

O'ZBEKISTON TA'LIM TIZIMIDAGI QIYINCHILIKLAR VA MOSLASHUV JARAYONLARI: BOSHLANG'ICH MAKTABDAN OLIYGOHGACHA

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Annotatsiya: Ta'lim olish inson hayotining eng muhim jabhalaridan biri sifatida asrlar davomida jamiyat taraqqiyotining ajralmas qismi bo'lib kelmoqda. Ammo shuni aniqlik bilan aytish mumkin, bu insoniyat faoliyati bir vaqtda kelajakda baxtli hayot hayot qurishda muhim ahamiyat kasb etsada, bu davr bir qancha muqarrar qiyinchiliklarni ham o'z ichiga oladi. Oscar Wilde aytganidek, "Har bir amal o'zining zavqi va narxiga ega; nima qilsak ham, buning to'lovini to'laymiz." Bugungi kunda, ko'pgina davlatlarda, ta'lim olish vaqt nuqtai nazaridan bir qancha bosqichlarda amalga oshiriladi ya'ni Maktabgacha ta'limdan tortib universitetlargacha. Ta'lim oluvchi ulg'aygani sari ta'lim darajasi ham murakkablashadi natijada ko'pgina holatlarda maqsadning xiralashuvi va kelajakka bo'lgan umidsizlik hissi yuzaga keladi. Ammo, ushbu muammolar faqatgina keying ta'lim bosqichiga o'tish tufayli emasligi, raqamli texnologiyalar rivojlanishi va ijtimoiy bosimni yildan yilga o'sib borishini ham bunga katta hissa borligini keltirib o'tish maqsadga muvofiq. Bu maqolada insonning ta'lim olish davrida duch keladigan qiyinchiliklar va ular uchun mavjud bo'lgan bir qator maslahatlar ham keltirib o'tiladi.

Kalit so'zlar: Ta'lim olish jarayoni, inson hayoti jabhalari, jamiyat taraqqiyoti, ta'lim bosqichlari, maktabgacha ta'lim, oliy ta'lim muassasalari, ijtimoiy bosim.

CHALLENGES AND ADAPTATION IN THE UZBEK EDUCATION SYSTEM: FROM PRIMARY SCHOOL TO UNIVERSITY

Abstract: Education has remained an integral part of societal development for centuries as one of the most important aspects of human life. However, it is clear that while this human activity plays a crucial role in building a happy life in the future, it also encompasses a number of inevitable difficulties. As Oscar Wilde said, "Every action has its pleasure and its price; whatever we do, we pay for it." Today, in many countries, education is carried out in several stages from the perspective of time, from preschool education to universities. As the learner grows, the level of education becomes more complex, resulting in, in many cases, a blurring of goals and a sense of hopelessness about the future. However, these problems are not only due to the transition to the next stage of education; the development of digital technologies and the increasing social pressure from year to year also significantly contribute to this. This article presents the challenges that





individuals face during the process of education and a number of recommendations available to address them.


Keywords: *Educational process, aspects of human life, societal development, stages of education, preschool education, higher education institutions, social pressure.*

Education system in Uzbekistan is unified and continuous, and according to the types of education, it consists of the following:

- Pre-school education and upbringing;
- general secondary and secondary specialized education;
- vocational education;
- higher education;
- postgraduate education;
- retraining of personnel and their professional development;
- out-of-school education.

The problems mentioned above first arise in secondary education when students complete the 4th grade and start studying in the 5th grade. Because during this transition, the replacement of the primary school teacher, who has already become very valuable to the students, feels like a great loss for them. Especially, this exact transition between 2015–2018 caused many students to lose their interest in studying. This situation is actually the result of the psychological pressure that appears during the adaptation period to the new environment. In addition, the sudden increase in the difficulty level of subjects in the 5th grade — for example, the subject “Reading” splitting into more complex subjects like “Literature” and “History”, or in “Mathematics” moving from simple arithmetic operations to more complex problems and formulas — caused the academic performance of many students to decrease. These initial problems in many cases continued throughout the school year and even until the end of school education. However, today, new textbooks for primary school students are being published and introduced into practice in a balanced way to help them adapt more comfortably. In particular, the fact that they are enriched with more pictures creates a bright impression and motivation in students towards learning. I can describe such a change as a rational approach to the problem, because Richard E. Mayer, Professor of Psychology at the University of California, also scientifically proved in his work “Multimedia Learning” [1] that using images and text together in learning materials significantly increases deeper understanding, retention, and the effectiveness of the learning process. According to Mayer's multimedia learning theory, the human brain receives information through two separate channels — visual (pictorial) and verbal (textual) — and when these two channels are activated together, students process and absorb information more effectively.






