



## Cooperative Relations in the Development of Public Education in Uzbekistan

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**Abstract:** *the article describes the reforms implemented in the field of public education of Uzbekistan, international cooperation relations and achievements in strengthening the material and technical base of the school.*

**Keywords:** *school, reform, public education, cooperation, quality education, educational materials.*

### Introduction

The processes of globalization taking place in the world not only have a serious impact on people's lifestyle, but also on their cultural and spiritual life, but also cause a decrease in intellectual abilities. According to UNESCO, in 1979, only 68% of people on our planet knew how to read and write, but by 2020, this figure has increased to 86.7%. But despite these gains, 771 million people around the world still lack basic literacy skills, and nearly 24 million students will never return to school or other educational institutions as a result of the pandemic. This requires the reform of the field of school education in the world and the introduction of new innovations into it.

In Uzbekistan, special attention is paid to the development of public education. From the first years of independence, improvement of the continuous education system in the field of public education, establishment of quality education services, construction, reconstruction and capital repair of new educational institutions, equipping them with new educational and laboratory equipment, computer equipment and teaching-methodical manuals Effective work is being done to strengthen the base. "In order for our young people to become independent thinkers, have high intellectual and spiritual potential, become people who are equal to their peers in any field and be happy, we will mobilize all the strength and capabilities of our state and society and raise them to the high level required by today's times [1]" based on the idea.

➤ **Analysis of literature on the topic (Literature review).** The analysis of the literature on the public education system of the Namangan region showed that the political, economic and social processes of this period were studied from the point of view of classism, being subordinated to the ideology of the communist party. Also, attention was paid to highlighting the existing problems in the field of general education, in particular, the lack of personnel, the unsatisfactory state of the material and technical base, and the lack of up-to-date buildings in which educational institutions are located.

The literature and scientific research on the subject was carried out in 1991-2022, in which the reforms carried out in the field of public education during the period of independence were analyzed. A number of scientific articles, monographs and studies written in the first years of Uzbekistan's independence are distinguished by their closeness to this topic. In particular, Z. implemented during this period. U. Haydarov's candidate's thesis on the topic "Socio-economic and cultural history of the Namangan region during the Soviet era and the years of independence: a comparative analysis" focuses on the economic and social issues of the region during the Soviet



and independence years, as well as the public education system, and the reforms carried out in the field of public education during the years of independence are detailed. not illuminated.

T. Hatamov's candidate's thesis on the topic of "Uzbekistan's general education schools in the system of educational reforms: problem solving and prospects (1991-2009)" contains some information about the public education system of the Namangan region, mainly in the first years of independence, updates in general education schools and strengthening their material and technical base. reforms were approached based on historicity and systematicity. However, in this study, the work carried out in the public education system of Namangan region is not covered in detail.

who serves to cover the research topic. Hoshimov, O'. Abdullaev, U. Elmuratova, N. Sharipova, N. Isamatova's scientific researches provide a lot of information about the reforms and achievements in the field of education in the Fergana Valley during the years of independence based on historical evidence. However, the fact that this research is regional in nature, it does not reflect many reforms implemented in the public education system of Namangan region from the point of view of periodicity.

- **Research methodology (Research Methodology).** International cooperation is one of the measures implemented by our state in the comprehensive reform of the education sector. From this point of view, comparative and quantitative analysis, critical and chronological analysis, and pragmatic analysis methods will be covered in the coverage of the obscure topic.
- **Analysis and results (Analysis and results).** Starting from 1991, Uzbekistan launched cooperation programs in all fields of education with the countries of the world. In 1991, regional foreign language teaching centers were established in 7 regions of the Republic. 10 students were sent to Afghanistan for internship this year [2]. In addition, this year, the Ministry of Public Education of Uzbekistan sent 132 people to 17 countries of the world, including 80 students, 22 teachers, 14 teachers of higher education institutions, 6 students, and 10 employees of the public education system [3].

