

## The development of school education in Uzbekistan: Education policy priorities

Rozwój edukacji szkolnej w Uzbekistanie: priorytety polityki edukacyjnej

doi:10.25951/4376

### Introduction

Uzbekistan as a country has undergone through the process of creating growth, development and change since 1991. Different reforms and innovations have been introduced into the system of education in order to make it a high quality system for all children, the system in which developmental processes are its inherit characteristic (Shen 2008, p. 73).

The paper presents an overview of the system of education in Uzbekistan, especially primary and secondary schools with the focus on certain visible developing trends in reforming education within the last 30 years. In the paper the causes, achievements as well as repercussions of such changes are examined. Some examples of school-oriented reforms are presented in order to illustrate the changes that have been introduced in the education system in Uzbekistan to work on the access and participation in education, quality of education and its relevance, and also governance and management. Shaping of the teaching profession. A specific concern of this paper is policies that contribute to raising school education quality in a way that responds to the challenges of the changing world and the needs of the education system in Uzbekistan.

The implications of the analysis are that education policy development in Uzbekistan should focus on further actions for raising school education quality through the focus, among other issues, on teacher quality.

## Uzbekistan – a country snapshot

Uzbekistan is called officially the Republic of Uzbekistan and it is a country situated in the heart of Central Asia. Uzbekistan is surrounded by five main countries: Kazakhstan to the north, Kyrgyzstan to the northeast, Tajikistan to the southeast, Afghanistan to the south and Turkmenistan to the south-west. Similarly to Liechtenstein, it is a doubly landlocked country.

Uzbekistan is a secular, unitary constitutional republic, and it comprises 12 provinces (*viloyats*) and one autonomous republic, Karakalpakstan and a capital city. The capital of Uzbekistan is Tashkent. Uzbekistan has a diverse cultural heritage due to its storied history and location. Uzbekistan flourished as the medieval and intellectual center of the Muslim world due to such scholars, philosophers and cultural leaders such as Al-Farabi, Ibn Sina (also known as Avicenna), Ulugh Beg, Nawaiy, Babur Shah and Tamerlane. Their contributions to world culture in the humanities and sciences were numerous and included such works as Avicenna's *Canon of Medicine*, Al-Ferghani's (also known as Alfraganus) *Fundamentals of Astronomy*, Babur's *Baburnama*, and Nawaiy's *Divans* (Усманов, Садиқов 2006).

Uzbekistan is the third-largest country by population (32.12 million in January 2017) and fifth-largest country by landmass in the former Soviet Union, and accounts for over half of Central Asia's total population (The State Committee of the Republic of Uzbekistan on Statistics). With an adult literacy rate of 99.6% and a GNI per capita (2011 PPP\$) of 5,748, Uzbekistan's Human Development Index (HDI) value was 0.701 in 2017, placing the country at 105 in ranking among 188 nations. Uzbeks constitute 81% of the population, followed by Russians (5.4%), Tajiks (4.0%), Kazakhs (3.0%) and others (6.5%) (Rawls 2018, p. 1). Muslims constitute 79% of the whole Uzbek population, at the same time 5% of the population follows Russian Orthodox Christianity and 16% of the population follow other religions or are non-religious.

Until 1991 Uzbekistan was one of the Union of Soviet Socialist Republics (USSR). Uzbekistan declared its state sovereignty on 20 June, 1990. On 31 August 1991, Uzbekistan declared independence after the failed coup attempt in Moscow. The Soviet Union was dissolved on 26 December 1991. Prior to the adoption by the Supreme Soviet of Uzbekistan of the Law on the State Language of the Uzbek SSR (October 1989), there was no state language in the country. Currently, the official language of the country is Uzbek, but approximately 85% of the population speaks Turkish.

After the split of the Former Soviet Union, most of the new Republics, including Russia, have experienced a strong decline of the fertility rates, and

consequently a negative demographic growth. The demographic situation of Uzbekistan is different. Between 1991 and 2017, the total Uzbek population has increased from 20.6 million to 32.1 million. The increase in population is an outcome of increased life expectancy of the population and decline in mortality rates at various levels (Education Sector Plan (ESP) of Uzbekistan 2019–2023, p. 6). This is substantiated by the fact that the birth rate per 1,000 population in the early '90s was around 35, which declined to around 20–23 by 2016. Similarly, total fertility rate, i.e. the number of children born per woman of childbearing age (15–49 years), was 4.2 in 1991, in subsequent years this figure decreased to 2.5 in 2016.

