



Social and Philosophical Analysis of The Reforms In The New Uzbekistan Education System

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Abstract: This article analyzes the reforms implemented in the education system and the field of science in recent years, their results, and their practical applications. It provides a detailed discussion on the continuous improvement of the state education system and the proposal of innovative solutions to educational problems. Additionally, it discusses the significant attention given to education, science, and innovation in the “New Uzbekistan Development Strategy for 2022–2026” and the “Uzbekistan – 2030” strategies, which address several key issues in society and state life.

Keywords: Strategy, Renaissance, Development, Globalization, Democracy, Society, Education, Salvation, Innovation, Upbringing, Enlightenment, Transparency.

Introduction

In the current age of globalization, each sector is establishing its role within the global community. Specifically, in various aspects of today's New Uzbekistan, we can witness fresh reforms, innovative ideas, and modern approaches. While reviewing these developments, it is important to highlight the transformations occurring in the education system, which is a fundamental part of our social structure. The efforts and reforms in our country's education system in recent years have reached their peak. Certainly, this is not where we stop. As President Shavkat Mirziyoyev has aptly stated, “Our people have a wise saying: “Education and upbringing start from the cradle”. Only enlightenment leads a person to maturity and drives societal progress. Therefore, in our country, the state policy in the field of education is based on the principle of continuous education. It aims to create a comprehensive and uninterrupted system that supports a child from birth to the age of 30, helping them to find a worthy place in life and providing all-around support” (Mirziyoyev, 2021, p. 224).

In our country, the normative legal documents being adopted in the field of education, particularly Article 50 of the new edition of the Constitution of the Republic of

Uzbekistan, emphasize the following points: "Everyone has the right to education. The state ensures the development of a continuous education system, its various types and forms, and the growth of both state and non-state educational institutions. The state creates conditions for the development of preschool education and upbringing. The state guarantees free general secondary education and primary vocational education. General secondary education is compulsory. Preschool education and upbringing, as well as general secondary education, are under state supervision. Inclusive education and care for children with special educational needs are provided in educational institutions" (O'zbekiston Respublikasi Konstitutsiyasi, 2017, p. 80). Additionally, the decrees "On the Development Strategy of New Uzbekistan for 2022–2026" (O'zbekiston Respublikasi Prezidenti, 2022) and "On Uzbekistan – 2030" (O'zbekiston Respublikasi Prezidenti, 2023) issued by our President also highlight the fundamental importance of the education system.

Methodology

The methodology for this study involves a comprehensive social and philosophical analysis of educational reforms in the New Uzbekistan education system. The research draws on both primary and secondary sources, focusing on the normative legal documents adopted within the field of education, such as the Constitution of Uzbekistan, the "Law on Education," and the "Development Strategy of New Uzbekistan for 2022-2026." These documents serve as a basis for understanding the principles guiding education reforms. The methodology emphasizes a qualitative approach, reviewing relevant government decrees and resolutions to assess the practical applications and outcomes of these reforms. In addition to legal analysis, the study incorporates a philosophical framework to explore the impact of these reforms on societal development and modernization efforts. Through critical examination, the research delves into how the continuous education system aligns with the broader goals of innovation, democratization, and enlightenment. This approach helps to understand the philosophical underpinnings of education policies and their role in shaping the intellectual and moral upbringing of youth. Furthermore, the study relies on content analysis of educational strategies, including the "Uzbekistan – 2030" strategy, to evaluate how these reforms address the current challenges and opportunities in the education sector. This method allows for a holistic view of the reforms, considering both the theoretical and practical implications for the future of education in Uzbekistan.

Result

General secondary and secondary specialized education focuses on mastering essential knowledge, skills, and competencies through comprehensive educational programs.

The stages of general secondary education (grades I - XI)
are as follows:

Primary education (grades I - IV);

Basic secondary education (grades V - IX);

General secondary education (grades X - XI).

