

Advanced Foreign Experiences in the Field of Education of Uzbekistan

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Article Information

Received: March 27, 2023

Accepted: April 28, 2023

Published: May 29, 2023

Keywords: UNESCO, UN,
"Education for all", Science,
technology and innovations.

ABSTRACT

This article analyzes information about the educational relations of Uzbekistan with advanced foreign organizations and developed countries, their achievements and experiences in the field of education.

UNESCO is a UN specialized organization for education, science and culture, and was founded on November 16, 1945 in London.

UNESCO strives to establish peace through international cooperation in its spheres of competence. The UNESCO Charter, adopted after the Second World War, begins with the following words: "As long as the thoughts of war arise in the minds of men, the idea of protecting peace must also be strengthened in their minds¹".

UNESCO's programs in the fields of communication and information, culture, education, natural and social sciences contribute to the achievement of the 17 sustainable development goals set by the 2030 Agenda for Sustainable Development adopted by the UN General Assembly in 2015.

UNESCO acts as a laboratory of ideas, sets international standards, implements cooperation programs, builds the capacity of its member states, and promotes the free exchange of ideas and knowledge.².

In 1993, Uzbekistan became one of the 193 member states of the Organization. The opening of the UNESCO Representative Office in Tashkent in 1996 created an excellent opportunity for the Organization to implement its mandate in Uzbekistan, to continue international cooperation, as well as cultural and other relations with this country³. Uzbekistan took an active part in the activities of UNESCO and was twice elected to the Executive Committee of the Organization: in

¹ Устав ЮНЕСКО./Международные нормативные акты ЮНЕСКО М.Логос 1993-й

² ЮНЕСКО и Узбекистан информационные бюллетен. Париж 1996.-5 с.

³ Hakimov G. "O'zbekiston va Birlashgan Millatlar Tashkiloti" T:G'.G'ulom nomidagi" Adabiyot va san'ati.2001.12-bet

1997-2001 and in 2009-2013.

Cooperation between UNESCO and Uzbekistan is based on the Action Plan between Uzbekistan and UNESCO for 2018-2021, signed during the historic visit of the President of Uzbekistan Shavkat Mirziyoyev to the UNESCO headquarters in October 2018. is set to 1.

UNESCO's activities in Uzbekistan are carried out in close cooperation with the UNESCO Office in Tashkent, the UNESCO Headquarters in Paris, the Regional Offices in Bangkok and Jakarta, the Cluster Office in Almaty, and the National Commission of the Republic of Uzbekistan for UNESCO Affairs.

Consequently, on a global scale, UNESCO takes the lead in achieving BRM 4 (Quality Education) in Uzbekistan. An example of this is the recent launch of the new program "Development of employment skills in rural areas of Uzbekistan" financed by the European Union in cooperation with UNESCO, with a total cost of 9.6 million euros. The objective of this four-year project (2020-2024) is to increase the employment of the rural population and the standard of living in the village by providing sustainable and diversified and modernized products, skilled women and men with the necessary knowledge and skills.

Over the past few years, the Education Sector of the UNESCO Office in Tashkent has developed various subjects, such as "Development and assessment of competence in the field of information and communication technologies", "Guide for teachers on the prevention of violence and bullying in schools" a number of resources, training manuals and instructions have been developed.

"Science, denoted by the letter "S" in the UNESCO acronym, has been an integral part of the Organization since its establishment in 1945. The promotion of science, technology and innovation (STI) has become one of the main policy objectives in developed and developing countries. FTI is part of the Sustainable Development Goals (SDGs) aimed at building sustainable infrastructure and supporting inclusive and sustainable industrialization, as well as promoting innovation. and, in particular, is the driving force to achieve MDG 9 (Industrialization, Innovation and Infrastructure). In Uzbekistan, this work began with the financial support of the Islamic Development Bank (IDB) at the end of 2019. As a result of the implementation of the UNESCO-IDB project, Uzbekistan's country profile in the field of science, technology and innovation GO-SPIN (global observatory of policy mechanisms in the field of science, technology and innovation) was prepared.

"Education for all" means the equal right of men and women, young and old to have knowledge.

In the process of education, in continuous education, the goals set by a person are as follows: to actively participate in the work of society, to acquire versatile knowledge, to become a mature specialist in a certain field, to achieve one's goals in society to lead together with the goal, to contribute to the development of society with their knowledge.

Educational systems of Asian countries and their similarities.

Indian educational process and its comparative analysis.

India's education system produces millions of graduates every year skilled in IT and engineering. This labor advantage underpins India's recent economic gains, but masks deep problems in India's education system.

35 percent of the population is under the age of 30. Indian education system is facing many problems. Successive governments have promised to increase spending on education to 6 percent of GDP, but actual spending has grown at around 4 percent over the past few years. India's business schools, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and universities struggle to recruit globally competitive graduates, primary and secondary

schools, especially in rural areas.

After independence, school curricula were infused with the twin themes of inclusivity and national pride, emphasizing that India's diverse communities could coexist peacefully as one nation.

In the early 1900s, the Indian National Congress called for national education, focusing on technical and vocational education. In 1920, Congress boycotted government-supported and government-controlled schools and established several "national" schools and colleges.

Nehru envisioned India as a secular democracy. Education for all and industrial development were seen as crucial means of uniting a country divided by wealth, caste and religion and formed the cornerstone of the struggle against imperialism. After independence, school curricula were infused with the twin themes of inclusivity and national pride, emphasizing that India's diverse communities could coexist peacefully as one nation.

In 1986, Rajiv Gandhi announced a new education policy, the National Policy on Education (NPE), which aimed to prepare India for the 21st century. The need for policy changes was emphasized.

According to the new policy, the objectives of the 1986 policy are to raise standards and access to education, while safeguarding the values of secularism, socialism and equality promoted since independence. To this end, the government seeks financial assistance from the private sector to supplement public funds. The central government also announced that it would take on wider responsibilities to "ensure the national and inclusive character of education and maintain quality and standards".

However, the states retained an important role, especially with regard to the curriculum. The central government has committed to finance part of the development costs and about 10 per cent of primary education is now funded under a centrally sponsored scheme. The main legacy of the 1986 policy was the promotion of privatization and continued emphasis on secularism and science.

Another outcome of the NPE was that the quality of education in India is increasingly being seen as an issue and several initiatives have been developed since last year. To solve this problem, a centralized scheme of non-formal education was established to educate school dropouts, working children and children in unschooled areas. It was started on an experimental basis in 1979 and in the next few years it covered ten educationally backward states. In the 1980s, 75 percent of out-of-school children lived in these states.

Restructuring and reorganization of teacher education created a resource for continuous improvement of knowledge and skills of teachers. More than 90 percent of the country's rural population lives within a kilometer of a school, and most states have adopted a co-educational structure. Prioritizing science and math has also been effective. However, changes were required to increase financial and organizational support for the education system to address access and quality issues. Other issues also need to be addressed:

Currently, India's higher education system includes more than 17,000 colleges, 20 central universities, 217 state-level universities, 106 universities and 13 institutes of national importance. In the near future, 30 more central universities, 8 new Institutes of Information Technology, 7 Management Institutes and 5 Indian Scientific Institutes are about to join these numbers.

In higher education, 7.5 percent of seats are reserved for representatives of tribal people, 15 percent for members of lower castes, and 27 percent for other backward groups (OBG). It is this system of privileges that is creating resentment among the unprivileged upper classes in the country.

Although the country's education system is rapidly developing and ranks among the leading countries in the world in terms of training competitively qualified specialists, the overall literacy level of the country is still low.

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