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REGULATORY FRAMEWORK FOR THE DEVELOPMENT OF HUMAN CAPITAL IN THE SCHOOL EDUCATION SYSTEM OF UZBEKISTAN. MECHANISMS, CURRENT STATE, PROBLEMS)

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ABSTRACT

The article highlights the achievements and shortcomings achieved since the first years of independence of our country; the reforms carried out in the school education system, and the developed regulatory documents. It also predicts the priority strategic importance of Education in the new Uzbekistan, the dynamics of expenditures allocated to the education sector and human capital from the state budget, and the opportunities created.

KEYWORDS

Human capital, education costs, educational standards, labor market, modern competencies, PISA, development strategy, creative thinking, investment.

INTRODUCTION

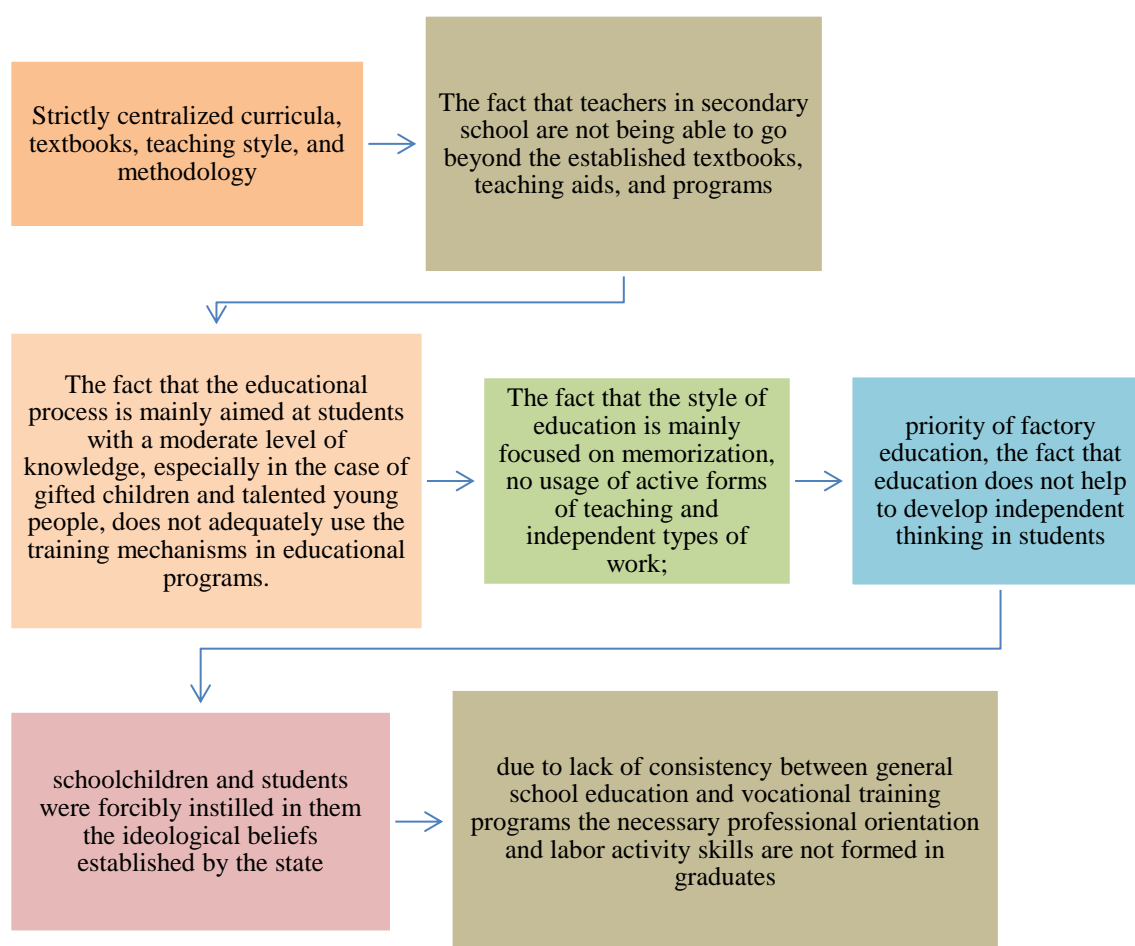
As we all know, at the latest, the field of Education in Uzbekistan has become a decisive link in implementing the policy of reform and renewal of society. Education manifests as a mandatory condition for the sustainable development of the country's economy and the