Children start first grade in general secondary education institutions during the year they turn seven. Primary education focuses on building the fundamental literacy, knowledge, skills, and competencies needed for further secondary education. Basic secondary education equips students with the crucial knowledge, skills, and competencies, fostering their ability to think critically and analyze. This stage also includes efforts to provide students with initial knowledge and skills in various professions, including career guidance and orientation. The general secondary education curriculum ensures students gain the necessary knowledge, skills, and competencies, select the right path for further education, and pursue professions that do not require advanced qualifications. General secondary education is delivered continuously and mandatorily for eleven years in relevant institutions. To nurture the talents of exceptional children, specialized schools – such as those for President’s scholars, creative individuals, and other specialized fields – along with boarding schools, may be established. Children with physical, mental, sensory, or psychological disabilities, or those needing extended medical care, receive tailored education in state specialized institutions, general secondary and secondary specialized schools in an inclusive setting, or at home. The class size in general secondary education institutions should not exceed thirty-five students.

The 41st goal of the Development Strategy for 2022-2026 outlines the following tasks:

- develop and implement a national program aimed at building new schools, increasing the number of private schools, and improving the quality of education;
- increase the number of educational institutions to 6.4 million by the end of 2026;
- expand the conditions and opportunities for non-state educational service providers to raise their share to 8% by 2026, including increasing it by 3% in 2022;
- implement a program to develop 217 “Barkamol avlod” children’s schools from 2022 to 2026;
- establish transportation services to remote areas for schools and preschool institutions

The “Uzbekistan – 2030” Strategy sets the following goals for the development of general secondary and secondary specialized education:

firstly, implement the “favorable environment for education” program within the general secondary education system;

secondly, elevate the general secondary education system to a new level;

thirdly, enhance the status of pedagogical staff and align their knowledge and skills with international standards;

fourthly, expand the involvement of the private sector in the development of general secondary education;

fifthly, develop the professional education system to equip students with modern knowledge and skills.

Higher education is responsible for training highly skilled professionals through undergraduate and master's degree programs. Specialists in higher education are trained at institutions such as universities, academies, and institutes. Individuals with general secondary education (eleven years), secondary specialized education (nine years of basic secondary plus two years of specialized education), or primary vocational education (nine years of basic secondary plus two years of vocational training), as well as those who completed secondary specialized or vocational education before this Law came into effect, are eligible for higher education.

Higher education consists of two levels: undergraduate and graduate. Undergraduate programs offer in-depth knowledge, skills, and competencies in a particular field over a minimum of three years. Graduate programs provide advanced training in a specific area of study based on the undergraduate specialization and typically last at least one year. The relevant graduate specialties and corresponding undergraduate programs are established by the authorized national education authority. Citizens are also permitted to pursue additional higher education on a contractual basis.

The "New Uzbekistan Development Strategy 2022 – 2026" sets several goals for enhancing higher education, including:

- increasing the coverage of higher education to 50% and improving the quality of education;
- preparing 10 potential higher education institutions to enter qs and the international rankings by 2026;
- establishing student housing with nearly 100,000 places;
- increasing the number of non-governmental higher education institutions to at least 50 by 2026 .

The "Uzbekistan – 2030" strategy also outlines the following goals:

firstly, expanding access to higher education and improving the quality of higher education specialist training;

secondly, enhancing the organizational and managerial activities of higher education institutions and strengthening their material and technical support

Discussion

The future of any nation is closely tied to the education level of its youth, their ability to master and implement modern skills, and their capacity to advance innovative knowledge. As a result, prioritizing the development of the education system at the governmental level is a key responsibility for every country. In today's world, science, education, and upbringing serve as both the foundation of progress and the driving force that strengthens a country and elevates a nation.

For this reason, significant efforts and resources are being devoted to advancing Uzbekistan's education system and training skilled professionals. For this reason, our head of state repeatedly emphasized the following words in his Address to the Oliy Majlis and the people of Uzbekistan: "Improving the quality of education is the one and only right path

to the development of New Uzbekistan” and “Salvation lies in education, salvation lies in upbringing, salvation lies in knowledge. Because all noble goals are achieved through knowledge and education” (Mirziyoyev, 2022). It is significant that considerable focus has been placed on reviving and further enhancing our values, strengthening the national education system, and adapting it to modern requirements in order to meet global standards and practices.

