



The Analysis of Education System in Uzbekistan: Challenges, Solutions and Statistical Analysis

Khaydarova Laylo Khamroyevna

A teacher of Translation theory and Lingvodidactics department, Bukhara State University

Abstract: *The article discusses new ways to develop the education system in Uzbekistan. At the same time, there is information about the need to use new ways to reform and develop the education system.*

Key words: *education system, middle school, kindergartens, higher education, secondary education, primary school.*

Date of Submission: 09-11-2021

Date Of Acceptance: 18-11-2021

I. Introduction

After gaining independence, Uzbekistan was suddenly deprived of the subsidies it had received during the Soviet era, which, despite all the shortcomings of the system, guaranteed a certain level of social welfare. To address the budget deficit, the Uzbek government reduced the share of education to one-third of GDP by the late 1990s. In 2012, only 3.4 percent of national income was spent on education, but by 2014, the figure had officially reached about 7.5 percent of GDP.

Today, less than a quarter of children are raised in kindergartens. Hundreds of thousands of students in elementary and middle school go to overcrowded schools in shifts. Symptoms suggest that the state is struggling to hire teachers: low salaries, very long working hours, and low prestige make teaching an unpopular career path. The limited number of teachers means that fundamental subjects such as mathematics are poorly taught or not taught at all. After graduating from high school, every eleventh student can expect to enter higher education in Uzbekistan - however, employers offer this education on the basis of state ideology, the labor market; they value learning as disconnected from their needs, and perhaps even for sale.

II. Discussion

The budget deficit has also led political authorities to prioritize secondary education at other levels, with a number of consequences. First, the number and quality of kindergartens has decreased significantly. Between 2000 and 2010, only 22 percent of Uzbek children had access to early childhood care and education. About 1,200 kindergartens are in need of repair, and about 1,000 have become unusable. Second, the reduction in school infrastructure has led the government to establish a quota system to partially delay access to six-year-olds. In the middle of the school year, these six-year-olds are tested. Those who fail will be sent home and will only be able to enroll next year, when they turn seven. Despite being almost 100% enrolled, for various reasons, about 178,000 Uzbek children did not attend primary school regularly in early 2010, accounting for half of all children outside the school system in Central Asia.

Despite the government's efforts to focus resources on secondary education, in 1997 it reduced compulsory education from 11 to 9 years. In addition, many schools operate in two or three shifts: students study for only a few hours each day; can be taught to any student. Classes continue to be crowded (40 students) and many school students have to work in groups of three.

Finally, in response to a sharp increase in the number of university entrants, the government increased the number of institutions from 37 in 1991 to 59 in mid-2010 and 75 in 2017. From 2014 to 2017, it reached 729,000. However, the proportion of applicants who actually managed to enter higher education institutions has declined significantly, from 15 per cent in 1986 to 9 per cent in mid-2010, or only one in every eleven entrants. This puts Uzbekistan in 144th place in the world.

The budget crisis has also had a negative impact on the teaching profession. The average salary of a teacher or professor is not enough to provide a decent standard of living. Many teachers are forced to do several things to meet the basic needs of their family. Heavy working conditions and low salaries are leading to corruption among teachers, especially in higher education.

These conditions significantly devalued the profession and led to a loss of the number of students graduating from teaching institutes. Many change careers after graduation, or leave after several years of teaching to pursue well-paid, socially respected professions, such as secretary or translator. In 2017, Uzbek schools were estimated to need 20-25 percent more teachers. This shortcoming is particularly acute in some disciplines such as English, economics and computer science.

Growing Inequality

The disappearance or closures of schools, as well as rising high school fees, have led to significant inequalities in education. In 2006, only 5 percent of children from low-income families in Uzbekistan were enrolled in kindergarten, compared to 46 percent of the richest families in the country. Children from low-income families usually attend poor quality schools or crowded classrooms. The disparities are even more pronounced in higher education: 59% of university students belong to the quintile of the best-off families. Although 69% of students pay for a bachelor's degree and 75% for a master's degree, many Uzbek households cannot afford tuition; sometimes they can't even be located close to the university or in transportation.