Unlike many other nations born after the collapse of the former Soviet Union which adopted a radical approach to transition into market economies in early 1990s, Uzbekistan chose an economic policy based on a closed, centrally-planned economy (Education Sector Plan of Uzbekistan (ESP) 2019–2023, p. 3). However, the existing economic policies were incapable of sustaining productivity growth or creating sufficient jobs for a growing young population. This resulted in substantial outward labor migration. Following the commodity price shock in 2014 and relative price distortions, Uzbekistan steered a process of fast-paced, all-encompassing and wide-ranging market-oriented reforms and it has implemented a lot of development changes, which involve the creation of human and systemic capabilities. The changes can be summarized as follows: 1) overcoming the challenges of a doubly landlocked country; 2) completing the transition from a centrally planned economy to a competitive market economy; 3) focusing infrastructure and institutions on national economic development and regional economic cooperation; 4) use of agricultural potential to attract labor, create employment and reduce poverty; 5) manage macroeconomic policy in a transparent, sustainable and predictable manner; 6) a favorable business environment through investment; and 7) the implementation of three policy priorities for school (including access and participation, quality and relevance, and also governance and management) (Asian Development Bank 2010, p. 4–5).

### Uzbekistan and education – brief history

Until 1991, Uzbekistan was one of the Union of Soviet Socialist Republics (USSR) in Central Asia. Mass education in Uzbekistan was organized by the Bolsheviks in the early 1920s. Public education was used to build, develop, and

multiply Soviet political, cultural, economic, and social institutions, as well as to advance specific interests and policies (Akiner 1989, p. 108).

The universal education system based on Marxism-Leninism and a sense of ideological imperative was the main success story of the 70-year rule of the Communist Party of the Soviet Union (CPSU)<sup>1</sup> in Central Asia. The phrase “learn, learn, learn”, accredited to Bolshevik leader Vladimir Lenin, increased the party’s focus on education. The party sought to use education to mobilize the general public to build a communist society.

The goal of the Bolshevik revolution was to build a utopian society united by a common civic culture and values. Public education was the path to this new egalitarian policy. In classical Marxism, schools and colleges were part of an ideological superiority, which in turn was governed and controllable by a single dominant social class. After the Bolshevik revolution, the victorious communists controlled the economic base and ideological structure, so they were told how to nurture and use it in society. In general, after 1922, the tasks of Soviet schools and education were as follows:

- to act as agents of social transformation,
- to select and educate the intellectual and political elite for specialised training,
- to instruct and train technicians and workers for the economy so that they would have the necessary skills in literacy and science,
- to influence on perceptions of political culture – the teachers were the party members and had an important function in conveying knowledge and vocalising government policies,
- to make the teacher role more significant in the children upbringing than the role of the family (teachers as professional educators),
- to control access to scientific and technical knowledge,
- to integrate young citizens into the Soviet system via the instruction of a new value system and secular morality (Medlin et al. 1997, p. 223–226).

The curriculum, school buildings, textbooks, teaching and assessment methods in Uzbekistan were centrally controlled, but there were some regional differences. School children in Tashkent and Moscow wore the same uniforms, followed the same rules of conduct, and read the same texts at the same time. Upon graduation, they theoretically had similar opportunities for additional education and trainings. Secondary schools were run by the Ministry of

---

<sup>1</sup> The Communist Party of the Soviet Union (CPSU or the party) was established in 1925 and it replaced the Russian Social Democratic Labour (Bolshevik) Party.

Education, which was adopted by the union, while universities, colleges, and special schools were run by the Ministry of Higher and Secondary Special Education. Other partners in the field of education were the Ministries of Health, Agriculture and Physical Culture (Grant 1968, p. 33–35).