integration of the country into the world community. The role of school education in the foundation of the third renaissance in New Uzbekistan is also incomparable. In the field of Public Administration, there is also the need for personnel with high

intelligence and modern competencies; these personnel form the school board. Zero Education is recognized as an integral part of every person. Article 41 of the Constitution of the Republic of Uzbekistan establishes that "everyone has the right to knowledge, the state guarantees free general Education. [1] as well as school affairs are under state control. [2]

From the first years of independence, paramount importance was paid to such tasks as the social and

economic development of our country, increasing the standard of living of the population, and reforming the educational sphere. However, according to the researchers, the educational sphere, preserved from the former Soviet system, could not fully meet the requirements of the country's new economic-social development strategy. Included .." the former system of Education had the following disadvantages typical of a centralized economy" [3]:



It should be noted that in the first half of the 1990s in Uzbekistan, a decrease in production rates during

employment caused the level to decrease. This gives the population a Real income.

This led to a significant decrease. In fact, in the early years of the state independence of Uzbekistan, there was no opportunity to change the general education system radically. About the system of general secondary Education in the first years of independence of our motherland, doctor of Sociology professor T. It is appropriate to cite the following views of Matiboev. ... "In 1991, 8,124 schools were operating in our country, of which 3,525 (43%) were in adapted buildings, of which 1,167 (33%) were built by hashar in the 40-60 years of the 20th century in cotton and raw brick, just as 4,228 (52%) were not School gassed, 3,581 (44%) did not provide drinking water, 5,004 (61%) did not have sewage at all, and these regretfully stressing that it did not allow to organize passes through. [4]. The Mualif also draws attention to the fact that from the former Soviet system, there is still a system of school education in a deplorable state. In due time, it was necessary to carry out complex measures and enormous financial resources to regulate the educational sphere, increase quality indicators, and update the material-technical base, bringing the industry to the EPA. In particular, in 1997, 103 thousand or 21.5% of graduates of the 9th grade entered the labor market who had no craft in their hands. In 1991, this figure was only 5.4%. [5]. After graduating from School, an increase in the amount of young people who could not find a job began to threaten the safety of society. Financial problems of the educational system of this period and the lack of resources can be attributed.

This, in turn, led to the departure of qualified personnel from the industry, the quality of Education, and a decrease in the level of students attending classes. A decrease in the amount of financing of the educational sector in the conditions of limited financial resources by the government caused a sharp drop in the salary and standard of living of teachers. As a result, qualified pedagogical personnel were forced to work in other fields of activity, in particular in the fields of entrepreneurship and trade, in order to earn a living. During those times, there were cases of a sharp decrease in the flow of new pedagogical personnel in the school education system and a lack of teachers in the field. It was also possible to observe the helplessness of the material-technical base in schools, the physical obsolescence of the educational laboratory furniture, and the limitation of the possibilities of providing students with new textbooks. For example, in 1994, the second of every ten students in Uzbekistan had a complete lack of educational textbooks. [6].

Against the background of the solution to similar social problems in 1992, initially. The Education Act was passed, legalizing a total of 9 years of free and compulsory secondary Education. Also, at the next stage of reforms, state educational standards for secondary schools, new educational programs, textbooks, and Didactic Educational Materials began to be published. At the beginning of the '90s,

Uzbekistan, like other countries of the Commonwealth of Independent States, experienced a transitional economy; there were urgent tasks such as revising approaches to the field of Education and improving the effectiveness of the educational system.

The new version of the law "on education" and the "National Program of Personnel Training" which provides for the gradual reform of the educational sphere in order to solve the above problems and satisfy the extirpation for highly qualified personnel prepared in secondary, secondary special and higher educational institutions in society and economy, was developed and approved in 1997. First president of the Republic of Uzbekistan, I.A.Karimov, in 1997, at the IX session of the Supreme Assembly of the Republic of Uzbekistan, in a critical analysis of the level and situation achieved in the educational system, first of all, noted that the educational content, the educational process as a whole, "did not completely get rid of the ideological blindness widespread in the field of Education under the Soviets" [7].

