

Reforms carried out in the education system in Uzbekistan (1991-1997)

Tokhir A. Khatamov¹

ABSTRACT

This article examines the first reforms in education, particularly school education, in 1991-1997 in Uzbekistan. In this, several problems were analyzed historically using the archive documents and scientific sources.

Also, the article analyzed material and spiritual support of pedagogical personnel, the technical base of schools, foreign cooperation, improvement of the system of professional development and retraining, the non-resettlement of personnel, the implementation of the law "On education" (July 2, 1992).

The article can be used practically in scientific research works in education and training and research on topical issues of the latest history of Uzbekistan. Moreover, it is helpful for educational and training institutions specialized in pedagogy and secondary specialized educational institutions.

Keywords: Independence, national education, reforms, youth, foreign cooperation, standards, textbooks, teachers.

INTRODUCTION

The achievement of the state independence of the Republic of Uzbekistan created wide opportunities for the restoration and development of national values, customs, and traditions, religion, language, and education. Therefore, the tasks of renewing public education based on nationality and modernity also came to the plan.

Educational reforms caused significant changes and updates in the system of secondary schools of the Republic. Thanks to the reforms, the schools' material and technical base was strengthened, the educational process became national and adapted to the modern requirements. Further experiments were also collected as a result of the reforms in secondary schools. Learning and analyzing the reforms carried out in education, their achievements and problems, determining the prospects, and conducting consistent research in this field is an important requirement of today.

MATERIALS AND METHODS

Modern historical research methods were used for the study and in creating its methodological basis and concept. In particular, the author used historicism, evolutionism, fairness, objectivity, and science. In introducing various sources, data, and archive documents, they were summarized based on comparative and critical analysis.

RESULTS

¹Ph.D., Docent, IRCICA Department of Islamic history and source studies, International Islamic Academy in Uzbekistan, Tashkent, Uzbekistan. Email: t.xatamov@mail.ru ORCID:-0000-0003-4900-2608

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Education reforms after Independence put on the agenda the provision of in-depth knowledge to youth and education based on national values. The reforms carried out in public education were of great importance, and the tasks of ensuring the relevant conditions for the development of the industry became urgent.

Due to the attention to the sphere of education, the government adopted the law "On education" on July 2, 1992. This law is based on reforming public education, raising it to modern requirements, adapting it to the world standards, creating a perfect National Personnel Training system, and educating the new generation.

This law was refined with the law "On amendments to the law on education" May 7, 1993. According to the new law, secondary schools were organized in the following three stages (Table 1):

Table 1.

№	Stages of education on the example of classes		
1.	I stage	primary education	(I-IV classes)
2.	II stage	secondary education	(V-IX classes)
3.	III stage	higher education	(X-XI classes)

Several laws, concepts, and programs such as "Pre-School Education," "General secondary education," "on youth policy" were also developed. (National School concept. 1993. Conference NUU b.203.)

The world-recognized experiences in the general secondary education system were also extensively studied to reform school education. For this reason, the Ministry of Higher and Secondary special education, the Ministry of Education, and other educational institutions of foreign countries, including the German Conrad Adenauer Foundation and the Institute named after Gyote, the British Foundation, the Peace Corps of the United States, the organizations for cooperation in education and language learning, the educational institutions of Japan, Korea, Italy, Canada, Turkey, Denmark, Spain, the Czech Republic, Greece, Belgium, and other countries established mutual relations with the embassies of Uzbekistan and representative offices of such prestigious international organizations as the UN, UNESCO, UNICEF.

In 1991-1997, 13 of the secondary schools of general education were included in the United Schools program of UNESCO. In 1993, an international conference dedicated to "National school concept and development technology" was held in Uzbekistan. (International Conference B.214.)

Despite the temporary economic complexities of the market economy, from the first years of our Independence, 433 schools with 183 thousand seats, 227 kindergartens with 41 thousand seats were built and put into operation. The number of built and renovated schools in 1991-1997 years reached 2010, and there were about 800 thousand pupils (Juraev G.J. b.18.).

