THE SYSTEM OF PUBLIC EDUCATION IN UZBEKISTAN 
IN THE FIRST YEARS OF INDEPENDENCE

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Abstract: This scientific article focuses on the establishment of the education system of Uzbekistan during the years of independence and its social problems and the historical way of solving them. The data were based on scientific literature, archival documents and periodicals.

Keywords: education, public education, reforms, stagnation, independence.

The development of public education has been one of the most pressing issues of every era. After all, it is through the development of this direction that the development of society is determined. By the end of the 1980s, a number of problems arose as a result of the stagnation of the Soviet education system, as well as all other spheres, as the financing of this sector was based on "residual" principles. In such a difficult situation, the leadership of Uzbekistan has a great responsibility: “Ignoring the historical, rational logic of the development of our region, all views formed under the pressure of command-and-control methods must be eliminated”[1.173] had noted the stain separately. Public education, the field of educating the younger generation, required radically new approaches.

The First President of Uzbekistan I. A. Karimov: “The process of developing a national training program has shown that for many years there have been many problems in this area. That is why we are determined to carry out this difficult, responsible, but never-ending task step by step and in a consistent manner,” he said”[2.6]. The implementation of this priority in the country began in the early years of independence.

The adoption of the Law on Education on July 2, 1992 was the first step towards education reform in the country. This law provided an opportunity to free the education sector from the views formed on the basis of the former Soviet model and to develop the prospects of modern programs for the future. However, the initial results achieved under this law did not completely eliminate some of the problems that arise in the process of education reform.

The tasks of independence required the development and implementation of a continuing education program that could fully meet world educational standards and compete with them in a healthy way. On August 29, 1997, the Oliy Majlis of the Republic of Uzbekistan adopted the Law “On Education” consisting of 34 articles and the National Training Program. The main goal was to create the basis for the upbringing of a harmoniously developed generation in Uzbekistan on the basis of further deepening the reforms in the education system.

It should be noted that in the years before independence, there were shortcomings in the field of public education, the material and technical base of the system was in a state of disrepair. Although the negative situation in the field was discussed in several higher organizations, their solution was not stopped, orders and decisions remained on paper. Especially in the teaching of social sciences and humanities, as a result of the strong influence of communist ideology, the predominance of negative attitudes towards religious and national views, the distance of secondary schools from the national character became clear. As a result of the administrative-command management of the stagnation period, although there were schools in different languages, the content of the form of education was uniform, "causing school education to differ from family upbringing in
From the first days of independence, the issue of public education has become a priority. The idea that "independence begins at school" has become widespread. Education reforms, like all areas of the industry, have led to major changes and innovations in the system of secondary schools in the country. Because “school is the most important place for the younger generation to show their talents, to choose the right profession,” it was necessary to radically reform it, and its management should be based on humane, democratic principles, to adapt quickly to changes in society.

The adoption of the Law of the Republic of Uzbekistan “On Education” on July 2, 1992 was an important factor in strengthening the development of public education and the future development of society. A number of measures have been developed to implement this law in practice. According to him, the “Concept of General Education” was developed.

This law was further improved by the Law of the Republic of Uzbekistan "On Amendments and Addenda to the Law of the Republic of Uzbekistan" On Education "of May 7, 1993, and based on the established principles, secondary schools are divided into three stages:

1. Primary education (grades 1-4).
2. Basic school (grades 5-9)
3. Higher secondary school (grades 10-11) was established.

In addition, a number of laws, concepts and programs have been developed, such as “Preschool education”, “General secondary education”, “Extracurricular and extracurricular educational work”, and “Youth policy”.

The world-recognized experience in this field has also been extensively studied in order to modernize school education. For the first time in Uzbekistan, the holding of an international scientific-practical conference on "National School Concept and Development Technology" was the first step towards bringing the general secondary education in the country in line with world standards. On the basis of the Law "On Education" and new concepts in the field of education, the process of modernization of educational institutions has begun.

In order to establish continuing education in the country, new, non-traditional directions have been expanded in the public education system. In the early years, working with gifted children in the field of public education became a topical issue. The opening of special institutions for such children - boarding schools, lyceums, gymnasiums - has been expanded. In this regard, the issue of training and retraining of specialists working directly with gifted children to raise their scientific and methodological level was raised. At the beginning of 1992, there were 27 gymnasiums, 32 lyceums, 2 lyceums at higher educational institutions, 1 lyceum under adult education schools, 3 lyceums under educational production, 4 lyceums under primary military education.

