

Teaching Office Work Issues at Educational Levels

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Abstract: This article analyzes the issues of covering topics related to office work in the Uzbek language at different levels of education. The teaching of record keeping and documentation issues in the general education system and higher education is analyzed, and recommendations are given on which issues to teach at which stages.

Keywords: Office work in the Uzbek language, working with official documents, stages of education, general education system, higher education system, "Mother tongue" subject, "Mother tongue" curriculum, "Mother tongue" textbooks, "Office work in the state language" subject, "Office work in the state language" curriculum, "Office work in the state language" textbooks.

Introduction: Any person involved in education prepares for adult life. Therefore, education should be aimed at providing knowledge, skills, and abilities necessary for human life. Working with documents is one of the most essential skills in the professional activities of every person.

Every member of the society has to work with a lot of documents during their work. Most employees learn how to work with documents and the record keeping system, mainly during their professional activities. Because in school education, attention is paid to the provision of knowledge in general education subjects, and in higher education - to the formation of professional skills and abilities. However, working with documents and record keeping are the official duties of most employees. However, insufficient attention has been paid to this issue in the development of curricula. Paying attention to this issue in the system of general and higher education, in particular, in the compilation of curricula of educational stages, is a requirement of the times.

Before independence, materials on the topic of office work in the Uzbek language constituted very few hours, and in the future there would be almost no need for them. Because the system of record keeping in state organizations, enterprises, and institutions was mainly conducted in Russian. In the Uzbek language, document circulation is about 2-3 percent, only in

lower syllables.

If we look at the types of documents, it is allowed to write only applications, explanatory letters and receipts, that is, personal documents, in the Uzbek language. Also, in some national schools, reports and certificates are written only in Uzbek. Important documents such as charters, regulations, rules, protocols, acts, instructions, orders, decrees, resolutions, instructions, and many others are written or compiled exclusively in Russian. As needed, in some cases, some of these documents have been translated into Uzbek. Due to the fact that the process of record keeping in institutions and organizations is not carried out in the Uzbek language, document templates in the Uzbek language have not been created. Artificial templates that appeared through translation made the text of the document incomprehensible. The insufficient training of clerical and documentary issues in the education system did not allow young people to master this process. Unfortunately, there are still a number of problems on this issue today. To solve them, there is a need to reform native language education.

Materials And Methods

In the "Concept for the Development of the Uzbek Language and Improvement of Language Policy for 2020-2030," approved by the Decree of the President of the Republic of Uzbekistan dated October 20, 2020 No. UP-6084 "On Measures for the Further

Development of the Uzbek Language and Improvement of Language Policy in the Country," special attention is paid to the issue of "further improvement of the system of teaching the state language in educational organizations, increasing its prestige as the language of science" [5]. The tasks to be performed at the stages of education are clearly and precisely defined. This document should serve as a guide to action in reforming general and higher education programs.

Teaching office work in the general education system. In the curricula and textbooks of the subject "Native Language," intended for grades 5-11 of general education schools, issues of office work in the Uzbek language have always been included. Even before independence, the issues of office work in the Uzbek language were covered in the textbooks and programs of the "Native Language." In the textbooks of that period, document templates were based on the standards of the Russian language, and in practice, artificial templates adapted to the nature of the Russian language were used.

It seems that in school curricula and textbooks published in recent years, special attention is paid to the issues of office work in the Uzbek language. In each grade, separate hours are allocated for the topic "Working with Work Papers" in the subject "Native Language," texts, assignments, and exercises are given in the textbooks. However, the analysis shows that the number of hours allocated to the topics of record keeping is still very small, and what needs to be covered is not clearly and systematically defined. Some topics or types of documents are repeated in textbooks and programs, while some important issues, some necessary documents and their templates are not covered at all. It is also natural that the inclusion of these topics in the final stages of the academic year negatively affects their implementation.

School graduates, whether they continue their studies in higher education or get a job, inevitably encounter work papers. Therefore, it is a natural necessity to strengthen attention to this area in the "Native Language" programs of the general education system.