Also, the government organized 256 "kindergarten-school" complexes, 11.455 preparatory classes, 1392 additional Saturday and Sunday groups under the preparatory centers, literacy centers, 12.473 short-term groups to ensure the unity in education, based on the program "Child of the third millennium" (Yuldashev J.G. b 25).

One of the most important tasks of the educational system reforms was the provision of school education with new textbooks and methodological manuals. As a result of the research, in the 1992-1993 academic year for secondary schools, 46 subjects received 18.242.000 million. In the copy, in 1993-1994 academic year, 60 titles received 19,191,400 million. In the copy, in 1994-1995 academic year, 63 names received 22.446.900 million. In the copy, in 1995-1996

school year, 70 names received 26.082.744 million. New textbooks and manuals were published in the copy. In the 1992-1993 academic year, more than 100 types of updated educational plans, more than 50 educational programs were sent to the Republican secondary schools. In the 1995-1996 academic year, 33 educational programs were recommended for practice by the Ministry of Education.

The beginning of teaching the subjects "History of Uzbekistan" and "National idea and fundamentals of spirituality" in general secondary schools served as an important factor in educating students in the spirit of patriotism, respect for the cultural and spiritual heritage of our people, rich traditions, national and universal values. Textbooks on the subject "History of Uzbekistan" were translated and delivered to educational institutions. Teachers teach pupils in Karakalpak, Russian and other languages.

Important attention was also paid to studying foreign languages; more than 860 thousand students learn German in 2887 schools, nearly 500 thousand students learn French in 1617 schools, almost 1.5 million in 4846 schools. In 1992-1997, 180 special schools were established, which deepened the English language. In general education schools, pedagogical educational institutions, extracurricular education centers began to operate about 7000, including foreign language learning circles for 87 adults.

The government sent 48 students in 1993, 55 students in 1994, 69 students in 1995 to study in the United States based on cooperation with the Americal Council for Collaboration in Education and Language Study (ACCELS) of the United States as a result of the intensification of foreign cooperation relations.

Based on decrees of the Cabinet of Ministers of the Republic of Uzbekistan on "Regulations on Lyceum" on May 27, 1993, and "Regulations on gymnasium" on November 21, 1995, additional tutoring classes were widely established in many high schools.

During this period, schools specializing in deeply teaching subjects took an important place, and their number increased. In the 1991-1992 academic years, subjects were taught in 1338 schools; their number reached 2614 in the 1992-1993 academic years, 1987 in the 1993-1994 academic years, and in the 1995-1996 academic year reached 3120. (Ergashev K. b-68)

From the early days of Independence, the authority established cooperation with foreign countries in education. Exchange of experience in the field of education and training with several foreign countries launched. During 1992-1993, about 650 pupils studied overseas. In 1994-1995, 541 teachers and public education scientists took part in scientific visits, international seminars, and symposiums in foreign countries.

In 1991-1997, the secondary school students participated in the International Science Olympiads held in Poland, Argentina, Turkey, the Netherlands in physics, Chemistry, Mathematics, ecology. They won a total of 33 gold, silver, bronze medals.

Since the 1996-1997 academic year, pupils of first classes began to study the Uzbek alphabet based on a new Latin script (Erkaeva S.N. b.199).

As a result of the government's attention to children of other nations living in Uzbekistan, 892 Russian, 588 Kazakhs, 351 Karakalpak, 332 Tajik, 70 Kyrgyz, and 66 Turkmen schools widely functioned in 1995-1996.

Schools in neighboring countries were not also remained unnoticed by Uzbekistan. In particular, the government sent textbooks to the neighboring countries (to the Republic of Kazakhstan in 362.985 copies, to the Kyrgyz Republic in 90.603, to the Republic of Tajikistan in 53.141 the Republic of Turkmenistan in 64.457 copies in 1996-1999).