This year, 7 private lyceums and, for the first time, 5 colleges were established under the auspices of the Turkish company Silm. In connection with the transition to a market economy, significant work has been done to establish a new type of educational institutions in the field of vocational education in order to train highly qualified specialists and improve their quality. During this period, there were 8 vocational lyceums, 1 higher vocational school, 9 production centers in the country, where 1512 students were educated. The positive aspects of this experience were identified, with a particular focus on educating gifted children. By 1995, the number of lyceums in Uzbekistan reached 126, the number of gymnasiums reached 77, and 41,326 students were educated there.

It should be noted that the experience of transforming pedagogical schools into colleges began in the 1990-1991 academic year. This was done at the Tashkent Pedagogical School. Taking into account the experience of two years, in 1992 the college curriculum included new subjects such as...
as history of the peoples of Uzbekistan, etiquette, old Uzbek script, logic, Uzbek children's literature, world children's literature, calligraphy. It should be noted that the contingent of pedagogical schools was mainly composed of women. As an example, in 1991-1992, at the Bukhara Pedagogical School named after F. Khodjaev, 1,091 out of 1,107 full-time students were girls. If all of the 572 students in the part-time department were girls[11.76], a total of 572 students were girls, while in the Tashkent Pedagogical School, 351 out of 354 students were girls[12.20].

Work with gifted children in the country was carried out in two directions: 1. The organization of new types of schools and the preparation of adequate textbooks for them. 2. Selection of students for educational institutions. However, in some cities and provinces, there has been a rush to open lyceums and gymnasiums. As a result, there are cases when secondary schools are called lyceums and gymnasiums, although the material base is not in demand[12.20].

As early as 1992, the requirements of 29,154 school teachers and orphanage educators were met (46%) out of 62,806 school teachers and orphanage educators who applied for the transfer of state-funded housing to private ownership. Of the 27,833 teachers who applied for land to build private houses, 24,257 were provided with land [13.9]. By 1996, 117,775 teachers in Uzbekistan had their homes privatized, and 35,415 of them had plots of land to build houses. In addition, 351,302 employees of the sector have preferential access to utilities, electricity, gas, 79,228 teachers and educators have free access to public transport[10.152]. However, there were many cases of irresponsible execution of the decree. During the first 5 months of 1992, only 4.7% of applications for a plot of land for individual housing were satisfied in Tashkent, 11% in Andijan, 15% in Bukhara and Surkhandarya, and 2% in Namangan[13.10].

In a complex market economy, the allocation of plots of land for the organization of the work of educational institutions has given good results. Many schools have greenhouses and lemon groves. This has created important conditions for the economic self-sufficiency of educational institutions. In 1994, 2214 schools in the republic had 3541 hectares of arable land and 518 hectares of gardens. This year, 2,500 tons of cotton, 630 tons of grain, 282 tons of grain, 25,190 tons of melons and fruits, 50 tons of peanuts, 516.5 tons of rice were harvested from these areas[10.199]. The schools also have thousands of cattle, sheep and lambs at their disposal, and stockpile 5,000 tons of fodder for livestock each year. Educational teams produced industrial and consumer goods worth 19,70 soums, and provided paid services to the population in the amount of 35,342,000 soums. In schools of Andijan, Namangan and Tashkent regions, fruit trees and poplar seedlings, various seedlings in greenhouses have been delivered and sold to the population at low prices.

Indeed, in connection with the transition of the country to market relations, entrepreneurship has created a need for young people to form a factor that knows the laws of the market economy and actively participates in it. As a result, the subjects "Alphabet of Economic Knowledge" were introduced in primary schools, and "Fundamentals of Economic Knowledge" in grades 5-11. These disciplines emphasize the formation of austerity in school property, and hence the state and the people's property, the development of habits of conservation of property, economy of natural resources. Indeed, in connection with the transition of the country to market relations, entrepreneurship has created a need for young people to form a factor that knows the laws of the market economy and actively participates in it. As a result, the subjects "Alphabet of Economic Knowledge" were introduced in primary schools, and "Fundamentals of Economic Knowledge" in grades 5-11. These disciplines emphasize the formation of austerity in school property, and hence the state and the people's property, the development of habits of conservation of property, economy of natural resources.
Recommendations

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11. ЎзР МДА Фонд М-26, рўйхат 1, йиғма жилд 4, варак 76
12. ЎзР МДА Фонд М-26, рўйхат 1, йиғма жилд 15, варак 20
13. ЎзР МДА Фонд М-26, рўйхат 1, йиғма жилд 11, варак 9.