



CHANGES IN UZBEKISTAN'S EDUCATION SYSTEM OVER THE LAST FIVE
YEARS: ACHIEVEMENTS, CHALLENGES, AND PROSPECTIVE
DEVELOPMENT DIRECTIONS

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Abstract: *This article examines the major reforms introduced into Uzbekistan's education system over the past five years, assessing their outcomes, identifying persistent structural and methodological challenges and outlining prospective directions for enhancement. Changes observed across all levels of education- preschool, general secondary, vocational, and higher education – are analyzed within a scientific framework. The findings indicate that improving education quality strengthening teacher competencies, and expanding digital learning remain critical priorities for future development.*

Keywords: *education system, reform, innovation, digital learning, pedagogy, professional development, quality assurance, achievements, challenges.*

INTRODUCTION

Over recent years, Uzbekistan has placed education at the forefront of national development policy. The adoption of the Concept for the Development of the Education System until 2030, the Digital Uzbekistan 2030 program, and several presidential decrees reflects the government's commitment to establishing a modern, competitive, and human-capital-oriented education system.

The past five years have seen profound systemic, methodological, technological, and administrative transformations. This study analyzes these developments and evaluates their effectiveness.

Main Analysis

Preschool Education

Since 2017, preschool education has become a strategic priority. The establishment of the Ministry of Preschool Education accelerated system-wide reforms. Enrollment increased from 27% to 70%, accompanied by growth in private sector participation and expanded professional development programs for educators.

Nevertheless, challenges persist, including shortages of qualified staff, uneven access across regions, and limited methodological resources.



General Secondary Education

Reform efforts in general secondary education focused on updating the content and structure of the three-stage school model. Competency-based learning, STEAM approaches, digital technologies, electronic textbooks, and online learning platforms were introduced. Platforms such as UzEdu, Maktab.edu.uz, and Bilimlar bellashuvi enhanced opportunities for independent learning.

Teacher remuneration and certification systems were modernized.

However, overcrowded classrooms, subject-specific teacher shortages, and inadequate infrastructure—particularly in rural schools—remain critical issues.

Vocational and Secondary Specialized Education

Vocational education was reorganized as an independent subsystem under the label "Professional Education." The expansion of vocational schools, colleges, and technical institutions was aligned with labor market demands, and dual-education models were introduced to integrate theoretical instruction with practical training.

Despite these improvements, weak cooperation with industry, insufficient practical facilities, and low graduate employment rates indicate ongoing systemic gaps.

Higher Education

The higher education sector experienced significant expansion, with the number of institutions increasing from 60 to over 200, including foreign and private universities. The credit-module system was adopted, internationalization intensified, and scientific research incentives improved.

Yet, rapid growth in student enrollment has heightened concerns about quality assurance. High teaching loads, limited research infrastructure, and underdeveloped practical training remain key constraints.

5. Digitalization and Innovation in Education

The COVID-19 pandemic accelerated systemic digital transformation. Online platforms, virtual laboratories, and remote assessment tools became integral components of the learning process.

Today, initiatives such as Digital Education, Electronic University, and the Unified Education Portal reflect ongoing institutional digitalization efforts.

ACHIEVEMENTS IN EDUCATION

Since the changes in the educational process have taken a sharp turn during the pandemic, while some processes have become more visible, the achievements are also becoming more visible, for example, the following;

- The scope of education has increased sharply;
- The status of teachers has been increased;
- New curricula have been developed;
- International cooperation has expanded;
- A digital education system has been introduced;
- The openness and transparency of education have increased.

EXISTING SHORTCOMINGS

As they say, one good thing is another bad thing, achievements have led to the current shortcomings;



- The quality of education in remote areas is low;
- The qualifications of some teachers are insufficient;
- The student-load balance is disturbed;
- The assessment system is subjective;
- Innovative technologies have not been fully mastered.

CONCLUSION

The education system of Uzbekistan has been developing in a harmonious combination of innovations, reforms, achievements and problems over the past five years. In order to further improve the education system in the future, it is necessary to pay attention to the following areas:

- further development of digital education;
- improving the qualifications of teachers in accordance with international standards;
- reducing the gap between rural and urban education;
- widespread introduction of practice-oriented teaching methods;
- integrating research with education.

A new era of education is not only a system of imparting knowledge, but also of forming a creative, free-thinking and competitive personality. Therefore, reforms in the field of education should continue consistently, and their practical results should serve the well-being of the people and national development.

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