The political and social movements in Uzbekistan in the 1980s showed a huge need for changes in the political directions and the replacement of leaders. It was the time of moral crisis in Uzbekistan and search for the new country fundamentals. The school reforms of the 1980s allowed Uzbeks to pay more attention to their own culture in the curriculum and expanded the students' opportunities for vocational education and the development of critical and analytical thinking. There are five elements that were expected to be implemented from 1984 to 1990:

- the compulsory 10-years of schooling was raised to 11<sup>2</sup>;
- all children were to start primary school at the age of six (before some children started at seven years);
- the provision in the 10th and 11th grades for vocational-technical preparation;
- fluency in Russian was a norm for all school-leavers; an emphasis on ideology to combat a range of negative attitudes such as lack of commitment and low intellectual endeavour (Kirkwood 2009, p. 154).

In 1986 a new definition of political education emerged and it was inspired by Mikhail Gorbachev's new programme for the Communist Party. In 1989, the new structure of the system of education was introduced. According to it, primary school lasted for 4 years and it was followed by 5-year secondary school (*osnovaya shkola*), and 2-year post-secondary school (colleges or vocational-technical schools). Compulsory education lasted 11 years and it had to meet the needs of children and young people. In September 1989, 60 percent of the curriculum was administered nationwide (Avis 1992, p. 271–273).

Uzbekistan has been experiencing a lot of changes in the development of all branches since 1991. After gaining the independence, the Republic of Uzbekistan has worked out its own path of the development – the Uzbek Model, taking into account the specific transition to a socially oriented market economy. The changes were based on five key principles that were developed by country's President Islam Karimov: 1) the priority of economics over politics;

---

<sup>2</sup> Before the year 1984 10-year education was available with compulsory education commencing at age seven. However, depending upon circumstances, seven-year education was the minimum tolerated by the state.

2) the state is the main reformer; 3) the rule of law; 4) strong social policy; and 5) a step-by-step transition to market relations.

The Constitution of the Republic of Uzbekistan was adopted on December 8, 1992. On April 24, 2003 some amendments and addenda were introduced into it. This constitution attributes a more prominent role to the state; at the expense of the market, the state strengthens its role in the provision of services such as health or education. The constitution determines that public education must be free and is must be provided in the language preferred by the student or their representatives (Yahyayeva 2013, p. 292).

Since 1990, in the curricula more attention has paid to the arts, humanities and social sciences. These areas focus on the humanistic nature of education, Uzbek national tradition and culture, religion, native language policy, common values, freedom, human development and citizenship (Yakhyayeva 2013, p. 294). All the introduced changes were under the umbrella of post-Soviet curricula reform, and they effected a breakaway from Soviet ideology. On the basis of the Law of the Republic of Uzbekistan “On Education” and the National Programme for Personnel Training, special attention was paid to the tasks of focusing education on the pupil’s personality, self-awareness, comprehending the rich historical heritage, and mobilizing all the forces and opportunities to flourish the independent country (Khodjaev 2019, p. 3857).

It is worth pointing out that the Uzbek Soviet education system suffered a shortage of teachers for decades before the 1990s. The teaching profession was highly regarded by the society, but the teacher salaries were among the lowest of all professions in the country. The emerging market economy of the 1990s improved the salaries and career opportunities outside teaching profession. Therefore, the situation regarding teachers and their shortage was even more evident (Yakhyayeva 2013, p. 295).

### Education system – constitutional and legal framework

The new concept of education was given a statutory standard by the adoption of the Law of the Republic of Uzbekistan “On education” and the “National Programme for Development of Human Resources” (1997), which recognized the priority status of education in the state policy, the strategy and main directions of its development in the long-term perspective. These directions were about:

- preserving the unity of educational space of Uzbekistan,
- introduction of a system of educational standards,

- ensuring successiveness of the levels and stages of education,
- providing various options of educational programmes,
- combining mass education with elite education,
- identification of talented youth,
- creating prerequisites for gaining fundamental and special knowledge at the highest educational level at academic institutions, including institutions situated in highly developed countries,
- humanizing education – building a comprehensive picture of the world, high spirituality, culture, and global thinking among students,
- rational focus of education enshrined in its organic unity with national history, traditions and customs, preserving and enriching the culture of Uzbek people, recognizing the education as a central instrument of national development and respect to the history and culture of other nations,
- mandatory nature of general secondary as well as secondary special and vocational education,
- universal access to education within the state educational standards (Primary and Secondary Education in Uzbekistan 2017, p. 3–4).

