

The Education System Of The Independent People In The Early Years Of Independence: Towards The Solution Of The Problems

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Abstract:

In the years of independence, the establishment of the national system, which is considered the first stage of the education system in the conditions of Uzbekistan, issues related to existing problems and their solutions are highlighted. The problem of public education and its solution was studied based on the analysis of archival materials, scientific literature and periodical press materials.

Key words: education, education, public education, Law "On Education", "Regarding Youth Policy", Silm Company, market economy, education, "Teacher of the Year", "Language and Literature Education", "National Program of Personnel Training" ".

I. INTRODUCTION

The development of public education has been one of the urgent issues of every era. After all, the development of society is determined by how this direction develops. By the end of the 80s of the 20th century, a number of problems emerged as a result of stagnation in the Soviet education system, as well as in all areas, as a result of the financing of this area based on "residual" principles. In such a difficult situation, the leadership of Uzbekistan with great responsibility noted that "all views formed under the pressure of command-administrative methods, disregarding the historical and rational logic of the development of our region, should be abolished." The field of public education and education of the young generation required radically new approaches. First President of Uzbekistan I.A. Karimov: "The process related to the development of the national personnel training program has shown that many problems have been accumulated in this field for many years. That's why we decided to do this difficult, responsible, but impossible to solve work step by step, consistently. Implementation of this priority task in the republic began from the first years of independence.

Main part

The adoption of the Law on Education on July 2, 1992 was the first step towards educational reforms in the country. This law made it possible to free the education sector from the views formed on the basis of the former Soviet model and to develop the perspective of modern programs for the future. However, the initial results achieved on the basis of this law could not completely eliminate some problems arising in the process of educational reforms.

The tasks of independence required the development and implementation of a continuous education program that could fully meet world educational standards and enter into healthy competition with them. On August 29, 1997, the Oliy Majlis of the Republic of Uzbekistan adopted the Law "On Education" consisting of 34 articles and the National Personnel Training Program. The main goal was to create a foundation for raising a mature generation in Uzbekistan based on the deepening of reforms in the education system. It should be said that in the years before independence, shortcomings in the field of public education appeared, and the material and technical base of the system fell into a desperate situation. Although the existing negative

situations in the field were discussed in several higher organizations, their solutions were not addressed, orders and decisions remained on paper. As a result of the strong influence of the communist ideology, the priority of negative attitude towards religious and national views, especially in the teaching of social and humanitarian sciences, the alienation of national characteristics of general education schools began to be evident. As a result of the administrative-mandatory management of the stagnation period, although there were schools in different languages, the form and content of education was standardized, "the reason for school education to be practically different from family education".

From the first days of independence, the issue of public education became a priority. The opinion that "independence begins at school" is widespread. Educational reforms, like all areas of this field, caused major changes and updates in the system of republican higher education schools. Because "the school is considered the most important place for the young generation to show their talent and choose the right profession", its fundamental reform has become the demand of the time, and its management should be based on humane, democratic principles and quickly adapt to changes in society.

The adoption of the Law "On Education" of the Republic of Uzbekistan on July 2, 1992 became an important factor in strengthening public education and its role in the economic, social, cultural and spiritual life of society, the right of every person to receive education, the development of public education and the future development of society. A number of measures have been developed for the practical application and implementation of this law. According to it, the "Concept of General Education" was developed.

This law was further improved in the Law "On Amendments and Supplements to the Law of the Republic of Uzbekistan "On Education" adopted on May 7, 1993, and based on the established principles, general education schools have three levels:

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

Also, several laws, concepts and programs were developed, such as "Preschool education", "General secondary education", "Educational activities outside school and classroom", "Regarding youth policy".

In order to update school education, world-renowned experiences in this field were also widely studied. For the first time in Uzbekistan, the international scientific-practical conference on the theme "National school concept and development technology" was the first step towards bringing the level of general secondary education in the country into line with world standards. On the basis of the Law "On Education" and new concepts of education, the processes of updating the activities of educational institutions have begun.

In order to establish continuous education in the republic, 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 an urgent issue. The opening of special institutions for such children - boarding schools, lyceums, gymnasiums - has been expanded. In this regard, in order to raise the scientific-methodical level of specialists who work directly with gifted children, the issue of retraining and improving their qualifications has been strongly raised. At the beginning of 1992, 27 gymnasiums, 32 lyceums, 2 lyceums under higher educational institutions, 1 lyceum under adult education schools, 3 lyceums under educational production, 4 primary military education lyceums were operating in Uzbekistan.

