] application of modernization theory to post-Soviet educational systems which she used to study educational changes in Central Asian countries after their independence. Uzbek researchers have made important discoveries which have advanced our understanding of national educational reform. Inomova [5] studied how the continuous education system underwent structural transformations while demonstrating that legislative frameworks played a vital role in maintaining operational unity throughout the entire system.

Turdiyev [6] studied how digital technologies help universities create better teaching methods which he claimed digitalization brings more than technical improvements because it creates a total transformation of educational methods. Russian-language scholarship provides valuable comparative perspectives, particularly the work of Dneprov [7], whose analysis of post-Soviet educational reforms offers a useful framework for understanding the challenges faced by transitional education systems. The World Bank [8] and UNESCO [9] conducted international assessments which showed Uzbekistan's educational quality indicators from their reports, which revealed both progress and ongoing issues regarding access and equity and student learning results. The synthesis of these diverse sources enables a multidimensional understanding of the reform landscape and provides a robust foundation for the analytical conclusions presented in the subsequent sections.

**Results and Discussion.** The analysis of the reviewed literature and policy documents reveals several significant trends that characterize the current state and future prospects of the education system in the New Uzbekistan. The educational reform process has gained more strength through the development of its legislative and institutional framework which started in 2017. The presidential decrees and resolutions which target specific education subsectors from preschool to postgraduate levels have created a unified policy framework which achieves set objectives [1]. The establishment of new universities and the expansion of international partnerships and the implementation of credit-modular systems in higher education institutions all serve as concrete evidence of this reform agenda. The digitalization of education has become the main characteristic which defines how modernization processes develop.

According to Turdiyev [6] the educational system now uses information and communication technologies with greater efficiency than before because the global pandemic started which increased the need for remote learning solutions and digital teaching materials. The evaluation showed that urban areas and rural areas educational institutions face a major challenge which the World Bank report [8] confirmed by stating that regions with insufficient service need specific infrastructure development. Educational institutions face two major challenges because they must improve their teaching staff members while maintaining their staff development needs. The research shows that teacher qualification improvement has not progressed at the required speed to meet the goals of the reform agenda despite efforts to increase teacher salaries and improve professional development programs [9].

International experience, as analyzed by Barber and Mourshed [10], demonstrates that the quality of an education system cannot exceed the quality of its teachers, a principle that has direct implications for Uzbekistan's reform strategy. The author believes that future progress will advance through two processes which combine international quality assurance standards with existing national educational traditions. The mechanical transplantation of foreign models without adaptation to local conditions has historically proven ineffective in post-Soviet contexts [4], and Uzbekistan must therefore pursue a path of selective adaptation rather than wholesale adoption.

**Conclusion.** The analysis conducted in this article demonstrates that the education system of the New Uzbekistan is undergoing a period of dynamic and multifaceted transformation. Significant achievements have been made in legislative reform, institutional expansion, and the digitalization of educational processes. At the same time, persistent challenges related to the digital divide, teacher quality, and the need for culturally appropriate curriculum modernization



require continued and intensified attention. The prospects for the further development of the education system are closely linked to the sustained political commitment to reform, the strategic allocation of resources toward the most critical areas of need, and the thoughtful integration of international best practices with national educational values and traditions.

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