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For schools in Uzbekistan, education was conducted in Kazakh, Kyrgyz, Tajik, Turkmen languages. Uzbekistan brought 1.066.067 million copy literary and 2.235.073 manual copy publications from neighboring countries. (Khatamov &., p.129.)

Updates in the educational system, the effect of reforms were closely related to the knowledge of school teachers, their pedagogical skills, experience, and the quality of their training. In the 1992-1993 academic year, there were 430,090 teachers in 9243 secondary schools, of which 16,827 were teachers of the highest category, 11.2420 were teachers of the first category, 126.813 were teachers of the second category. Three hundred one thousand of these teachers were higher, 40 thousand were incomplete higher, 89 thousand were secondary special education. (Public education 1997. -№6. - b 17.)

The government of the Republic encouraged the work of teachers and trainers in the period of study. For example, in 1995, in cooperation with the Ministry of Education and the Writers' Union of the Republic of Uzbekistan, "Creative teacher" conference was held. Sixteen participants were awarded the "Creative teacher" medal in the conference.

In 1991-1998, 7086 teachers were awarded the "Excellence of Public Education" medal, 3124 teachers with the Medal of the Ministry of Public Education, 34 teachers with the medal named after Kari Niyazi. Besides, officials awarded 201 employees of public education with the honorary titles "People's teacher of the Republic of Uzbekistan," 198 teachers with "Employee of public education in the Republic of Uzbekistan," 239 coaches with "Youth coach in the Republic of Uzbekistan." (Yoldoshev J.G. b 25.)

But there were also several problems in the provision of secondary schools with teachers-educators at that time. For example, specialties like Physical Education, Labor, native-language and literature, history, geography, mathematics, chemistry, and foreign languages were few. Only in the city of Tashkent, 9438 teachers of science were not working on their specialty.

There was also a significant impact of cases of migration of Russian teachers to other republics. In particular, 1027 teachers moved overseas in 1993, 7181 teachers in 1994. Retirement by the age of teachers also led to a certain degree of decrease in specialists. (Khatamov &., p.128-132.)

The Republic government took several measures to prevent the resettlement of pedagogical personnel, ensure their stable work in educational institutions, improve teachers' living conditions, and support them. These activities were widely spread and began to be carried out in regions, districts, and cities. For example, teachers received the privilege of free use of public transport services in Izboskan and Marhamat district of Andijan region, Turaqrgan, Chust districts of Namangan region, and Parkent district of Tashkent region.

Since 1993, 6 pedagogical institutes and 37 pedagogical educational institutions began to teach with new, improved educational plans. Under the requirements of continuous education, the main attention was paid to quality in personnel training.

Particular works were also carried out in pedagogical institutes on increasing the educational process's effectiveness, particularly the use of necessary materials, technical means in the educational process, and academic and laboratory equipment. In Tashkent region, Kokan, Navoi, Nukus pedagogical institutes began to train pedagogical personnel on Thirty-four specialties, in 1993, there were 1836 professors and teachers; 68 of them were doctors of science, 75 professors, 591 candidates of science, associate professors. (Yoldoshev J.G. B25.)

Moreover, attention was also paid to the training of personnel with secondary special pedagogical knowledge in the Republic, and the educational process in these educational

institutions began to be updated. Students' admission to the faculties taught in Uzbek, Russian and Karakalpak languages at the base of the 9th class in the existing 37 pedagogical institutions was conducted by the method of testing using computers. Only in the 1995-1996 academic year, 6435 students were admitted to the full-time Departments of pedagogical educational institutions, 2327 students have admitted to the correspondence Department. Five hundred ninety-three of them were accepted to study under the contract. (Khatamov &., p.72-75.)

Scientific analysis of this period showed that in the middle of the 90s, officials paid attention to schools' construction and improvement of the material and technical base. During 1992-1997, additional buildings for more than 700 schools with more than 24 thousand pupils were built in the Republic, about 1000 schools were fully computerized.