The main goal of international cooperation in the field of education of Uzbekistan is:

Study procedure, study of management of education;

The main essence of teaching is to study directions at different levels of education;

Exchange of educational plans, programs, textbooks, educational-methodical and other literature;

In order to improve the qualifications of working and pedagogical personnel in the enterprises, training centers, scientific-methodological institutions of the cooperating countries, internships are established, etc. [4].

In the early years of independence, Uzbekistan established active cooperation in the field of education with international organizations and other non-governmental organizations, such as ACSELS, AYREKS, Consortium of American Colleges, SARE, Peace Corps, Germany's DAAD, Konrad Adenauer Foundation, British Council of Great Britain, Saud Al-Baptin Foundation of Egypt. [5], in 1994, 78 students were sent to study abroad. 71 of them were sent to CIS institutes, 7 to Turkish universities. Within the framework of cooperation, in 1994, educational tools, technical equipment and various furniture for students were brought from Russia, 1 million soms from Ukraine, 1.2 million soms from Moldova, and 90 thousand soms from Tajikistan [6].

Based on the agreement with the Ministry of Public Education and the British Council, in 1995, 50% of the English language textbook was created for students of the 5th grade of secondary schools. On the basis of cooperation in the field of education, 48 schoolchildren were sent to the USA in 1993 and 55 in 1994 for a one-year study [7]. In the same year, as a result of cooperation



in the field of education with the state of Uzbekistan and Germany, in 1997, a 5th-grade German language textbook was created for secondary schools. This set includes 10,000 copies of a student's book and an exercise book, and 2,000,000 copies of a teacher's book and cassettes were printed in Germany and distributed to republican schools. distributed [8].

In the 1996-1997 academic year in our country, great attention was paid to the teaching of foreign languages, foreign language subjects were taught in 8143 secondary and high schools, including English in 4638 schools, French in 1760 schools, German in 2808 schools, and Arabic in 82 schools. language, and Turkish language was taught in 31 schools [9].

Cooperation in the field of education In 1998, seminars for more than 60 teachers of the German language were organized in the republic with German specialists. This year, 20 teachers improved their qualifications in Germany. Two winners of the German language Olympiad were sent to Germany. During 1993-1998, 115 French language teachers were sent to France for training. 311 teachers (1993-1998) were sent to the USA for a one-year study based on the agreement concluded with the US organization AKSELS (American Council for Cooperation in the field of Education) in order to train specialists who know the English language perfectly.

In 1998, in order to improve the system of publishing textbooks and educational literature for secondary schools, the Asian Development Bank allocated a conditional loan of 20 million US dollars [10].

In 1998, as a result of cooperation in the field of education, 1,223 people were sent to foreign countries, of which 1,027 people were sent to study, 161 people were sent to improve their skills, and 35 experts were sent on a business trip [11]. In cooperation with Japan, from 1993 to 1998, 10 teachers are sent twice a year to familiarize themselves with the field of education [12].

In 1998, more than 15,000 specialists graduated from educational institutes of pedagogy. More than 60,000 teachers and educators have improved their qualifications, more than 300 pedagogues have studied best practices in foreign countries. On the occasion of the Day of Teachers and Trainers, 294 teachers and educators, public education workers were awarded with orders and medals of our Republic [13].

In the development of cooperation relations, Uzbekistan pays great attention to the creation of a new generation of textbooks and educational literature, and to the work of improving the qualifications of pedagogic staff. In 2001, a loan of 40 million dollars was allocated from the Asian Development Bank for the implementation of these goals. In addition, in cooperation with the Asian Development Bank, computers, small printing presses and the "Modem" system of information transmission were introduced in 15 vocational training institutes in our Republic.

During 1998-2001, 36 students and teachers were sent abroad in Namangan region, 58 students from Tashkent region, 60 students from Fergana region, and 68 students from Tashkent city within the framework of cooperation with the American organization AKSELS. However, it is stated that 1 student and teacher were sent from Surkhandarya region, 3 students and teachers were sent from Syrdarya and the Republic of Karakalpakstan [14].

In short, in a short ten years, Uzbekistan achieved high results in the field of public education, and at the same time, by introducing the educational experiences of the developed countries of the world in our country, they had the opportunity to use modern pedagogical technologies in the process of teaching students.

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