Furthermore, the post-independence "re-traditionalization" of society, justified on the basis of patriarchal or religious principles, limited women to the role of the stay-at-home mother, emphasizing their unique gender roles. As the average birth age decreases, more and more women are dropping out of school and college. Since the 2000s, more than a quarter of women have dropped out of school at the age of 15 or 16, and only 39 percent of women in higher education. This gender discrimination is exacerbated by social poverty. As the number of poorer households increases, parents are encouraged to educate their sons, who they consider better as a long-term investment at the expense of their daughters, who are forced to live as stay-at-home mothers depending on their future families.

Finally, economic and social hardships have forced several million Uzbeks (at least three million in 2017 alone) to work abroad, particularly in Russia. While remittances sent home can contribute to the education of children from low-income families, the absence of one or both parents also has a negative impact on a child's development, including his or her motivation and diligence in school, may reveal a mystery.

III. Results

Can Foreign Assistance Help?

The success of foreign assistance depends heavily on incentives in recipient countries. In Uzbekistan, the state has a record of keeping a tight grip on the education sector, which it has viewed as strategic for its independence and nation-building. Reforms in this sector have also often run up against the government's desire to control the productivity and capabilities of the population, which is the engine of political activism and therefore potentially capable of threatening its authority.

Foreign education assistance should go beyond cooperating with the Ministry of Education to use local knowledge. In addition, while governments have tight control over society, they do not always have the technological and organizational resources to assess sector needs and challenges, set priorities, or implement reforms at the local level. Both under the late President Karimov and under current President Mirziyoyev, teachers, parents, and students were rarely reformed; As a result, reforms were often misunderstood. Although many government programs are supported by foreign donors, it has remained a simple declaration of intent.

In addition, by setting ambitious goals for radical reforms that were not sufficiently relevant to the local context, foreign donors risked their projects being withdrawn by the authorities and diverted to domestic goals.

Among Western donors, the European Union has been a regular investor in education projects in Central Asia. But this approach also inevitably created a dilemma between the advanced and outdated Soviet regime and the Euro-Western system, which was interpreted as a return to a modern, progressive and normal state. In applying this approach, the EU did not fully take into account the diversity of the post-Soviet space, as well as the specific policies and ambitions of each government in the field of education. The simple relocation of the European system to another region is a "loose connection (or difference) between global norms and local meanings" - Soviet and foreign (western) - as well as between the crises created and interrupted by the crisis. a duration that ignores tension.

The lack of local property has led Uzbek stakeholders to oppose the reforms proposed by donors. First, for many teachers, concepts such as student-centered education are unsustainable and therefore cannot be implemented without significantly improving their social conditions: raising wages, reducing workload, political liberalization, and so on. Second, the proposed student-centered education, decentralization of funding, and a return to "normalcy" through the privatization of higher education have, in fact, affected both the education system and many Uzbek teachers, serves to put an end to parental relationships; some legacy from the Soviet regime. Thus, a number of scholars have noted the very limited impact of European or other Western projects that have forced teachers to move from teacher-centered education to child-centered education.

What Can Be Done?

Education reform in Uzbekistan cannot be effectively implemented without significant economic development, which is necessary to ensure large-scale investment in education. Without significant improvements in the social conditions of local stakeholders - teachers, as well as in many households where access to education has become a heavy financial burden or any real need for the government to move from ideological education to another without political will. Such programs to teach students to be free and critical thinkers will not succeed. These are issues that Western donors cannot have a short-term impact on in a country that is neither strategic nor a priority for them.

However, the arrival of President Shavkat Mirziyoyev in 2016 marked a turning point in education. In order to increase the coverage of children by 50% by 2021, the Ministry of Preschool Education was established in 2017, and in order to improve the quality of teaching, teacher training centers will be opened in the region and funded by the state. In addition, Mirziyoyev decided to increase the number of compulsory school years from 9 to 11 years, which, while a positive decision, could exacerbate the shortage of existing teachers by requiring an additional 22,000 teachers.

