

# General condition of the education system in regional countries

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**Annotation:** This article outlines the education system that existed in Central Asia in the late 20th and early 21st centuries. The shortcomings of the education system of the countries that gained independence from the USSR are revealed. In the early years of the decade, reforms implemented by governments were also briefly interrupted.

**Keywords:** Former Union, political, addiction, communism, Marxism, mentality, ideology, reform, education, higher education

The SOVIET Union, formed in 1922, was completed on December 8, 1991. For so long, the five Republics of Central Asia have been influenced by Moscow. Therefore, in conjunction with political dependence, the language of education has also been increased in accordance with the plan set out by the center.

In 1991, five states of the region began to gain independence one by one. Many problems aroused before these politically independent countries. Like other areas, the heads of state were the first to focus on reforming the educational sector from a national mentality that is consistent with the spirit of time. However, it should also be noted that reforming the educational sector has not gone the same in all countries of the region. Because the political situation in these countries has also had an impact on this.

Now let's focus on the state of education in Central Asia, which has just gained independence. At the time of the talk, the education system of regional countries was based on a system developed by relevant institutions of the Soviet Union. Education for the child first began in the garden, where children of all ages were raised. The next stage was school, at which stage the children were educated for 11 years or 8 years. It is only natural to ask why children have been taught for 11 or 8 years. Some children were vocational after 8 years of education, and the rest of the children continued to study at school. But not always students were directed to vocational training at their discretion after 8 years of education. Post-school education was conducted in institutes. At the same time, students are taught five years (the duration of their education may vary in some institutions). During this time, the student gained the necessary knowledge of his specialty and could carry out his next work in various branches of public administration. Some of the students continued their education and were able to carry out their work in the universities.<sup>1</sup>

Above, we considered the general state of education in the Central Asian Republics at a time when the USSR was influenced. Outwardly, it seems that this system is perfectly processed. This is really the case. But the procedures laid down in the Republics of the Union have not always been followed. By the end of the 1970's, the situation in the education system began to be evident. The material and technical bases of educational institutions were also not in demand. We can also count many more camouflage.

After the breakup of the former Union, there were two roads ahead of the republics of the region. One of these ways was to preserve the system of education USSR, or to adopt a new system that matched the spirit of time. While several countries in the region, which correctly understand

<sup>1</sup> N. A. Medushevsky, A. R. Shishkina. Educational systems of central Asian countries: challenges, risks and prospects for regional cooperation. M., 2015. –C. 325.

the political situation, liked to gradually implement reform of the education system, political uncertainty in Tajikistan is a reform of this system to postpone doing so.

Beginning in the 1980's, developed countries throughout the education system of Central Asia began to lag behind in the education system. (Matthew 24:14; 28:19, 20) In developed countries, changes were being made in accordance with the dream of time. For example, at a time when modern advanced technologies are being introduced in educational institutions in Europe and the United States, these technologies are only innovative in the education of Central Asian countries they were taught. This was not only the case in other Countries of the Union in The Asian Countries of Mrakazi. Even after independence, these republics could not have introduced modern technologies into education at once. The reason for this is that the economic situation of countries has not been as passionate as it is.

Now we focus mainly on the state of educational institutions in the early years of Central Asia's independence. First, we will learn about the status of educational institutions in Kazakhstan in the northern part of the region. During Kazakhstan's independence in 1991, the total number of educational institutions in the country now stands at 17783. Of the 17783, 8881 were preschoolers and 8841 were schools and 61 were higher education institutions.<sup>2</sup>

In Kazakhstan, 1067814 children were raised in 8881 preschools available in 1991. During this time, the total number of garden-age boalalr in the state was more than 2300,000. Since then, 43% of children of this age have been raised in makatabacgha schools in Kazakhstan. Together with these numbers, let's also focus on the state of institutions. Of the 8881 existing preschools, more than 40% were not on demand. The material and technical base of these gardens was unsatisfactory<sup>3</sup>. Another 20% were able to meet the specified norms. Demand-level preschools are located in the centers of the state's kattta cities, in the northern regions. In many of these educational institutions, children of Russian-speaking people were raised.

While the total number of Kazakhstan schools now stands at 8841, more than half of them did not meet the specified requirement. Many of the schools were in an accident. Such schools are located mainly in the villages and villages. The material and technical base of most schools did not meet the requirements. At the same time, the state of the schools located in the center was in demand. Russian-language schools, Kazakh and other languages were much better off.

In 1991, there were 61 higher education institutions in Kazakhstan. Their condition also varied. Education in the higher education system has also returned to a low rate compared with developed countries. The state and demand of the vast majority of institutions were not at the level of demand. Russian was also much more dominant in higher education than in other languages.<sup>4</sup>

Kazakhstan, which had just achieved independence, had the task of addressing the above-mentioned shortcomings. The government of Kazakhstan began reforming the industry in the early years of independence.

Kyrgyzstan, neighboring Kazakhstan, also became independent on August 31, 1991. At the time of independence, there were 3,369 educational institutions. Many of these institutions were in an accident. Of the 3,369 existing educational institutions, 1600 were schools, 1759 were schools, and 10 were higher and secondary schools.<sup>5</sup>

In kyrgyzstan, where independence has gained independence, the state of educational institutions has not been adequate. Up to half of the existing 1600 schools were not on demand. Many of them are in an accident and are not covered by heating and sewerage systems. Many of the preschools in this situation are located in rural areas of the republic. The state of the mauassasas in large urban centers of the country was very good. For example, from more than

<sup>2</sup> N. A. Medushevsky, A. R. Shishkina. Educational systems of central Asian countries: challenges, risks and prospects for regional cooperation. M., 2015. –C. 328.

