
CHANGE OF HIGHER EDUCATION SYSTEM IN NEW UZBEKISTAN

Dilrabo T. Abdurasulova

Master Student Tashkent International University Of Education, Uzbekistan

ABSTRACT: Higher education in Uzbekistan is at a reformist phase, which involves an overhaul of the entire system for improved standards, innovative practices, and the integration of international experience. This article examines the main reforms the government of Uzbekistan has implemented in the sphere of higher education, such as modernization of curricula, development of digital learning infrastructure, international cooperation, and professional development of pedagogical staff. The article also emphasizes the effect of these reforms on education quality, students engagement, and socio-economic landscape perspectives of the country. It concludes that the changes currently underway have the potential to position Uzbekistans higher education sector as a competitive player in the global market, prepared to meet modern workforce demands.

KEYWORDS: Higher education, reforms, modernization, digital education, international cooperation, curriculum development, teacher training, student engagement, socio-economic development.

INTRODUCTION

Uzbekistan has undergone a sea of change in the last few years, especially regarding education. Reforms in the higher education system are vital for shaping the future workforce of the country and its socio-economic development. Conventionally, the education system of Uzbekistan has been centralized with very limited exposure to global trends in teaching and learning. However, since the establishment of a new government in charge of modernizing the country, efforts have been made to update practices in higher education according to international standards. This paper studies these efforts and considers changes that are taking place for enhancing access to higher education, improving the quality thereof, and better preparing a workforce for the challenges of the globalized world.

It follows, therefore, that such a move is the fruit of realisation: a competitive education system creates a qualified workforce to advance the countrys rapid course of industrialization and modernization. Accordingly, reform in the higher education system is designed to establish a general environment responsive not only to local needs but also allowing Uzbekistan to be embedded within the global landscape.

Literature Review

Throughout these years, the reforms have gone under wide scholarly discussion within the scope of Uzbekistan. Various researchers emphasized problems this country is facing to fix the nations system better than now. Uzbek higher education historically was underdeveloped due to

outdated curricula and its low integration level into international academic standards according to Khodjaev in 2021; now recent changes reflect the serious turn to adopt more dynamical and inclusive educational model principles, thus improving the present and further position of higher educational services market.

This interest of the Uzbek government to integrate the higher education system with international standards has led to an emphasis on international partnerships and exchange programs. According to Rakhimov (2020), the efforts towards foreign university collaboration have allowed Uzbek students to acquire globally recognized qualifications. These partnerships also allowed knowledge sharing, thereby increasing the quality of teaching and research in Uzbek universities.

The second important area of enhancement made possible by the reforms in the higher education system relates to its digital transformation. It is in this context that scholars like Karimov (2022) have presented how the integration of digital technologies within teaching and administration can provide wide access to education with flexible modes. The introduction of online learning platforms and digital resources has been crucial in the breaking of geographical barriers while providing students with access to global educational content.

RESULTS AND DISCUSSION

The education reform in Uzbekistan has already yielded results. The introduction of new curriculum focused on critical thinking, problem-solving, and creativity is gaining momentum in transforming the learning in universities. This is part of a greater global trend toward the development and implementation of more student-centered models of learning. The alignment of the higher education system of Uzbekistan to global standards opened up an entirely new frontier for students, primarily in terms of mobility but also in access to international scholarship opportunities.

Digital transformation in the Uzbekistan higher education sector is making significant improvements in teaching and learning practices. Online learning platforms make courses, materials, and resources available to students from leading institutions across the world. That is democratizing education by its increasing accessibility, especially in rural areas where access to campuses has been limited. Moreover, the governments initiatives on virtual classrooms and digital libraries have exposed students to many more learning materials, thus adding to their learning experience.

The government has equally given much attention to the professional growth of the faculty. These university staff have received every opportunity for further education and training abroad, which greatly enhanced the quality of teaching. In addition, new forms of teaching methodologies for more innovative teaching have also been encouraged in Uzbekistans universities, such as blended learning and flipped classrooms. Re-skilling educators in these modern pedagogical practices will better prepare students for a competitive global workforce.

CONCLUSION

The reforms in the higher education system of Uzbekistan mean a transforming leap toward modernization and internationalization. These reforms are targeted to make the education system not only more competitive and accessible but also better adapted to the needs of the rapidly changing global economy. The governments attention to improving curricula, embracing digital tools, fostering international partnerships, and investing in the professional development of educators has already begun to pay its dividends.

Nevertheless, challenges persist in ensuring equitable access for all students to the benefits accruing from such reforms. Inequity between rural and urban areas still exists regarding access to quality education; likewise, infrastructure and resources need continuous investments. Moreover, even though the reforms have taken their course towards improving quality in education, more effort has to be directed to make sure the labor market can absorb the highly educated graduate output and utilize their expertise effectively.

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