Many of these reforms create new opportunities for donors to contribute directly or indirectly. The West can effectively support, provide alternative models, and encourage change through limited and phased projects that are conducive to investing in Uzbekistan, all of which do not violate paternity or are cut off from local realities. . It will also increase the West's prestige in the region. In addition to higher education, donors can and should intervene by providing targeted assistance to school institutions, including the construction of parent-funded schools so far, and this remains a constant burden for them. There may also be a focus on specific measures, such as helping to publish textbooks or contributing to the construction or reconstruction of schools.

At a time when donors and innovative financing methods are seeing diversification, corporations are playing an increasingly important role. However, these corporations are currently investing mainly in the energy and technology sectors. Less than one-fifth of the charitable funds of large companies allocated to developing countries go to education. A new public-private partnership can be an effective way to mobilize resources for education.

Finally, local actors trained in Western institutions or by Western standards and then added to higher levels of management will be a real source of change. They are overcoming the shortcomings and corruption in the existing system and launching new approaches, meaningful reforms.

IV. Conclusion

There is a heated debate over the support of education, its methods and impact. As Riddell and Nino-Zarazua point out, there is no “defined” and clear plan of what to do “that can be applied to all countries in general”, criticisms and possible pitfalls. Targeted one-time projects, which are sometimes highly dependent on donors, are not structurally sustainable. They will not stay long in their positions.

Proper education policy is essential for the economic growth and development of countries. Increased access to school education and improved quality of education lead to higher incomes and well-being throughout life. Education contributes to the growth of human capital, which in turn allows for long-term development, such as health, agricultural innovation, administrative efficiency, and private sector growth.

References:

1. Akramov D., “Sistema obrazovaniia v Uzbekistane,” avtoreferat, УДК 377.1.
2. BTI (2016), Uzbekistan Country Report.
3. Education for All. Gobal Monitorig Report, Regional Overview, Central and Eastern Europe and Central Asia, 2015.
4. Habibov N. (2012), “Early childhood care and education attendance in Central Asia,” Children and Youth Services Review, No. 34.
5. Nino-Zarazua M. (2016), “Aid, education policy, and development,” International Journal of Educational Development, No. 48.

6. Niyozov S. and Dastambuev N. (2013), “Exploiting globalization while being exploited by it: Insights from post-Soviet education reforms in Central Asia,” *Canadian and International Education*, Vol. 41, No. 3.
7. Niyozov S. (2008), “Understanding Teaching. Beyond Content and Method. Insights from Central Asia”, *European Education*, vol. 40, no. 4.
8. Open Society Institute (2002), *Education Development in Kyrgyzstan, Tajikistan and Uzbekistan: Challenges and Ways Forward*.
9. Riboud M., “Investing in Human Development» (2016), *Global Journal of Emerging Market Economies*, Vol. 8, No. 2.
10. Riddell A. and Nino-Zarazua M. (2016), “The effectiveness of foreign aid to education. What can be learned?”, *International Journal of Educational Development*, no. 48.
11. Samoff J., Leer J. and Reddy M. (2016), *Capturing Complexity and Context: Evaluating Aid to Education*, Report Expertgruppen för biståndsanalys (EBA), No. 3.
12. Silova I. (2011), “Introduction: Education and Postsocialist Transformations in Central Asia – Exploring Margins and Marginalities”, in *Globalization on the margins. Education and Postsocialist Transformations in Central Asia*, Charlotte, NC: Information Age Publishing.
13. Van Fleet J.W. (2011), “A global education challenge. Harnessing corporate philanthropy to educate the world’s poor”, Working Paper No. 4, Center for Universal Education at Brookings.
14. Williamson R.C. (2009), *Exploring the failure of foreign aid: The role of incentives and information*, *The Review of Austrian Economics*, Vol. 23, No. 1.