Unfortunately, despite the reforms in the education system mentioned above, the difficulties do not completely disappear. When a student eventually becomes a university student, he faces new difficulties. But these challenges now arise not only in acquiring knowledge but also under the influence of social and personal life problems. Financial difficulties, hopelessness about the future, peer pressure, health problems and becoming addicted to bad habits are among the issues many people associate with their student years.

We all know that the title “Student” is earned through great effort and is respected by yourself and others. However, this “great title” sounds pleasant only for a few months. At the beginning of your studies, you encounter many new words: “para”, “dean”, “tutor”, “NB”, “lecture”, “seminar”, and also “contract”. It should be noted that there are students who study on grants in higher education institutions, but in general, approximately 70–80% of students in Uzbekistan's HEIs study on a paid-contract basis, and the annual tuition fee is around 8,000,000–11,000,000 UZS. True, these figures are low compared to developed countries, but since many students in Uzbekistan come from ordinary families, they often face financial difficulties. Therefore, to help their families financially, students themselves work and earn money. However, studying and working at the same time usually significantly reduces sleeping and resting hours or decreases academic performance. Since many university students have classes during the day, they work mainly at night-shift workplaces. Due to lack of opportunity to rest during work, they end up falling asleep in classes and therefore often perform very poorly in exams. Adjusting to such a lifestyle is achieved only through proper time management. In a study carried out by Canadian researchers Krejtzberg, Pöder, and Reintam [2], it was scientifically proven that students who study and work at the same time face high levels of stress due to difficulties in time management, but precise planning, prioritizing goals, and organizing daily tasks reduce their psychological pressure and significantly improve their academic efficiency.

Nevertheless, time management alone may not be enough to solve other problems. Since students spend most of their day on studying — that is, mental activities — mental fatigue severely affects them. Furthermore, as they get closer to adulthood, thoughts like “getting a profession”, “earning money”, “starting a family”, and “becoming independent” gradually appear in their minds. Feeling the heavy burden on their shoulders blurs their goals and confidence in the future. Constant thinking about these life issues makes it difficult for them to focus on an important goal. At the same time, the obligation to choose between numerous tasks and decisions weakens the student's ability to determine priorities, resulting in unclear goals and ambitions. In addition, comparing themselves with peers and the pressure to meet societal expectations further increases psychological stress, intensifying the confusion and weakening the ability to make decisions and focus on essential tasks. Researchers from Bartın University in Turkey, Çiçek Gümüş and Bozkurt





(2025) [3], identified that future-related stress is widespread during student life, and many students experience anxiety caused by constantly thinking about life issues such as “getting a profession”, “earning money”, “starting a family” and “becoming independent”, along with academic responsibilities. Their findings also showed that this stress blurs students’ attention and ambition toward their goals, decreases their ability to set priorities, and negatively affects the decision-making process. To overcome this issue, the researchers suggested developing psychological counseling and guidance services in universities, teaching stress-coping strategies, and implementing individual support systems among students. This approach is scientifically supported as it may help reduce students’ future-related anxiety, improve mental stability, and strengthen their commitment to their goals.


Moreover, future-related stress among students is not only connected to academic and financial problems but also increases the risk of health issues and developing bad habits. Spending long periods on mental activities and academic responsibilities leads to physical fatigue, insufficient sleep, and deterioration of overall health. At the same time, some students may adopt harmful habits such as unhealthy eating, tobacco consumption, or a sedentary lifestyle in an attempt to relieve stress. These problems weaken not only their physical condition but also their mental stability and hinder their ability to achieve future goals.

