

Improvement Of The Education System In Modernizing Uzbekistan In Line With The Requirements Of Development

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Abstract: This article outlines the principles of the development of Uzbekistan's education system, the current work being carried out, the objectives, and the main components of the reforms implemented in the field of education. It also discusses the organization and development of reforms in the system of higher education.

Keywords: Education system, combination of two languages and one profession, preschool education, general secondary education, secondary specialized vocational education, higher education, post-university education, professional development and retraining of personnel, out-of-school education.

Introduction: Today, large-scale reforms are being implemented in every field of our country. A significant part of these transformations takes place in the education system. As President Shavkat Mirziyoyev emphasized: "It is well known to all of us that the foundation of progress, the force that makes a nation great and a country powerful, is science, education, and upbringing. Our future, the bright prospects of our Motherland, are directly linked to our education system and the upbringing we provide for our children."

Since Uzbekistan gained independence, deep reforms have been carried out in the field of education. Education is the most essential factor that ensures the development of any state. From 1991 to 2025, the education system of Uzbekistan has undergone profound transformations: renewal of content, democratization of the system, technological advancement, and efforts toward international integration.

To better understand the reform process, we can divide the development of the education system in Uzbekistan into several stages:

The Post-Independence Formation Period (1991–2000)

After Uzbekistan gained independence, the education sector was in urgent need of fundamental reform. The

transition from a centrally controlled Soviet system to a national and independent education model became a pressing necessity.

In 1992, the Law "On Education" was adopted, and in 1997, the National Program for Personnel Training was developed. According to this program, after nine years of compulsory education, students continued their studies in three-year lyceums or colleges. At the same time, the creation of textbooks in the Uzbek language and the development of national curricula began. During this period, 6–7% of the state budget was allocated to education, and the number of schools reached 8,500.

On November 26, 1997, by the decree of the President of the Republic of Uzbekistan, the El-Yurt Umidi (Hope of the Nation) Foundation was established to send talented young people to study at foreign universities and to form a reserve of highly qualified specialists — a move of great historical importance.

The Period of Strengthening Infrastructure and Growth (2001–2010)

During the second stage, the education system achieved stability, and a new phase began—focused on improving infrastructure, enhancing teacher qualifications, and establishing new educational institutions.

In this period, modern subjects such as informatics,

foreign languages, and fundamentals of law were introduced into school curricula. Textbooks, classrooms, and educational equipment were renewed, and the process of computerization of schools began gradually.

Starting from 2007, modern information technologies were introduced into schools. The education system continued to develop through cooperation with international organizations such as UNESCO and KOICA.

The number of lyceums and colleges increased significantly — between 2004 and 2010, their number reached 1,500, and the number of students in vocational colleges totaled around 1.2 million.

The Era of Digital Transformation and Open-Door Policy (2011–2020)

In the third stage, modern technologies were actively introduced into the education system. This period was marked by advancements in digitalization, international cooperation, and reforming educational programs.

Branches of foreign universities were opened, and the STEAM approach (Science, Technology, Engineering, Arts, and Mathematics) began to be tested in schools. The State Testing Center improved its operations, and steps were taken toward implementing a digital education system.

A new draft of the Law “On Education” was developed during this stage. In 2017, a separate Ministry of Preschool Education was established. At that time, the coverage of preschool education was only 27%, and in 2016, only 9% of applicants were admitted to higher education institutions.

On October 8, 2019, the Concept for the Development of Higher Education until 2030 was approved. It set goals to improve the quality of higher education, achieve international rankings, and strengthen public-private partnerships.

On September 23, 2020, the new version of the Law “On Education” was adopted. This law regulated all stages of the education system — from preschool and general education to vocational, higher, and postgraduate education. It emphasized principles such as inclusive education, equal access, and freedom to choose the form of education.

The Concept for the Development of Public Education until 2030 was also adopted to modernize school education, improve infrastructure, and enhance quality. Although the first steps were taken toward improving quality during this stage, the education system was still limited in terms of coverage.