When analyzing the "Native Language" programs of

general education schools [6], we witness the following picture.

A total of 136 hours were allocated for "Native Language" lessons for the 5th grade, of which 4 hours were allocated for the topics "Work Papers" (IV quarter, lessons 24-27).

A total of 136 hours are allocated for "Native Language" lessons for 6th grade, of which 1 hour is allocated for "Refinement. Biography" (I quarter, lesson 10).

A total of 102 hours are allocated for "Native Language" lessons for 7th grade, of which 1 hour belongs to the topic "Writing a Biography in Literary and Official Form" (IV quarter, 3rd lesson).

The total number of "Native Language" lessons for 8th grade is 102 hours, of which 2 hours are allocated to the topics "Reference Text and Creative-Descriptive Text" (I quarter, 10th lesson), "Working with Work Papers" (IV quarter, 21st lesson).

A total of 68 hours were allocated for "Native Language" lessons for the 9th grade, of which 1 hour was devoted to the topic "Working with Work Papers" (IV quarter, lesson 13). The total number of lessons in the fourth quarter is 16 hours.

A total of 68 hours were allocated to "Native Language" lessons for 10th grade, of which 1 hour was allocated to the formal style in the previous programs, 3 hours to the topics "Working with paperwork" (35, 65, 66 lessons), and in the approved program for the next - 2024-2025 academic years, no hours were allocated to paperwork and documentation.

A total of 68 hours are allocated for "Native Language" lessons for 11th grade, and in the new program, only 2 hours (previously 3 hours) are allocated to the topic "Working with Work Papers" (IV quarter, lessons 13, 14). The main topics of the textbook are focused on the issues of speech culture and the speech realization of language.

In the table below, we will consider the percentage of hours allocated for the topics "Working on paperwork" in Uzbek-speaking groups in the subject "Native Language":

| Classes | Total hour volume | Hours dedicated to the topics of office work and types of documents | Percentage of total hours |
|----------|-------------------|---|---------------------------|
| 5- class | 136 clock | 4 clock | 2.94 % |
| 6- class | 136 clock | 1 clock | 0.73 % |
| 7- class | 102 clock | 1 clock | 0.98 % |
| 8- class | 102 clock | 2 clock | 1.96 % |
| 9- class | 68 clock | 1 clock | 1.47 % |

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|--------------|------------|-----------------|--------------|
| 10- class | 68 clock | 0 | 0 % |
| 11- class | 68 clock | 2 clock | 2.94% |
| Total | 680 | 11 clock | 1.61% |

As we discussed above, the "Native Language" textbooks and curricula intended for grades 5-11 need to be revised based on today's requirements. Despite the fact that grammatical rules should be removed from school textbooks in the last 10 years, these "ancient" traditions are still preserved. Adapting the content and essence of "Native Language" textbooks and programs to modern requirements, directing them towards providing students with knowledge necessary for their future life, is a pressing task today.

Content of the subject "State Language Record Keeping" in the higher education system. Higher education is an educational system consisting of two levels, including hundreds of areas and specialties. Depending on the specifics of each area, the subject "Conducting Business in the State Language" can be taught fully or partially. Issues of working with paperwork in non-philological fields are often taught within the framework of the subjects "State Language," "Use of the Uzbek Language in the Field," and "Academic Writing."

Analyzing the teaching of the subject "Conducting Business in the State Language" in the higher education system, we considered it expedient to discuss the issue within the framework of one direction. We intend to consider the teaching of the subject "Conducting Business in the State Language" using the example of the bachelor's degree program "Philology and Language Teaching (Uzbek Language)" at Karakalpak State University.

In fact, the curricula, subject programs, and teaching materials of each direction should be the same. However, as a result of such factors as continuous changes in higher education, new reforms, and the introduction of the credit-modular system into practice, differences in the number and quality of subjects are noticeable.