In this year, 7 private lyceums were established in cooperation with Silm company of Turkey, and 5 colleges were established for the first time under educational production combines. In connection with the transition to the market economy, significant work was carried out on the establishment of new types of

educational institutions in the field of vocational and technical education in order to train highly qualified specialists and improve their quality. During this period, there were 8 vocational lyceums, 1 higher vocational education institution, 9 production centers in the republic, where 1512 students received education. The positive aspects of this experience were identified, especially the education of gifted children. By 1995, the number of lyceums in Uzbekistan reached 126, the number of gymnasiums reached 77, and 41,326 students were educated in them.

It should be said that the experience of transforming educational institutions into colleges began in the academic year 1990-1991. This was done at the Tashkent Pedagogical University. Taking into account the experiences of two years, in 1992 new subjects such as the history of the peoples of Uzbekistan, etiquette, old Uzbek writing, logic, Uzbek children's literature, world children's literature, husnikhat were included in the college curriculum. At this point, it should be mentioned that the contingent of pedagogic educational institutions consisted mainly of women. As an example, in 1991-1992, 1091 out of 1107 pupils in the full-time department of the Bukhara Pedagogical University named after F. Khojaev were girls. All 572 students in the external department were girls, while 351 out of 354 students in the Tashkent Pedagogical University were girls.

Work with gifted children in the republic was carried out in two different directions: 1. Organization of new type of schools and preparation of sufficient teaching-methodical manuals for them. 2. Selection of students for educational institutions. However, in some cities and regions opening lyceums and gymnasiums hastily allowed. As a result, although the material base and specialists are not at the level of demand, there were cases of giving names to general education schools as lyceums and gymnasiums.

In these years, a lot of attention was paid to the social protection of employees serving in the education system. After all, in the

conditions of the transition to the market economy, the leadership of the independent state did not spare its efforts in the social protection of the teaching staff, in creating the legal basis of the policy in the field of education. In a number of decrees adopted by the President of the Republic of Uzbekistan, additional privileges were created for the pedagogical staff of schools, kindergartens, extracurricular institutions, vocational and technical educational institutions, higher and secondary special educational institutions. Already in 1992, the requests of 29,154 of the 62,806 school teachers and kindergarten teachers who applied for the transfer of state-owned houses and residences to private ownership were met (46%). 24,257 of the teachers who applied for land allocation for the construction of 27,833 private houses were provided with land. Until 1996, 117,775 teaching staff were privatized in Uzbekistan, and 35,415 of them were allocated plots of land for building houses. In addition, 351,302 employees of the sector used municipal services, electricity, and gas with preferential rates, and 79,228 teachers and educators used city transport for free. But there were also many cases of irresponsibility in the execution of the decree. During the 5 months of 1992, only 4.7% of the applications written by pedagogues to get a plot of land for the construction of private housing were satisfied in Tashkent city, 11% in Andijan region, 15% in Bukhara, Surkhandarya regions, and 2% in Namangan region.

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In the context of the complex market economy, the allocation of land to educational institutions has given good results. Many schools have greenhouses and lemon gardens. This created important conditions for economic self-recovery of educational institutions. In 1994, 2,214 schools in the republic had 3,541 hectares of cultivated 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 processed products and fruits, 50 tons of peanuts, and 516.5 tons of rice were harvested from these fields. Also, thousands of cattle, sheep and lambs are available to the schools, and 5 thousand tons of fodder are collected for livestock every year. Educational teams produced industrial and consumer goods worth 19,970 soums and provided paid services to the population in the amount of 35,342,000 soums. They delivered fruit tree and poplar seedlings to the schools of Andijan, Namangan, and Tashkent regions, various seedlings in greenhouses, and started selling them to the population at low prices. J. G. Yoldashev, who was the Minister of Public Education in those

years, mentioned this entrepreneurial activity: "... there are great opportunities to realize the intended goal by embracing such activities. It takes courage, effort, and frustration to realize them. He evaluated that, "satisfaction" At this point, he mentioned his foreign experience, "when I was on a business trip to the USA and Japan, I witnessed that schools are full of life day and night, even on weekends. "Organizing additional training, providing tutoring services, adult education, computer training courses, renting sports facilities - all this brings additional income to schools," he recalls.

