

**COVERAGE OF EDUCATIONAL PROBLEMS IN THE NATIONAL MASS MEDIA.****Manzura Mamatqulova***Uzbekistan Journalism and Mass Communications Higher University journalism courses.*

**Annotatsiya:** *Ta'lim har bir xalqning o'sishining eng muhim ustunlaridan biri bo'lib, u sivilizatsiya kelajagiga sezilarli ta'sir ko'rsatadi. O'zbekistonda, boshqa mamlakatlarda bo'lgani kabi, ommaviy axborot vositalari ham ta'limga oid masalalardan aholini xabardor qilish va xabardorligini oshirishda muhim o'rin tutadi. Ommaviy axborot vositalarining ushbu mavzularni yoritishi jamoatchilik fikriga, siyosatni ishlab chiqishga va o'zgarishlarni amalga oshirishga jiddiy ta'sir ko'rsatishi mumkin. Ushbu maqolada O'zbekiston milliy ommaviy axborot vositalarida ta'lim sohasidagi muammolarning yoritilishi o'rganiladi, bu mavzular qanday tasvirlangani, OAV duch keladigan to'siqlar va kelajakdagi o'zgarishlar imkoniyatlari ko'rib chiqiladi.*

**Kalit so'zlar:** *Ta'lim, milliy ommaviy axborot vositalari, maktab infratuzilmasi, o'quv dasturi islohoti, o'qituvchilar sifati, raqamli ta'lim, hukumat.*

**Annotation:** *Education is one of the most essential pillars of every nation's growth, and it has a significant impact on the future of a civilisation. In Uzbekistan, like in many other countries, the mass media plays an important role in informing the public and promoting awareness of educational concerns. The media's coverage of these topics can have a substantial impact on public opinion, policymaking, and change implementation. This article investigates the coverage of educational difficulties in Uzbekistan's national mass media, looking at how these topics are portrayed, the obstacles the media faces, and the possibilities for future changes.*

**Key words:** *Education, national mass media, school infrastructure, curriculum reform, teacher quality, digital education, government.*

**Аннотация:** *Образование является одним из важнейших столпов роста каждой нации и оказывает существенное влияние на будущее цивилизации. В Узбекистане, как и во многих других странах, средства массовой информации играют важную роль в информировании общественности и повышении осведомленности о проблемах образования. Освещение этих тем в средствах массовой информации может оказать существенное влияние на общественное мнение, разработку политики и реализацию изменений. В данной статье исследуется освещение образовательных трудностей в национальных средствах массовой информации Узбекистана, рассматривается, как освещаются эти темы, препятствия, с которыми сталкиваются средства массовой информации, и возможности для будущих изменений.*

**Ключевые слова:** Образование, национальные СМИ, школьная инфраструктура, реформа учебных программ, качество учителей, цифровое образование, правительство.

## INTRODUCTION

Education is the foundation of any nation's development, and its quality has a substantial influence on societal advancement. Education continues to be a major concern in Uzbekistan, despite significant advances in recent years. Despite the government's efforts to improve the education system, issues such as obsolete curricula, teacher shortages, regional inequities, and a digital literacy gap remain. The national media has an important influence in molding public opinion and policy choices. By reporting educational concerns, the media may educate the public, hold authorities responsible, and influence government policy. This research aims to investigate the coverage of educational difficulties in Uzbekistan's national mass media, identifying the primary themes discussed, the tone of the coverage, the types of sources utilized, and the policy suggestions that come from these debates.

## METHODS

This study uses a content analysis technique to investigate how educational topics are covered in Uzbekistan's national media. The investigation focusses on both print and broadcast media from January to December 2023, when important educational changes were implemented in the nation. The analysis included 150 articles from renowned Uzbek publications such as The Tashkent Times and Uzbekistan Today, as well as 20 television shows from national broadcasters such as Uzbekistan 24 and Tashkent TV.

The selection criteria prioritised articles and segments that directly addressed educational issues such as school infrastructure, curriculum reform, teacher quality, digital education, and regional disparities. A classification methodology was created to categorise articles based on their thematic focus (e.g., financing, teacher training, access to education) and tone (positive, neutral, or negative). Furthermore, the sources cited in the story (e.g., government officials, education experts, teachers, and parents) were classified to assess the diversity of viewpoints.