The legislation guarantees equal rights to everyone to obtain education irrespective of gender, language, age, race, ethnic background, beliefs, religious affiliation, social background, profession, public status, residence, duration of residence in Uzbekistan. The right for education was guaranteed by the development of government and non-government educational institutions; offering in-service training; free-of-charge training within state educational and human resources training programme; equal rights of graduates of all educational institutions upon admission to the upper level education; granting the rights to the family-educated or self-educated to be certified via externship at accredited educational institutions.

Free and compulsory education was first introduced in 1992 by government of Uzbekistan. The law on education was revised in 2007, reaffirming the commitment to providing free compulsory education. General basic education primary and secondary is compulsory and provided free education at public institutions (Yakhyaeva 2013).

According to the Governance and Regulatory Framework, Uzbekistan's education system is highly regulated and governed by multiple decision-makers. The overall strategic design, governance and decision-making processes are shared by three line ministries: the Ministry of Preschool Education (MPSE), the Ministry of Public Education (MoPE), and the

Ministry of Higher and Secondary Specialized Education (MHSSE). Other relevant institutional actors with a say in education include the Cabinet of Ministers (CoM), the Ministry of Finance (MoF), the Ministry of Economy (MoE), and State Inspection for Supervision of Quality of Education (SISQE). Laws, government decrees and resolutions, state standards, and national programmes are centrally prepared to regulate important aspects of the system, including curriculum, teachers' professional development, and assessment of students' competencies.

Education system – the structure and implications of the ongoing reforms

Education in Uzbekistan is in a state of flux. Reforms aim to expand access to preschool education, general secondary and higher education. The Government of Uzbekistan is highly committed to improving its education system and has been designing and promoting various relevant education reforms.

By 2021, the Government of Uzbekistan aims to reach 100 percent enrollment in preschool education for students aged 5–6 (or 7, depending on the birth date). Along with this important initiative, the Government of Uzbekistan is revamping General Secondary Education (GSE), wherein students will have 11 years of compulsory GSE and the choice of three pathways: 1) 11 consecutive years of study in a GSE school; 2) 9 years in a GSE school followed by 2 years in an academic lyceum; 3) 11 years of study in a GSE school followed by up to 2 years in a vocational college (see: figure 1).

**Preschool Education.** The improvement of activities of preschool education is considered as one of the priority areas of state policy according to latest reforms. In December 2016, the Government of Uzbekistan approved the Programme for Further Improvement of the Preschool Education System from 2017 through 2021, with the overarching goal of improving the quality of preschool education. This national programme aims at:

- creating conditions for comprehensive intellectual, emotional, aesthetical, and physical development of children, based on international best practices,
- improving the quality of preschool education, and preschool children readiness, based on widely adopted international practices,
- establishing half-day groups in preschools for children aged 5–6,
- improving the curricula and syllabi for pre-service and in-service training of preschool teachers through modern educational technologies and methods, and



- improving the material and technical infrastructure conditions of preschool institutions, including construction of new preschools in rural settlements, and provision of equipment, furniture, teaching and learning materials, and multimedia tools compliant with modern requirements (Presidential Decree No. 2707, December 29, 2016).

Broad transformations in the field began with the emergence of a specialized ministry in September 2017. Since the inception of Ministry of Preschool Education, a number of major changes have occurred. One of themain achievements was connected with an increase in the permission of public and private Preschool Educational Establishments. Now more than 7100 kindergartens are successfully operating in the country. The percentage of children enrolled in pre-school education has grown significantly. At the end of 2018, more than 900 thousand boys and girls from 3 to 7 years old attend kindergartens, which is 37.7 percent of the total number of children of the pre-school age.

		AGE																											
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			
Presschool Education	Not Compulsory							Compulsory																					
General Secondary Education Pathway 1								11 years of GSE																					
General Secondary Education Pathway 2								9 years of GSE									2 years of Academic Lyceum												
General Secondary Education Pathway 3								11 years of GSE											0,5–2 years of VE*										
Higher Education																					Bachelors								
Higher Education																										Masters			

\* Vocational Education

Source: World Bank Group 2018, p. 10.