In fact, in connection with the transition of the country to market relations, it was necessary to form a factor among young people who know the laws of entrepreneurship and market economy and actively participate in it. As a result, the subjects "Economic Knowledge Alphabet" were introduced in elementary grades of schools, and "Economic Knowledge Basics" in grades 5-11. These subjects have been emphasizing the formation of thrift attitude towards the school property, that is, towards the state and the people's property, to educate the habits of careful preservation of the property, economy of natural resources.

For the purpose of social protection of teachers in Uzbekistan, their monthly salaries have been increasing year by year. Special attention was paid to teachers of subjects such as elementary education, music, physical education, painting. In 1993 alone, the decision of the President of the Republic to increase the monthly salaries of the representatives of the field of public education was adopted 6 times, and more than 70 billion soums were allocated from the state fund for its implementation.

In the system of public education, the experience of categorization was used to motivate teachers. Because updates and reforms in the education system depended on the quality of knowledge, skills, and experience of school teachers. In this regard, in 1992, in an interview with the reporter of "Yosh Kuch" magazine, the Minister of Public Education at that time expressed the following thoughts: "...teachers are now paid according to categories. In other

words, the teacher who makes the students fall in love with him, as you mentioned, earns more with the higher category, and the teachers of the first category, who are diligently sought after in this way, are also well paid. It's a pity, a thousand regrets, that when we count, there are only one percent of teachers of the highest category in our entire republic. 19 percent of our teachers were found worthy of category 1, and the rest... you know now. "From now on, the times are approaching when ignorance and lack of self-improvement will be a warning to the teacher." In fact, such a situation in the public education system required fundamental changes. In the early years, the most important step in education was the recruitment of teachers to the school on a contract basis for each school year. This forced the teacher to work on his knowledge to increase the demand for himself.

In response to the state's emphasis on comprehensive schools, the search for reform in the education system has intensified. Especially in the republic, the introduction of the "Teacher of the Year" examination competition to study the best practices of creative teachers at the initiative of the Ministry of Public Education increased the desire among pedagogues. Among teachers, the use of non-traditional teaching methods that increase the activity of students in the educational process has become popular. Later, in order to encourage the work of teachers and educators, and to improve their pedagogical skills, regular annual three-stage competitions were held in the name of "Educator of the Year", "Teacher of the Year", and "School of the Year". Since 1992, the establishment of scientific-methodical magazines such as "Primary Education", "Language and Literature Education", "Preschool Education" has served as a program for teachers to improve the quality of education in the republic.

It should be noted that on the eve of independence, attention to national aspects in the subjects of Uzbekistan's schools was much less than that of schools in other former Soviet republics. In those years, the leading researcher

of the Scientific Research Institute of Pedagogical Sciences of Uzbekistan named after T.N. Kori-Niyazi, Ph.D. It is appropriate to quote P. Musaev's comments on the example of one geography lesson: "Let's pay attention to these numbers: the time allocated to the geography lesson Latvia, Lithuania. In Estonia - 68 hours, in Ukraine and Georgia - 34 hours, in Kazakhstan - 24 hours. Why is that? Because the order of the State Committee of Public Education of the USSR is limited to 12 hours. While the education authorities of other republics have managed to increase the hours of classes, we are fulfilling the committee's order "excellently". ...Our youth are the weight of Uzbeks living outside of Uzbekistan. He is unaware of his lifestyle, economic and political status. ...In the future, a course of Eastern philosophy and logic is necessary for our school, which reflects the national identity..." .

In fact, as a result of the search for a solution to the remaining problems, as well as in order to teach young people the rich history of the Uzbek people, and to instill a sense of patriotism, it was a big step to introduce new subjects into the curricula of the republic's general education schools from the 1992-1993 school year. Starting from this year, new subjects such as "History of the Peoples of Uzbekistan", "Old Uzbek Script", "Etiquette", "Man and Society", "Historical Studies", "History of Religion" were introduced into the curriculum. In schools, new optional subjects such as "Law", "Fundamentals of Management and Marketing", "History of Religion" have been created for students of higher grades.

Of course, this was a great responsibility for social science teachers. In particular, the help of historical experts in the field of "Jurisprudence" was relied upon. Only 1 out of 1,817 history teachers teaching law in Fergana region had a law degree. Non-specialist engineers, mathematicians, and philologists attended classes in the 2nd, 9th vocational and technical educational institutions and 4 schools in the city of Ko'kan.