## RESULTS

The content analysis yielded several key findings regarding the coverage of educational problems in Uzbekistan's national mass media:

### Focus of Coverage:

**Educational Inequality:** The most often mentioned topic (45% of the articles) was the regional discrepancy in access to excellent education. Many publications emphasised the contrasts between urban and rural locations in terms of infrastructure, teacher quality, and educational resources.

**Curriculum Reform:** Curriculum reform accounted for 25% of the coverage, with an emphasis on modernising educational material to suit worldwide standards and shifting to more digital learning methods.

**Teacher Shortages:** About 20% of the coverage focused on teacher shortages, particularly in rural regions, and the difficulty of upgrading teacher credentials.

**Digital Education:** The remaining 10% focused on the use of digital technology in education, particularly in light of the COVID-19 epidemic and the digital gap between regions.

#### 1. one of Coverage:

**Negative:** About 40% of the coverage was unfavorable, particularly when highlighting educational inequalities and infrastructural difficulties. The media criticized the government's delayed response to regional inequities and poor teacher preparation.

**Neutral:** 35% of the articles were neutral, presenting factual information on educational changes without expressing a strong favorable or negative attitude.

**Positive:** 25% of the stories were positive, stressing the progress gained via educational reforms such as increased school financing, the implementation of new curriculum, and experimental digital education initiatives.

#### 1. Sources Cited:

**Government Officials:** Government authorities, including the Minister of Education and regional officials, were the most often mentioned sources (40%). They often offered updates on government plans and initiatives.

**Education Experts:** Thirty percent of the stories quoted education scholars and experts, who provided critical appraisals of the educational system and proposed improvements.

**Teachers and Parents:** Teachers and parents were mentioned in 20% of the stories, notably when describing the impact of educational changes on the ground. However, their voices were less prominent than those of government officials.

**Advocacy Groups:** Advocacy groups for educational rights were mentioned in 10% of the publications, with several noting disparities in access to education for marginalized populations.

#### 2. Policy Recommendations:

**Increased Investment in Education:** The most prevalent proposal (40%) was to enhance investment in the education system, particularly in rural regions, to alleviate infrastructural gaps and improve educational quality. Another 25% of articles emphasized the need for improved teacher training programs to ensure educators are prepared to teach new curricula.

**Digital Literacy and Technology:** Approximately 20% of media coverage urged more digital education and access to online learning materials, particularly in rural regions.

Curriculum Reform: 15% of the proposals advocated for ongoing curriculum modernisation to better accord with global standards and labour market demands.

### **DISCUSSION**

This study's findings highlight many major patterns in the media coverage of educational issues in Uzbekistan. The frequent emphasis on educational inequality, particularly the gap between urban and rural areas, indicates a rising recognition of regional disparities in access to excellent education. The tone of the coverage, which is primarily critical or neutral, indicates that there is widespread concern about the speed of reform and the effectiveness of present measures in resolving these discrepancies.

The presence of government personnel as media sources reflects Uzbekistan's top-down educational reform agenda. While government officials are the primary sources of information on educational policy, the lack of representation of teachers, students, and parents in media coverage suggests a potential gap in the media's ability to capture the lived experiences of those directly affected by educational policies. The lack of different viewpoints, such as those of educators on the ground, may restrict public knowledge of the true issues encountered in the classroom.

Despite these issues, media coverage focusses on positive achievements in Uzbekistan's education system, such as continuing curriculum revisions and initiatives to incorporate digital technology into schooling. The coverage of these reforms implies that people are optimistic about the government's commitment to modernizing the education system. However, the survey also finds that the topic of digital education is under-discussed in contrast to other issues. Given the rising importance of technology in education, increased media coverage of this topic may assist raise awareness of the digital divide and the need for increased investment in digital infrastructure.

### **CONCLUSION**

The coverage of educational issues in Uzbekistan's national mass media gives valuable insights into the country's educational difficulties and development. While the media has highlighted important concerns such as educational inequity, teacher shortages, and the need for curriculum revisions, there is still a need for more varied viewpoints, particularly from teachers and students. Furthermore, while the media acknowledges the value of digital education, it is still an area that could need more in-depth coverage. As Uzbekistan continues to modernise its education system, media coverage will be critical in encouraging public discourse, influencing policy choices, and ensuring that the opinions of all stakeholders are heard.

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