The "National Training Program," adopted at the beginning of this stage, was intended to establish the continuous Education of a person from preschool to retirement age. Nine years of compulsory and free Education, covering graduates of the 9th grade of secondary schools with three years of free and compulsory secondary special vocational Education, were established.

As directions and measures for the implementation of the national model of Continuing Education, the reform of the educational system, its gradual development as a single educational and production complex based on state and non-state educational institutions, the formation of a competitive environment for the quality of Education, the introduction of an unbiased system of assessment of attestation and registration of educational institutions; the required level and quality of Education, the education system functioning in a new socio-economic environment, stable normative, which provides a guarantee of development and priority, tasks such as the organization of the material and technical and information base were established. The ultimate goal of these tasks set is the richness of the people intellectual heritage, universal values, modern culture, based on the achievements of economics, science, technology and technology

the organization of the perfect system of continuous Education, the harmonious generation of it was noted that the formation consists.[8].

Nevertheless, in the direction of this system, several serious shortcomings were allowed. Including schools, nine years of general secondary Education were introduced. It was firmly established that students graduating from Grade 9 would continue their studies at a vocational college or academic high school. During

the reforms, new professional colleges were built at the expense of the state budget and international organizations and were provided with material equipment. Several hundred thousand graduates began to complete the professional colleges established in each province and district every year. Hundreds of thousands of small specialist personnel were trained in vocational colleges without considering the excesses of the cocktail market. As a result, the issue of employment of graduates of a vocational college came to the agenda. In the real cocktail market, however, there were no jobs available to these professionals. Because what specialists are in demand in the cocktail market and the prospects for the cocktail market were not studied. The issue of employment of college graduates has become a painstaking task for all organizations, from district, city, and provincial governors to college principals. In addition to this, there has been an increase in unpleasant situations among students in vocational colleges, such as bullying, committing crimes, and suicide. In order to overcome such social Social Social Problems, society began to feel overwhelmed by severe reforms in the field of Education. It is these reforms that we think have been implemented since 2017.

To be honest, the 21st century began to impose new requirements for development before human society. It is known that with the introduction of new

innovative technologies in the world, countries are reaching a high stage of development. Such violent changes and the rapid pace of development are also pushing forward new requirements and conditions for the education system. In our opinion, the field of Education is not a dogma that must constantly adapt to the requirements of the Times and be able to embody the necessary competencies. From this point of view, since 2017, a new era has begun in the history of our motherland. Under the leadership of the President of the Republic of Uzbekistan, Shavkat Mirziyoev, the construction of a new Uzbekistan and the creation of a third Renaissance Foundation were set as the main goals.

As our President stressed, "We set ourselves the main goal of creating a new Renaissance, the foundation of the third renaissance, in Uzbekistan through a wide range of democratic changes, including educational reforms" [9]. The issue of the development of the educational system and human capital in the new Uzbekistan has become a priority of the state. In the words of our President..." New Uzbekistan starts from the threshold of the School. [10] "To implement this noble goal, six decrees and resolutions on the system of Public Education, 21 Decisions of the Cabinet of ministers were adopted by our President, strengthening the legal and regulatory framework of reforms in this area.

Also, on September 23, 2020, a new version of the law "on education" was passed. [11]. With this document, the law on Education and the laws on the National Training Program have been replaced, which have been in force since 1997 and are outdated. The law made some amendments to the education system in this next review. For example, it can be seen that the law introduces the principle of national and universal values \ u200b \ u200b of Education and upbringing, establishes the obligation of 11 years of Education and the preparation of children from 6 to 7 years of age for general secondary Education for one year, receives Education (full-time) separated from production; receives Education without separation from production (part-time, evening, distance, Dual); enriched with new concepts

In addition, the law regulated issues related to the introduction of state educational standards and requirements, curricula, and programs into the educational process experimental and innovative activities in the field of Education. In a word, the legal basis for improving the system of school education has been created over the past five years. Also, in order to set priorities for the systematic reform of general secondary and extracurricular Education in the Republic of Uzbekistan, to qualitatively raise the spiritual, moral, and intellectual development of the growing young generation to a new level, and to introduce innovative forms and methods of Education

into the educational process, the concept of development of the public education system of the Republic of Uzbekistan was approved [12].