<sup>3</sup> Development of general education schools in Kazakhstan in 1991-2001 [https:// articlekz. Cto /article/6712](https://articlekz.com/article/6712)

<sup>4</sup> Development of general education schools in Kazakhstan in 1991-2001 [https:// articlekz. com /article/6712](https://articlekz.com/article/6712)

<sup>5</sup> Transformation of the education system of the Kyrgyz Republic... studexpo.net.

220 educational institutions in Bishkek, only 32 were unsatisfactory. However, until the school in the city centers, there were many cases of Russian-language education in schools.<sup>6</sup>

Of the 1,759 schools available in the country, 40% were in demand. If the remaining 60% did not meet the specified standard requirements. Most of the schools, which were not in demand, were mainly in rural and urban areas.<sup>7</sup>

Although the number of higher education institutions in the country now stands at 10, the status of only 3 of them was satisfactory. The material and technical base of the other 7 was very poor. The buildings of some of the cases were not in demand.

The status of educational institutions in Tajikistan was virtually no different from that of other republics of the region in 1991. Of the 4401 existing educational institutions in the country, 944 were preschool, 3443 were schools and 14 were higher education institutions.<sup>8</sup>

A total of 141,500 children were raised in the existing 944 gardens in Mamalakt. This accounted for 30% of all garden-age children in the state at the time. These figures show that even during the Soviet Union in Tajikistan, the vast majority of children under the age of school were raised in a home environment. The material and technological base of most of the existing gardens was not at the level of demand.

In Tajikistan, a total of 1325,400 children were educated in 3,443 existing schools in 1991. In Tajikistan, as in other republics, most schools did not meet the requirements. This situation especially applies to rural areas of the republic. Most of the schools in large cities of the country were taught in Russian.<sup>9</sup>

The state of the majority of the 14 higher education institutions in the country was not at a good level. Founded in 1947 in Dushanbe, Tajikistan's National University of Davla faces a much larger disclaview when comparing its physical and technological base with universities located in the central cities of the Union we can come.

Turkmenistan is located in southwestern Central Asia, with deserts making up a large part of it. Turkmenistan began efforts to reform the education system on the days of independence. A total of 2,726 educational institutions operated in Turkmenistan. Of these, 920 consisted of preschool, 1880 schools, and 6 higher education institutions.<sup>10</sup>

In Turkmenistan, the condition of most preschoolers was not in demand. Up to 920 schools, only 35% of the schools responded to the procedure laid down. The rest was not at the level of demand.

In 1991, 55% of the 1,800 existing schools in the country were in demand. In 1991, the total number of students studying in schools was 890,000. Of the 1,800 existing schools in Turkmenistan, 180 are designed to teach Russian, while 90 are taught in English. There is also a great deal of emphasis on the passage of Russian in Turkish-speaking schools.<sup>11</sup>

The status of six higher education institutions in Turkmenistan, which existed in 1991, is also no different from institutes in other countries of the region. These are the subjects taught in higher education institutions, whose material base is lower than the level of demand.

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<sup>6</sup> Boldzhurova I. 2006. History of the development of the education system of the Kyrgyz Republic in the transition period (1990–2005):dis. ... Dr. ped. Sciences. M.: RGB OD.

<sup>7</sup> Ministry of Education and Science of the Kyrgyz Republic. 2012. Education system of Kyrgyzstan. Ministry of Education and Science of the Kyrgyz Republic. Bishkek. URL: <http://edu.gov.kg/ru/obrazovanie/sistema-obrazovaniya.html>

<sup>8</sup> Atakallaev Usmon Ismaylovich. Development of general education in the Republic of Tajikistan in the period of independence (1991-2005). Abstract. Dushanbe – 2010.

<sup>9</sup> Atakallaev Usmon Ismaylovich. Development of general education in the Republic of Tajikistan in the period of independence (1991-2005). Abstract. Dushanbe – 2010.

<sup>10</sup> Tratz E. 2004. The education system in Turkmenistan: a spiral of degradation. Centrasia. May 7. URL: <http://www.centrasia.ru/newsA.php?st=1083877440>.

<sup>11</sup> Tratz E. 2004. The education system in Turkmenistan: a spiral of degradation. Centrasia. May 7. URL: <http://www.centrasia.ru/newsA.php?st=1083877440>.

Even in the middle of Central Asia, the total status of educational institutions in the country in 1991 was no sharply different from that of the other four republics. We can see a big difference when we compare the material and technological base of educational institutions in Uzbekistan with the central regions of the Union.

As we have seen above, in 1991, the state of the education system in Central Asia was almost indistinguishable. In all republics, the material and technological status of a large part of educational institutions was not required. At the same time, many of the teachers working in educational institutions did not have adequate knowledge.

In Central Asia, when we divide educational institutions and schools into the total number of people until The Mactb in 1991, we do not see a big difference. We make a mistake to say that the shortcomings in educational institutions of the region are almost identical. Russian-language educational institutions in all states differed significantly compared to the rest. Their condition, material and technical base were also good.

There was also a sharp difference in textbooks taught in schools in regional countries. Compared to textbooks in the local language, Russian-language textbooks were very quality. Most of the literature taught in higher education institutions was in Russian. This has created a number of problems for many young people who do not speak Russian. Because in Central Asia, not all layers of the population spoke Russian fluently. Russian was well-known mainly by residents living in and around the city. Most young people coming from villages to cities did not speak Russian very well.

So before the five republics of the region, which gained independence in 1991, there were the above-mentioned problems. Leaders who came to power understood well that great goals could not be achieved without reforming the education system. That is why from the first days of mutiny, they launched efforts to reform this area.

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