Figure 1. Current Education System Structure

The Government of Uzbekistan denoted an ambitious plan to develop access to preschool education with the aim to achieve 100 percent enrollment between the ages of 5- to 6-year-old children by 2021. From 2021/2022 school year, it is compulsory for all 6-year-old children to be enrolled in preschool education. This measure will be implemented in a phased approach, starting in a few regions of the country in the 2019/2020 academic year. Within this context, the Government of Uzbekistan established the Ministry of Preschool Education (MPSE) in September 2017 to play the lead role in the expansion of early childhood development in Uzbekistan and to govern this core subsector. Until September 2017, preschool education was the responsibility of the Ministry of Public Education (MoPE).

**General Secondary Education.** Uzbekistan is in the process of expanding GSE from 9 to 11 years of schooling. Until 2017, GSE in Uzbekistan consisted of nine years of compulsory education (grades 1 to 9), but this requirement is changing. In the 2017/2018 school year, compulsory GSE was expanded from 9 to 10 years of study and 11th year (grade 11) was added in the 2018/2019 school year.

Students in grades 10 and 11 should receive some dedicated vocational training to ensure that they gain exposure to practical training and skills. However, students can still choose to attend academic lyceums instead of GSE schools for grades 10 and 11, with the caveat that the study programme for academic lyceums has been condensed to two years. In other words, compulsory GSE could involve 11 years in a GSE school or 9 years in a GSE school plus 2 years in an academic lyceum. The former provides a certificate of completed secondary education and the opportunity to enter university, the latter a diploma of specialized secondary education, through a network of secondary vocational institutions. Starting in the 2019/2020 academic year, graduates of grade 11 can choose to continue their studies in vocational colleges or apply to a university.

Based on the resolution of the President of the country “On measures for establishment of Presidential Schools” of February 20 this year, Presidential Schools have been opened in Tashkent, Namangan, Khiva, and now in Nukus. It should be noted that for construction of each school, 67 billion sums were allocated from the local budget. Students have at their disposal a two-story academic building with 168 seats, a three-story dormitory with same number of places, a hotel with all amenities, gyms, a swimming pool, a dining room

and classrooms constructed in accordance with modern design standards. All necessary equipment was brought from China and Turkey.

Classes at school will be held in Uzbek languages according to STEAM education programme. Lessons in mathematics, physics, chemistry, and biology and information technology will be conducted in English under the program of the University of Cambridge. In addition to domestic teachers, eight specialists from Kenya, the UK and South Africa were involved in the education process. This year (2020), 7,500 students submitted documents to enter each school, of which 144 the most gifted were selected by experienced specialists from the University of Cambridge International Examinations Department (<https://uza.uz/en/education/worthy-encouragement-of-active-teachers-07-02-2020>).

**In foreign language education**, an important arena can be established for the development of cultural understanding, respect and tolerance. Knowledge of English has become essential in more and more fields of life for citizens. In Uzbekistan a great attention is being paid to broadcasting of the English language. Earlier English has been taught from the fifth grade in most secondary schools of Uzbekistan, whereas now a decree on further development of foreign languages teaching was issued on 10 December 2012 concerning teaching of this language from the first grade of all secondary schools.