With this document, several problems and shortcomings have been revealed, which today are an obstacle to the development of the general education system. Including the lack of pedagogical personnel in Mathematics, Physics, Chemistry, Informatics, English, and other foreign language subjects in schools; the fact that 14% of teachers of secondary educational institutions do not have higher education and organized specialists with secondary special education; it was noted that textbooks on pedagogy and methodology are outdated in content, as well as the superficial transition of pedagogical practice negatively affect the professional qualities of the future educator; the lack of diversity in the system of creating textbooks remains a factor in monopolizing their creation and publication and negatively affects their content, methodology and quality of publication.

In contrast to the fact that state educational standards, in particular, are based on a competency approach, teaching and evaluation methods, as well as textbooks and other educational materials, are mainly aimed at memorizing and outlining information, with a particular emphasis on critical thinking, preventing the development of skills for independent search and analysis of information and other skills.[13]

Also, with this document, the future strategic goals of the public education system were outlined. According to him, the development of innovation of the economy in the general education system, advanced international experience, the creation of opportunities for quality education under the modern requirements of society, and the development of human capital in the labor market are the main factors determining the level of competitiveness of the student, qualitatively updating the content of the educational system, introducing competence and personality-oriented approaches to education, gradually increasing the quality composition of teachers in general educational institutions, in particular, the number of educators with a master's degree; the organization of international research in the field of assessment of the quality of education in the public education system is reflected in such tasks as the creation of a national system of assessment of the quality of education in secondary schools of PISA (the program for International Student Assessment).

It is known that today, the future of any country, the development of all spheres and projects, depends on highly educated, creatively thinking personnel. In this regard, in the last five years, a number of positive works have been carried out to improve the quality of education to raise the status of teachers. It is no secret that until recently, some problems prevented illegal interference in the activities of teachers, the

organization of classes in schools, and the involvement of pedagogical activity. It was also noteworthy that bureaucratic obstacles, such as the mass involvement of teachers in cotton picking and other forms of forced cocktails in the preparation of various reports, ultimately made teachers ordinary performers performing various secondary tasks unrelated to education. The reforms carried out by our President in the field of education have put an end to these problems with school education. Teachers have created a unique framework for protecting civil rights, improving their reputation, and protecting them. In recent years, large-scale administrative reforms have been carried out to form an effective operating management system, which is considered an essential condition for the establishment of a new Uzbekistan.

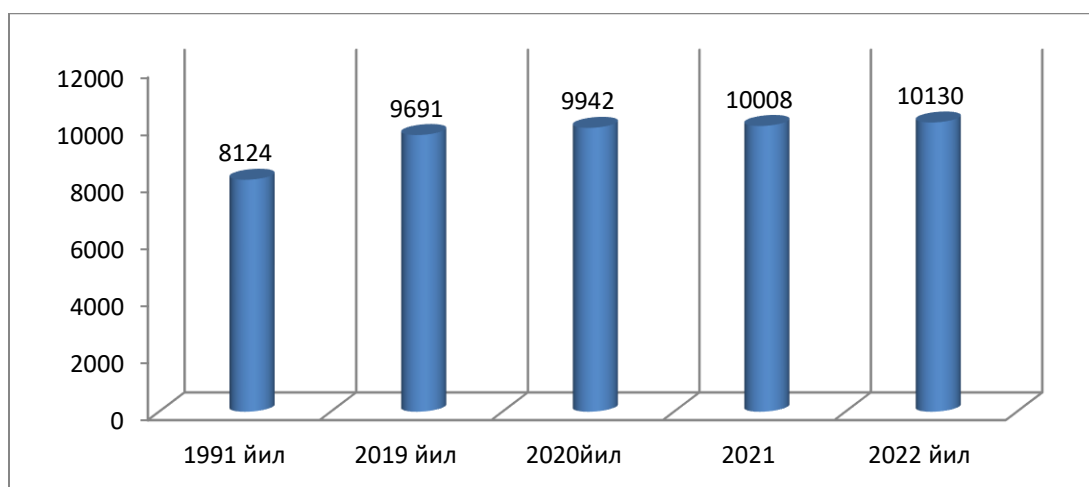
In order to increase the responsibility of heads of state bodies by simplifying the processes of formation, decision-making, and consideration of the issue of a compact public administration system that meets modern requirements in the conditions of New Uzbekistan and to direct their activities to the outcome, as well as to ensure the implementation of the new Uzbekistan administrative reform program, a presidential decree was adopted [14].