Students often choose fast food because it is cheap, quick, and convenient, especially when they lack time or face financial constraints. Such foods are typically high in fat, salt, and sugar, and long-term consumption leads to cardiovascular diseases, obesity, diabetes, and digestive issues. Furthermore, unhealthy eating also negatively affects brain function — decreased concentration, fatigue, and increased risk of depression. Healthy nutrition is an essential factor in improving academic performance, and for this purpose, it is necessary to introduce balanced menus in university canteens, promote a healthy lifestyle, and build a culture of proper nutrition among students. Allocating special space and time for healthy nutrition in universities is considered crucial in this situation.

Another serious issue is addiction to tobacco products. Many students start smoking due to stress reduction, peer influence, or simple curiosity. However, this habit harms not only physical health but also mental state. Smoking weakens the respiratory system, disrupts heart function, reduces immunity, and even increases the risk of lung cancer. Additionally, nicotine affects brain function, decreasing attention and memory and complicating the learning process.

To overcome tobacco addiction, psychological support, motivational training, and promoting healthy alternatives are important. For example, at Turku University in Finland, a special “Smoke-Free Campus” [4] program has been implemented to combat smoking





among students. Within this program, tobacco products are banned on the university campus, and counseling centers operate for students.


Moreover, physical activity plays an important role in forming a healthy lifestyle. Regular sports, walking outdoors, yoga or meditation exercises improve students' mental stability, reduce stress, and strengthen overall health.

Finally, moving on to the problem associated with digital technologies. We know that nowadays the problem of excessive dependence on mass media is widespread among students. Especially in modern institutes, the extensive availability of such devices allows students to use them improperly, which shows that excessive dependence on digital technologies is indeed widespread in universities. Students often become attached to these devices and platforms because they help them cope with daily stress and mental fatigue. Thus, short videos and social media serve as a quick source of satisfaction for them. Additionally, this issue not only is widespread but also greatly contributes to the development of other problems mentioned above. For example, constant consumption of content on short videos and social networks reduces students' attention span, leading to decreased academic performance. Moreover, long hours spent in front of screens harm the eyes, causing a decline in vision. The main problem is that when a student becomes dependent on online content, the time and energy needed to complete other important tasks decrease. As a result, academic and work efficiency diminishes, personal discipline weakens, and self-regulation ability declines. The continuous increase in digital addiction also deepens previous problems associated with stress and bad habits. At Prince of Songkla University in Thailand, a study published in "Frontiers in Psychiatry" (2025) [5] titled "Digital screen time usage, prevalence of excessive digital screen time, and its association with mental health, sleep quality, and academic performance" identified the relationship between excessive screen time and mental health, sleep quality, and academic performance among university students. The findings show that decreased attention and concentration difficulty significantly worsen not only academic performance but also mental state, motivation, and stress levels. Therefore, strategies to maintain attention and focus — such as limiting screen time, selective content consumption, and studying with short breaks — are essential to reducing the negative effects of digital addiction.

Conclusion

In conclusion, despite all reforms and improvements, the modern education system in Uzbekistan brings significant difficulties to students at various stages. The initial challenges faced during the transition from primary to secondary school, the increasing complexity of subjects, and the psychological pressure of adapting to a new environment clearly demonstrate the growing pains in the educational process. When students move to





higher education, additional challenges arise, such as financial difficulties, time management problems, health issues, and social pressures.

Furthermore, lifestyle-related factors such as unhealthy eating, tobacco addiction, lack of physical activity, and excessive dependence on digital technologies further increase academic and psychological stress. Research shows that measures such as multimedia-based teaching, time management, stress-coping strategies, promotion of a healthy lifestyle, and psychological support significantly improve students' health and academic performance [1–5].

As a result, understanding and solving the difficulties in education and personal life is important for students to become stable, motivated, and successful. Universities, families, and policymakers must work together to create the necessary resources, guidelines, and supportive environments to provide students with the opportunity to effectively overcome the growing pains in education.

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