### Education system – strategic changes (2019–2023)

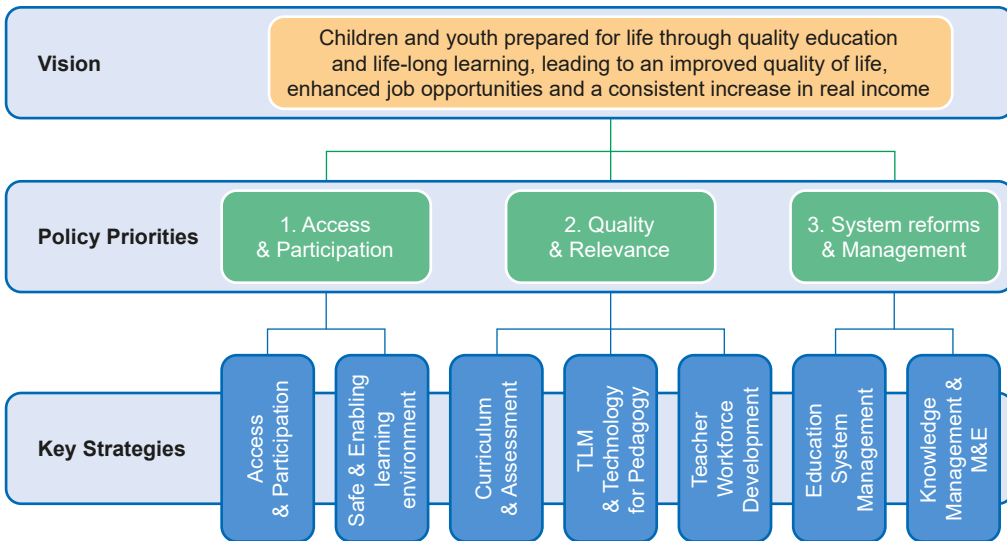
Strategic change is one of the ultimate changes in the development of the country. It can be seen as purposeful target-oriented cooperative development (Van de Venn, Poole 1995). The key strategic changes for building high quality education in Uzbekistan emerged from the vision for education in which the main attention is paid on children and youth high quality education and life-long learning for quality of life (Education Sector Plan (ESP) of Uzbekistan 2019–2023).

In the Education Sector Plan (ESP) of Uzbekistan 2019-2023 three main policy goals and seven key strategic areas for improvement are specified for all educational sub-sectors. The plan is based on the prepared Theory of Change (TOC). The ESP has identified three policy priorities (goals) and seven main strategies (programmes) for all subsectors of education within the country.

The vision, as already stated, indicates quality education, life-long learning, quality of life, diverse job opportunities and better economic conditions of citizens (see: figure 2). In order to realize the long-term vision, it has been important to line the policy priorities / goals and outcomes. As far as education is concerned, the primary goal is to ensure equitable access to education at different levels for all children. The second goal is about providing all children and young people with quality and relevant education, which should be reflected through improved learning outcomes. The third goal is directed to efficiency and efficacy of the system (Education Sector Plan (ESP) of Uzbekistan 2019–2023, p. 75–77).

In addition, there are target strategies for each of the three strategic objectives that ESP offers to adopt for each sub-sector. For policy goals connected to achievement and participation, two main strategies are proposed here: a) strategies to enhance access to education (supply) and participation (demand); and b) a safe and comfortable learning environment to ensure that children are kept in the system (internal effectiveness of education).

Three strategies are planned for Goal 2 related to the quality and relevance of education: 1) curricula, improvement, learning process (pedagogy) and assessment mechanisms, 2) increase the availability and quality of teaching



Source: Education Sector Plan (ESP) of Uzbekistan 2019–2023, p. 76.

Figure 2. Theory of change: The higher level broader sectoral causal chain

materials and equipment, including the use of Information and Communication Technologies (ICT) as an effective pedagogical tool, and 3) development of the teacher workforce.

Goal 3, with systemic reforms and improvements aimed at improving service, fair use and effective and efficient achievement of quality results. Two main strategies are planned in this policy area: a) strengthening and improving the education system; accountability mechanisms, and b) knowledge management, including research, monitoring and evaluation, evidence-based enhanced to ensure decision-making based on Education.

By 2030, Uzbekistan intends to enter the top 30 leading countries in the world according to the rating of the International Programme for the Assessment of Educational Achievements of PISA students. For this, a fundamental reform of the education will be carried out in the republic. The concept proposes a qualitative change in education and teacher education programmes. Future teachers will master the latest teaching theories, psychology and personality-oriented approaches. To increase motivation, it is proposed to gradually increase wages and strengthen social protection, and for applicants from remote areas where teachers are needed, they will establish quotas for preferential admission. Over time, it is planned to increase the number of teachers with a master's degree.

## Conclusions

The education system in Uzbekistan has had to cope with the country aspiration for economic growth, social development, higher quality of life and education, humanization of life. All of these are connected with increasingly educational aspirations of citizens in the last three decades. This results in the growth of access to education and higher levels of participation in education. Almost 30 years of reforms in education in Uzbekistan has brought a number of very significant changes. For historical and political reasons, Uzbekistan has introduced major reforms in its education system and in the initial education and ongoing professional development of its teachers.