According to this document, the Ministry of Preschool Education and Public Education of the Republic of Uzbekistan were merged into the Ministry of Preschool and School Education of the Republic of Uzbekistan. As

the main task of the ministry, the development and implementation of public policy in the field of general secondary and extracurricular education was

established. Today, Uzbekistan has 10,130 comprehensive schools, 2,722 of which operate in urban areas and 7,408 in rural areas. [15].

This figure shows that schools increased by 2,006 compared to 1991. (See Figure 1)



(Figure 15 shows the number of existing schools in Uzbekistan)

A total of 6246491 students attend the schools in our country. Of these, 3169,780 are boys, while 3076,511 are girls. In the system of school education, the principles of tolerance and humanism are taken into account. It is known that Uzbekistan is considered a multinational country. Therefore, education in schools is carried out in seven languages. In addition to the schools that teach Uzbek (8,227 schools), 245 schools

teach Karakalpak, 143 schools that teach Kazakh in 92 Tajik, 88 in Russian, 23 in Turkmen, as well as 21 schools that teach Kyrgyz.

A total of 502,867 teachers are active in the schools, of which 343,961 are women, and the remaining 158,726 are men. [16].

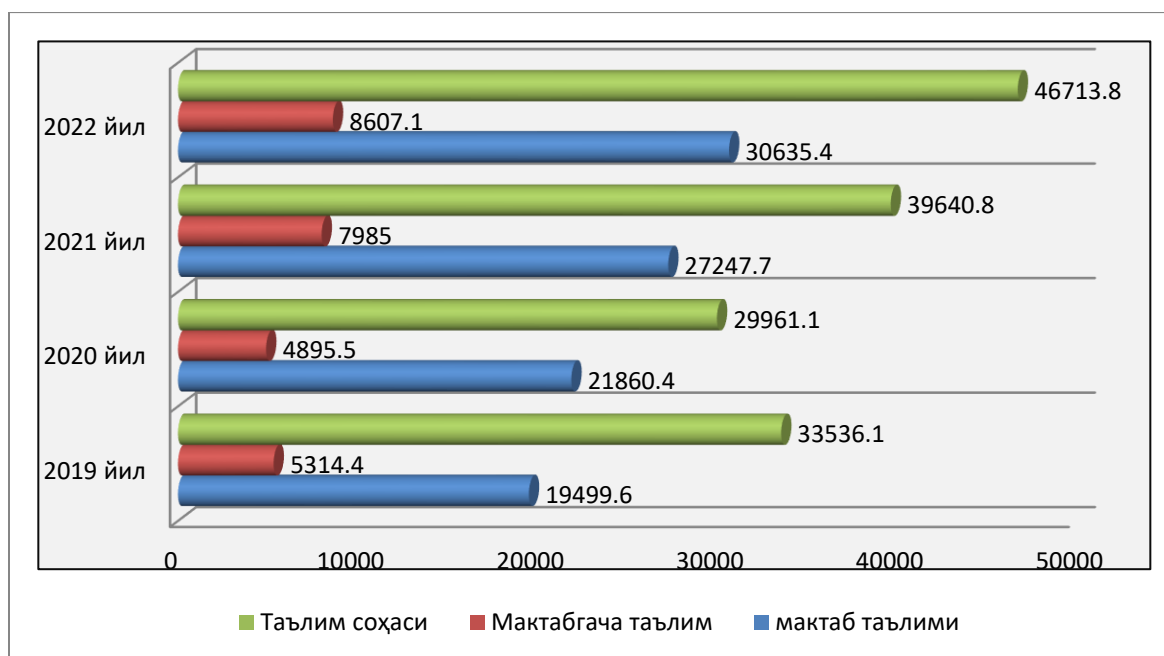


(Figure 2 Number of students attending secondary schools)