As a result, in recent years, comprehensive reforms have been implemented in the education sector alongside other areas, with the aim of advancing our country and building a new Uzbekistan. In this process, numerous important decrees, resolutions, concepts, and programs have been introduced. The adoption of the “Law on Education” will certainly pave the way for new opportunities in this field. Our primary objective is to establish the foundation for the Third Renaissance, in Uzbekistan through widespread democratic reforms, including those in education. In particular, the “Law on Education” outlines the following fundamental principles in the field of education:

- recognition of the priority of education;
- freedom to choose the form of education;
- prevention of discrimination in education;
- provision of equal opportunities for education;
- integration of national and universal human values into education and upbringing;
- humanitarian and democratic nature of education and upbringing;
- continuity and consistency of education;
- mandatory eleven years of education and one year of preparation for general secondary education for children aged six to seven;
- accessibility of education within the framework of state education standards and requirements for everyone;
- uniformity and differentiation in the approach to curriculum selection;
- lifelong education for individuals;
- guaranteed social protection for educators;
- secular nature of the education system;
- encouragement of knowledge, ability, and talent;
- harmony between state and public management in the education system;
- openness and transparency in educational activities (O‘zbekiston Respublikasi, 2020)

An essential phase in the education system is preschool education, where a child’s early lessons, skills, and knowledge at a preschool setting shape their future. This stage provides the groundwork for further learning and contributes to the development of personal attributes.

Preschool education and care are aimed at teaching and guiding children, fostering their intellectual, moral, ethical, aesthetic, and physical growth, and preparing them for general secondary education. It also includes a mandatory year of preparation for primary education for children aged six to seven. The structure of preschool education and care is governed by this Law and the “Law on Preschool Education and Upbringing” of the

Republic of Uzbekistan. According to this, the main principles of preschool education and upbringing are established as follows:

- firstly*, availability of preschool education and care for every child;
- secondly*, equal conditions for the development of each child's talents, interests, and abilities;
- thirdly*, unity in the educational, developmental, and health aspects of care provided by the family and preschool institution;
- fourthly*, harmony in the approach to education and upbringing for preschool-aged children;
- fifthly*, personalized approach aimed at developing the child's personality;
- sixthly*, consistency and continuity between preschool and general secondary education;
- seventhly*, democratic and secular nature of education and upbringing;
- eighthly*, transparency and openness in the educational process;
- ninthly*, alignment of the content, level, and scope of preschool education and care with the developmental characteristics and health status of preschool-aged children (O'zbekiston Respublikasi, 2019).

The following tasks are outlined in Goal 39 of the Development Strategy of New Uzbekistan for 2022–2026:

- implementing an improved system for enhancing the professional preparation and skills of preschool staff;
- upgrading the qualifications of more than 160,000 teaching staff during 2022–2026;
 - improving preschool education and care processes based on scientifically grounded approaches .Additionally, the "Uzbekistan – 2030" strategy outlines the following objectives for advancing the preschool education system and ensuring full coverage of children:

firstly, ensuring complete coverage of children through preschool education and preparatory groups;

secondly, equipping all state preschool institutions with computer classrooms to develop basic computer literacy skills among children;

thirdly, providing all preschool education institutions with clean drinking water and modern sanitation and hygiene infrastructure.

Conclusion

The findings from the analysis of Uzbekistan's recent education reforms, particularly those outlined in the "New Uzbekistan Development Strategy for 2022-2026" and the "Uzbekistan – 2030" strategy, underscore the country's significant strides in modernizing its education system. The emphasis on continuous education, inclusive policies, and alignment with international standards reveals the government's commitment to fostering intellectual growth and societal progress. These reforms highlight a clear prioritization of accessibility, quality enhancement, and innovation within educational institutions. The implications of these reforms suggest that Uzbekistan is positioning itself to not only improve the academic

capabilities of its youth but also to strengthen its competitive standing on the global stage. However, the success of these reforms will depend on their effective implementation and the sustained professional development of educators. Further research should explore the long-term impacts of these reforms on the socioeconomic development of the nation and investigate how the integration of technological advancements can further support the educational system's goals.

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