Introducing reforms in order to make quality education and quality teacher education is never unproblematic, and there has been considerable debate within Uzbekistan on some aspects, not least the new demands being made on higher education, teacher educators, school teachers and school principals. It is worth stressing that the basic premise of the policy on education and teacher

education in Uzbekistan is that education should be perceived as continuum within life-long perspective. Such assumption can make a difference in quality teachers and quality teaching at school.

The analysis of the key strategic areas of policy education in Uzbekistan indicates, among the others, the needs to be directed to the teaching profession as a whole and seeks to improve its status and labour market competitiveness, and to improve teacher development, and school work environments. Attracting and retaining the best teachers, and attracting teachers to work in particular schools should be one of the goal of the new reforms. For sure, any reform of education should be directed by the assumption, that the quality of teaching is determined not just by the “quality” of the teachers – although that is clearly critical – but also by the environment in which they are educated and they work. Teachers can reach their potential in settings that provide appropriate support or sufficient challenge and reward. This kind of issue will always be complex because teacher quality and teaching quality may hinge on myriad different perspectives ranging from emphasis on teachers’ learning and development, teachers’ competences and qualifications, as well as teachers’ attitudes towards their professional responsibility, their performance in the given conditions and effects on students’ learning outcomes (see: Chi-Kin Lee, Day 2016, p. 1).

Summing up, the implications of the presented analysis show that a specific concern of education policies in Uzbekistan should focus on further actions for raising teacher and teacher education quality. A special concern should be to attract to the teaching profession the best candidates and to retain the best teachers in the school system in order to build a high-quality teaching profession. Teaching should be perceived as an attractive career choice – therefore, the improvement of the image and status of teaching, the improvement of teaching’s salary and employment conditions is a vital issue for teacher education policy in Uzbekistan, like in other countries (see: Madalińska-Michalak 2019).

Policies aimed at attracting and retaining effective teachers need both to recruit competent people into the profession, and also to provide support and incentives for professional development and ongoing performance at high levels. Teachers should be equipped with high-quality initial and in-service teacher education. Any educational offer directed to teachers who develop their career should meet the needs of teachers for professional development. At the same time teacher education is more likely to be effective in supporting high quality teachers who are dedicated to response to increasing demands on schools to prepare students for a changing world and foster holistic student learning

and well-being when it also plays a powerful, deliberate, and consequential role in developing teacher professionalism. Teaching must become, and be seen to become, a well-rewarded and highly valued role that attracts some of the best graduates into a teaching career.

## REFERENCES

- Akiner S. (1989), *Uzbekistan: Republic of Many Tongues*, in: M. Kirkwood (ed.), *Language Planning in the Soviet Union*, London: Macmillan in Association with University of London.
- Asian Development Bank (2010), *Uzbekistan: Education ADB*, Evaluation Study, Independent Evaluation Department, <https://www.oecd.org/countries/uzbekistan/47178666.pdf> (accessed: 1.09.2020).
- Avis G. (1992), *Soviet Union*, “Comparative Education Review”, 32.
- Chi-Kin Lee J., Day Ch. (2016), *Western and Chinese Perspective on Quality and Change in Teacher Education*, in: J. Chi-Kin Lee, Ch. Day (eds), *Quality and Change in Teacher Education*, New York, Dordrecht, London: Springer International Publishing.
- Education Sector Plan (ESP) of Uzbekistan 2019–2023*, <https://www.global-partnership.org/sites/default/files/2019-04-gpe-esp-uzbekistan.pdf> (accessed: 1.09.2020).
- Grant N. (1968), *Soviet Education*, Harmondsworth: Penguin.
- Khodjaev B.Kh. (2019), *Early Manifestation of Historical Thinking in Primary School Pupils and its Diagnostics*, “International Journal of Recent Technology and Engineering”, 8 (2S11).
- Kirkwood M. (2009), *Russian Language Teaching Policy in Soviet Central Asia 1958-86*, in: S. Akiner (ed.), *Cultural Change and Continuity in Central Asia* (2nd ed.), London–New York: Routledge.
- Madalińska-Michalak J. (2019), *Shaping the Future of Teaching Profession*, “Labor at Educatio”, 7, doi:10.4467/25439561LE.19.002.11519.
- Medlin W.K. et al. (1971), *Education and Development in Central Asia: A Case Study on Social Change in Uzbekistan*, Leiden: Brill Academic Pub.
- Presidential Decree No. 2707 on Measures Aimed at Further Improvement of the Preschool Education System in 2017–2021, December 29, 2016.
- Primary and Secondary Education in Uzbekistan. Facts And Figures 2000–2006* (2007), “Statistical Bulletin”, Statistical Series 5.
- Rawls L. (2018), *Tashkent*, Tashkent: Independently Published.
- Shen Y. (2008), *The Effect of Changes and Innovation on Educational Improvement*, “International Educational Studies”, 1 (3).