The government of the Republic of Uzbekistan paid more serious attention to the provision of schools with modern technical means. For schools, 160 complete "IBM" computers were allocated in 1996. Decree of the Cabinet of Ministers of the Republic of Uzbekistan "On the program of development of rural social infrastructure till 2000" dated May 21, 1996 (Rep.Uz. b. 151-153.) while it also helped to partially solve the problems of rural schools.

The Ministry of Economic Development and Poverty Reduction of the Republic of Uzbekistan presented to the government a plan for the construction of buildings for schools in the state of emergency designed for 42.5 thousand rural areas, including 24.3 thousand pupils after reviewing it the Council of Ministers of the Republic of Karakalpakstan and regional authorities. Based on the program, 422 seats in the Turtkul district of the Republic of Karakalpakstan, 320 seats in the Chimbay district, 2174 seats in the general account, 420 seats in the Shakhrikhan district of Andijan region, 355 seats in the Marhamat district, 300 seats in the Bakhmal district of Jizzakh region, 240 seats in the Gallaarol district, 360 seats in Kizirik district of Surkhandarya region, 160 seats in Sariosiyo, for the additional building designed for 510 pupils of School 112, In Yakkasaray district, a new 1251-seat School was built and commissioned. (Khatamov &., p.128-132.)

DISCUSSION

Studies on the subject can be divided into two groups: **first group studies**: literature and scientific research can be included in the scientific work carried out during the period of adoption and implementation of the national program of Personnel Training in 1998-2008. It is permissible to mention the special importance of dissertations of candidates Siddikov and D. Vasieva. In these studies, as a result of the implementation of the tasks in the national program of Personnel Training, the updates in vocational and university education in Uzbekistan covered. The interrelationships between higher educational institutions, academic lyceums, colleges, and secondary schools were studied.

In the **second group of studies**, it should also be emphasized several works that tried to describe the scientific and pedagogical essence of the National program adopted in 1997. It is also remarkable for our research monographs and publicist works of J.Yuldoshev, B.Kodirov, S.Ochilov, R.Ahliddinov, X.Saidov, Sh.Kurbanov, E.Seytxalilov. However, this scientific work was carried out pedagogically, and the scale of the reforms of secondary schools in them was not widely studied in the historical direction. These research works were carried out mainly based on the objectives set out in the National Programme in secondary schools and limited to pedagogical suggestions and feedback on some of the ongoing issues. (Ganiyev, A., & Zinatullaev, Z. the p.313-317)

CONCLUSION

In the scientific article, based on archival documents and historical evidence, we studied historical-scientific research on the analysis of educational reforms carried out in secondary schools of the Republic of Uzbekistan in 1997-2010, the reasons for the emergence of existing problems, their study, and solution, as well as prospects.

Concluding on the studied period, it was taken the first step in implementing reforms in the Republic's educational system. Based on the law "On Education" adopted on July 2, 1992, we determined the directions and stages of educational reforms and studied experience and technology in the world education system. Serious attention was paid to the construction, repair, and secondary schools' equipment, strengthening schools' material and technical base. Our government began updates on training and professional development of teachers and established cooperation with the developed countries of the educational sphere. And talented, educated, and aspiring students started to study in educational institutions of developed foreign countries.

New textbooks, manuals, and literature were written in the social-humanitarian sciences, integrating our spiritual heritage into young people's minds and forming a sense of pride in our past. In particular, the number of hours allocated for the teaching of mother tongue and literature, history was increased. Religion history subject was included in the school curriculum. Modern TV and computer technology began to be applied to the teaching process. (Nematullo A. p.2436-2445)

Due to the specific socio-economic complex of the transition period, Uzbekistan developed a strong social protection program. Special attention was paid to the improvement of teachers' living conditions, their work on material and spiritual stimulation as one of the priority tasks. However, problems had to be solved in public education to reach the level of world standards. Reforms in the sphere of education of this period served as the basis for the current educational system's prosperity.

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