New Uzbekistan – The Period of Rapid Reforms and Achievements (2021–2025)

The fourth stage represents the period of broad reforms initiated under the leadership of President Shavkat Mirziyoyev. The main priorities were improving the quality of education, ensuring equality and modernization, and achieving international competitiveness.

During this stage, the private education sector was introduced and expanded. The activities of private higher educational institutions widened, and new branches of foreign universities were opened. Grant-based education opportunities increased, and foreign professors and teachers began to be invited to local universities.

In the field of vocational education, a cluster system “college – technical school – production enterprise” was established. The testing system was reformed: applicants gained the right to free choice of majors, online registration was introduced, and transparent scoring and fair evaluation systems were implemented. Tuition fees for contract-based education became differentiated, taking into account social protection needs.

More than 5,000 schools were newly built or underwent major renovation. The number of private schools and students enrolled in them grew sharply. Schools adopted the “two languages – one profession” principle, meaning that from the first grade students began studying English and one additional practical field.

Programs such as STEAM, IT, and robotics were introduced into school curricula. Large projects like “One Million Programmers”, “Unified Electronic Textbook”, and “National Electronic Library” were launched.

In 2015, the number of students in higher education was 264,000, while by 2025 it reached 1,432,800, representing a 5.4-fold increase. The coverage of preschool education rose from 27% to 76%. The number of students in private schools increased eightfold—from 13,769 in 2018 to 112,093 in 2025.

Under the Digital Education Strategy, schools, colleges, and universities were provided with Internet access. Digital platforms such as UzEduHub, edu.uz, and my.edu.uz were launched to digitize textbooks, testing, and evaluation systems. Online textbooks, video lessons, and interactive e-resources were introduced. Teachers received opportunities for online certification and distance professional training.

The number of research grants increased, and special programs for young scientists were launched. Integration between science and industry strengthened, and for the first time Uzbek universities

began entering international rankings (QS, THE).

More than 40 foreign university branches started operating in Uzbekistan. Requirements for international accreditation and ranking participation were heightened. The number of private schools, higher institutions, IT academies, and learning centers rose significantly. Cooperation with organizations such as UNESCO, KOICA, GPE, and IDB was also expanded.

International experience and models from other countries began to be applied. For example, India's National Education Policy 2020 introduced mechanisms such as multiple entry-exit systems, interdisciplinary learning, and 360-degree evaluation. Estonia became a recognized global leader in digital education, where 95 percent of schools have Internet access and 100 percent of students use digital platforms.

Today, Uzbekistan is taking firm steps toward building a globally competitive education system—not only expanding its coverage but also improving quality. However, challenges such as teacher qualification, regional inequality, and integration of education with science still require deeper attention. Despite the wide scale of reforms, some problems remain: inconsistencies between plans and implementation, insufficient adaptation of teachers to new methodologies, lack of effective monitoring, discontinuity of reform incentives, limited modern teaching skills (about 30 percent of teachers), lower rural education quality compared to urban schools, and an overreliance on testing that does not foster critical thinking.

In recent years, special attention has been paid to the modernization of the education system, and promising reforms have been launched. For instance, Tashkent State Pedagogical University is planned to be transformed into the National Pedagogical University of Uzbekistan. Regional "Pedagogical Excellence Centers" are being established for preschool education to enhance teacher qualifications and test innovative methods.

The El-Yurt Umidi Foundation has been restructured to expand opportunities for students to study abroad and undertake internships. The New Generation preschool network (2026–2028) is being planned. Integration of extracurricular institutions—such as "Barkamol Avlod" schools, "Yoshlik" sports societies, and youth clubs—into a unified system is under way. Efforts are also made to protect children from harmful information, with plans to create a Children's Content Center.

New assessment methods beyond traditional testing are being developed, and profile schools specializing in natural sciences and engineering are being created.

Uzbekistan now has a clear strategic plan for education development for 2023–2030, covering all levels from preschool to higher education, as well as teacher training, infrastructure, and youth vocational preparation. If these reforms are effectively implemented and existing challenges are resolved, the education system will achieve even greater progress.

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