Now, our country is entering a new era. In the development strategy of Uzbekistan for 2022-2026, it was the development of the educational sphere, human capital, as the fourth priority. In the words of the head of our Zero state, we do not have to postpone reforms in the field of school education-this is a matter of life.[17] it was argued that improving schools should be the task of all ministries and departments, municipalities, scientific organizations, intellectuals, and the general public, not just the Ministry of Public Education. Moreover, in the conditions of New

Uzbekistan, the amount of funds aimed at developing human capital is increasing from year to year. In particular, in 2023, 129,891 billion sums will be directed from the state budget for the development of human capital in our country, which in turn will make up 50.4 percent of the total state budget expenditures.[18] of this, Rs 36,979 crore was allocated to the general secondary education sector, with total secondary education costs accounting for 14.3% of the state budget expenditures.

(See Figure 3)



(Figure 3 spending allocated from the state budget to the education sector over the years [19] in mld sums)

From the diagram above, it can also be seen that budget expenditures from the Republic of Uzbekistan in the field of human capital development and education are growing from year to year. Rs 33,536.1 crore was spent on education, particularly in 2019, an increase of Rs 46,713—eighth by 2022. In particular, in 2019, it was in the budget expenditures that 19,499.6 billion was invested in the field of school education, while by 2022, this figure was 30,635. 4 billion.

Arthur Meddison, a prominent British economist, noted in his work "The Dynamic Forces of Capitalist Development" that a 1% increase in educational spending in the state budget will lead to a 0.35% increase in the country's GDP [20]. It is from this that the idea is born that the expenses spent on education

will never go to waste. On the contrary, the time of these costs will come and add a worthy chic for the scourge of our country. Nevertheless, despite the scale of attention given to the field of education by the government, there are o problems that are still being solved in this field.

2022 under the presidency of the President of the Republic of Uzbekistan

As noted at a video selector meeting on school education development issues held on January 28,"Today, 1,695 schools require an overhaul, representing 16.7% of all comprehensive schools. Up to Khali, 179 Paksha-built schools are operating in our country. More than 3,000 schools need additional

study rooms. There are no gyms in more than 2,000 schools". Of the school's teachers, 26,929 are in the higher category, 74,703 are in the first category, 118,478 are in the second category, and 282,577 teachers do not have the appropriate categories. In addition, there is a need to build 270 more schools due to the creation of new massifs, expansion of rural infrastructure, and population growth.[21]

Also, at the meeting, it is noted that the educational standards that have been used so far, the curricula, are aimed only at providing theoretical knowledge and do not teach children to think logically, to practice, or to live. Of the 504,000 educators working in schools, 60,000 have secondary special education, and 190,000 do not have a qualification category at all. More than the knowledge and skill of many educators is required. The teacher seeks not to take a quality lesson but to "get more hours." Book holdings in school libraries have yet to be updated over the years. Only 615 schools have national musical instruments.[22]

It was at the international forum on this issue that Malika Sharipova, a member of the Expert Council of the Great Future, noted, "At the moment, all the strength there is, without investing in the development of human capital, progress cannot be achieved "according to the expert," for the education of every citizen in the United States from 3 to 22 years old, the state spends \$ 231 thousand in a year, and South Korea - \$ 130 thousand. In this way, the cost that went to the

formation of a workforce in these countries justifies itself by 13-17 times. We have this figure of \$ 19,000, and the investment covers itself only four times." [23] from this, it can be concluded that problems are waiting for a series of solutions in the Hali education system.

To eliminate such problems, the necessary measures must be developed and implemented systematically. Secondary schools must teach students the modern knowledge and competencies required in the 21st century. One of the tasks of secondary schools is to prepare quality personnel for the cocktail market. We must also remember that the issue of unemployment in our country, lowering the poverty level, depends precisely on the quality of education, raising the population's well-being, creating new jobs, and bringing our country among the advanced developed countries.

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