Unfortunately, for many years, the subject "Conducting Business in the State Language" was not included in the curricula of the bachelor's degree program "Philology and Language Teaching (Uzbek Language)." Primarily after the 2010s, this subject began to be included in the curricula, first as an elective subject, and later as a general professional (compulsory) subject.

Until 2016, in the bachelor's degree program "Philology and Language Teaching (Uzbek Language)" at Karakalpak State University, the subject "Conducting Business in the State Language" was taught as an

elective course. This is due to the fact that the hours allocated for this subject vary from year to year, and in some academic years there were even cases of insufficient hours for this subject. From 2016, for a short period, this subject was mainly included in the curriculum as a general professional (compulsory) subject, but later it was again included in the list of elective subjects.

Since 2019, the status and prestige of the state language have increased even more. As a result of the implementation of decrees and resolutions adopted by the state and government, the subject "Conducting Business in the State Language" has been included in the list of compulsory subjects of the curriculum. In the standard curriculum approved in 2023, 5 credits (150 hours) were allocated for the subject "Conducting Business in the State Language" and it was placed in the 1st semester of the 1st year. 60 hours were allocated for classroom sessions, of which 20 hours were allocated for lectures, and 40 hours for practical classes [3].

In accordance with the curriculum, within the framework of the subject "Conducting Business in the State Language," information is provided on the history of documentation, its language and style, types of documents, and their specific features. In practical classes, information on theoretical topics is reinforced, as well as knowledge of document types is increased, and practical skills are formed.

Discussion

In the general education system, it is necessary to clarify which type of document is given in the topics "Working with Work Papers" in the calendar plans. It is recommended to place the types of documents according to the principle of "from simple to complex" in the context of classes, without repetition.

Analysis shows that the hours allocated to the topics "Working with paperwork" mainly correspond to the last weeks of the academic year. During this period, the educational process slows down, and in most schools, the topics are not fully covered in the second half of May. Most native language and literature teachers do not have the necessary knowledge and skills regarding document templates, work papers, and their textual templates. The main reason for this is that the subject "Conducting Business in the State Language" is sometimes not included in the curricula and programs of higher educational institutions that train teachers of

native language and literature, and sometimes it is not taught at an adequate level. In some areas, this subject was included in the list of main subjects, while in some universities it was among elective subjects. However, in recent years, the subject "Conducting Business in the State Language" has been included in the block of compulsory subjects in philological fields of higher education [4].

Today, sufficient experience has been accumulated in teaching the subject "Conducting Business in the State Language" in the higher education system. In 2024, a textbook on this subject was published, approved by the Ministry of Higher Education, Science and Innovation [2].

The high-quality teaching of the subject "Conducting Business in the State Language" in the higher education system serves to train qualified personnel, and as a result, to achieve effectiveness in teaching business and documentation issues in the general education system.

Results

In order to improve the teaching of documentation and record keeping in the general education system, we recommend the implementation of the following measures:

- 1) increasing the volume of hours allocated to the topics of record keeping and types of documents and increasing the total number of hours by at least three percent;
- 2) systematization of topics by types of documents and record keeping in the compilation of curricula, distribution of types of documents by classes from simple to complex;
- 3) organization of systematic advanced training for teachers of native language and literature at the Center for Training in the Fundamentals of Conducting Business in the State Language and Advanced Training.

In order to enrich the content and improve the teaching of the subject "Conducting Business in the State Language" in the higher education system, we propose:

- 1) revision of the curricula of the discipline "Conducting Business in the State Language" and implementation of the results of scientific and practical research carried out in recent years into the program;
- 2) when compiling curricula, the main attention should be paid to teaching the textual forms of documents;
- 3) ensuring the provision of students with electronic resources and newly published educational literature on the subject "Conducting Business in the State Language."

Conclusion

In conclusion, it can be said that, based on the above-mentioned recommendations, it is necessary to carry out a number of works on the study of types of documents, their structure, text composition, and rules of record keeping in the general education and higher education systems. Undoubtedly, this situation plays an important role in the training of qualified personnel.

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