- The State Committee of the Republic of Uzbekistan on Statistics, official website [www.stat.uz](http://www.stat.uz) (accessed: 1.09.2020).
- Van de Ven A.H., Poole M.S. (1995), *Explaining Development and Change in Organizations*, "The Academy of Management Review", 20 (3).
- World Bank Group (2018), *Uzbekistan Education Sector Analysis. Final Report 2018*, <http://documents1.worldbank.org/curated/en/379211551844192053/pdf/Uzbekistan-Education-Sector-Analysis.pdf> (accessed: 1.09.2020).
- Yakhyaeva L. (2013), *Uzbekistan: An Overview*, in: M.-E.R. Ahmed (ed.), *Education in West Central Asia*, London: Bloomsbury.
- Усманов К., Садиқов М. (2006), *История Узбекистана (1917–1991)*, Учебник для учащихся 1 курса академических лицеев и профессиональных колледжей, Ташкент: Шарк.

## SUMMARY

The paper deals with the issues of the system of education and education policy priorities in Uzbekistan. The aim of the paper is to present visible developing trends in reforming primary and secondary education in Uzbekistan within the last 30 years. The paper highlights the most significant changes that were introduced into the system of education in Uzbekistan in order to make the system more effective. Observed post-soviet strategic changes in education in Uzbekistan have had huge impact on the structure of the education system, school curricula and the educational delivery system. It is argued that changes in the system of education should include a central place for the teacher and the quality of teacher education. The paper contributes to description of education and education policy of the country that has generally been less visible in the international literature.

**KEYWORDS:** primary and secondary education in Uzbekistan, school policy, post-soviet changes in education in Uzbekistan, strategic changes, teacher

## STRESZCZENIE

Artykuł podejmuje problem edukacji i priorytetów polityki edukacyjnej w Uzbekistanie, w kraju, który należy do byłych republik radzieckich. Celem prezentowanych analiz jest ukazanie najbardziej widocznych tendencji w zakresie reformowania szkolnictwa podstawowego i średniego w Uzbekistanie, jakie zarysowały się na przestrzeni ostatnich 30 lat. W artykule podkreślono najważniejsze zmiany w systemie edukacji w Uzbekistanie prowadzące do zwiększenia efektywności nauczania. Obserwowane zmiany mają charakter strategiczny. Wywarły one wpływ na strukturę systemu edukacji, podstawę programową oraz sposoby nauczania i uczenia się w szkole. Argumentuje



się, że zmiany w systemie edukacji powinny w szczególności odnosić się do nauczyciela i jakości edukacji nauczycieli. Artykuł przedstawia problem edukacji i polityki edukacyjnej kraju, o którym na ogół niewiele się pisze w literaturze międzynarodowej.

**SŁOWA KLUCZOWE:** nauczyciel, polityka szkolna, postsowieckie zmiany w edukacji w Uzbekistanie, szkolnictwo podstawowe i średnie w Uzbekistanie, zmiany strategiczne

JOANNA MADALIŃSKA-MICHALAK – Uniwersytet Warszawski

NIGINA MISIROVA – Uniwersytet Warszawski

Pedagogika / Pedagogy

Przysłano do redakcji / Received: 9.09.2020

Przysłano do redakcji po recenzjach / Received in revised form: 17.09.2020; 10.12.2020

Data akceptacji do publikacji / Accepted: 30.12.2020