Starting from the 1992-1993 academic year, special hours were allocated to the study

of the Constitution in general education schools and a special order of the Ministry of Public Education was adopted. In practice, 2 hours (in the form of a conversation) in mother tongue and reading classes in 1-4th grades, 4 hours in "General History" classes in 5-8th grades, 6 hours in "Fundamentals of State Law", "Man and Society" lessons for 9-11th grades. teaching is set. The study of the Constitution of the Republic of Uzbekistan and the national anthem was started not only in the school system, but also in vocational and technical educational institutions, educational institutions of pedagogy, pedagogical institutes, and professional training institutes. Starting from this year, the text of the national anthem, coat of arms and flag of Uzbekistan will be placed in visible places in the main buildings of educational organizations.

On July 20, 1992, the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 334 "On sending young people of Uzbekistan to study in foreign countries" was adopted. The main goal was to study the advanced aspects of the organization and development of education abroad, to improve and manage the content of education, and to serve to increase the economic, social, scientific and spiritual power of independent Uzbekistan based on the accumulated knowledge. A number of works have been carried out in the field of public education. In particular, in cooperation with the American society AKSELS, students of Uzbek schools were sent to study in the USA for one year after a special competition. They had the opportunity to study side by side with US students in the schools of this country. In 1993, in cooperation with AKSELS, 48 students were sent to study, in 1994, 55, and 69 in 1995. In general, in the early years of independence, much attention was paid to studying foreign experience. As a confirmation of our opinion, it can be said that in 1994-1995 academic year, 541 people in the field of public education visited foreign countries. 326 of them were students of general education schools, 136 were teachers, 70 were employees of administrative institutions of

public education. In 1991-1997, students of higher education schools studied physics, chemistry, mathematics, and ecology in Poland, Argentina. They took part in the international science Olympiads held in Turkey and the Netherlands and won a total of 33 gold, silver and bronze medals.

In general, in 1993, for the first time, the order of the Ministry of Public Education was adopted on the implementation of student admission to all higher educational institutions of the republic on the basis of tests. A number of practical events were held in this regard. It should be said that the Ministry of Public Education of Uzbekistan, the Republican Educational Methodology Center, and the laboratory of TermizSU were able to test talented students with the help of psychodiagnostic tests. As a result, 100 of the most talented students selected from 3784 students were awarded the scholarship of the Ulugbek Foundation. The testing experience was conducted in several locations. For example, in the report on the end of the graduation exams held on the basis of test assignments in schools of Sergeli district and Gulistan city of Tashkent city, the attitude of students to these tests is given. In a special survey distributed to 1000 students, "Would you be ready to participate in this event?" 640 students said that they were ready, 329 students said that they were not sufficiently ready, and 37 students said that they were not ready at all. 592 students responded positively to the question "Are test assignments for subjects necessary?" 160 people gave a negative answer, 175 students were saved from a definite answer. During the pilot tests, many people were in favor of the new method, which, in turn, gave rise to various heated discussions, arguments, and discussions. As a result, objective assessment of students' knowledge, test tasks, which are completely free from the mood of each other and the teacher, personal relationships and external influences, were introduced into the education system of Uzbekistan. The test results were analytically studied at the level of regions, cities and districts.

Summary

In conclusion, it can be said that the first step was taken in 1992 in the implementation of reforms in the education system of the Republic of Uzbekistan. The adopted law is typical of the "transitional period", and based on it, the directions and stages of educational reforms were determined. Experiences and technologies in the world education system were studied. Cooperation with advanced, developed countries was established in this field. Talented students had the opportunity to study in educational institutions of foreign countries. Radical changes were observed in the direction of social and humanitarian sciences. A new series of textbooks, manuals, literature reflecting the national-spiritual heritage was created. The hours of subjects such as mother tongue, literature, and history of the Motherland have been increased. Special attention was paid to the teaching of the fundamentals of law and economic knowledge. Modern computer technologies were applied to teaching processes. Serious attention was paid to the construction, repair and equipment of general education schools, strengthening of the material and technical base of schools.

Educational reforms, like all links of education, caused major changes and renewals in the system of republican comprehensive schools. Thanks to the reforms, the material and technical base of schools was strengthened, the educational process was nationalized and adapted to the requirements of the times. Also, best practices on reforms in general education schools were collected.

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