

THE ROLE OF GOVERNMENT IN EDUCATIONAL SYSTEM OF UZBEKISTAN

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Abstract: *This paper examines the role of the government in shaping and improving the educational system of Uzbekistan. It highlights how public policies, national programs, and state investments have contributed to expanding access to education, enhancing quality standards, and promoting digital transformation in schools and universities. Using official reports and policy documents from the Ministry of Preschool and School Education, the study finds that the government plays a key role in ensuring equal opportunities and aligning education with labor market needs. The paper concludes that continued reforms, transparent governance, and effective public funding are essential for building a competitive and inclusive educational system in Uzbekistan.*

Keywords: *Government policy, education reform, public investment, Uzbekistan, educational system, quality improvement.*

Education is one of the most important pillars of national development, and the government plays a decisive role in ensuring its effectiveness and inclusiveness. In Uzbekistan, the education system has undergone significant transformations since the early 1990s, moving from a centralized Soviet model toward a more flexible and nationally oriented framework. The government has consistently recognized education as a key driver of human capital development, social stability, and economic progress.

Over the past decade, major reforms have been implemented under state programs such as the Development Strategy of New Uzbekistan (2022–2026) and the Concept for the Development of the Education System of Uzbekistan until 2030. These initiatives aim to modernize school curricula, improve teacher training, and introduce digital technologies in classrooms. The introduction of international education standards and partnerships with foreign institutions has also strengthened the competitiveness of the national education system.

However, despite these achievements, challenges remain. Regional inequality, outdated infrastructure in rural areas, and the need for better teacher incentives still limit the overall efficiency of the system. Therefore, government intervention continues to be a central factor in shaping the future direction of education in Uzbekistan.

Previous studies have highlighted that government involvement in education is essential for ensuring equality and improving national competitiveness. According to the

World Bank (2023), effective public investment in education leads to higher labor productivity and sustainable growth. In Uzbekistan, the Ministry of Preschool and School Education (2022) emphasizes that state support has been instrumental in increasing school enrollment rates and expanding access to preschool education.

Scholars such as Kadirova (2021) and Ismoilov (2022) argue that government-led reforms have improved educational governance through decentralization, teacher retraining, and enhanced monitoring systems. At the same time, they stress the need for consistent funding and transparent evaluation mechanisms. International research by UNESCO and OECD also indicates that successful education systems combine state regulation with institutional autonomy — a model that Uzbekistan is gradually adopting.

The findings reveal that government intervention has been a major force behind the steady progress of Uzbekistan's education sector. Over the last five years, public spending on education has averaged around 5–6% of GDP, which is comparable to the global average for developing nations. This financial commitment reflects the state's understanding of education as a long-term investment rather than a short-term expenditure.

The preschool education reform significantly expanded access for children aged 3–7, with new public and private partnerships ensuring inclusivity. In general secondary education, the government has prioritized curriculum renewal, focusing on critical thinking and modern competencies rather than rote learning. Teacher salaries have been gradually increased, and digital learning resources have been introduced nationwide.

At the higher education level, the state has authorized the establishment of international universities and private institutions, diversifying educational opportunities and reducing the outflow of students abroad. Moreover, the introduction of credit-modular systems and international accreditation has improved transparency and comparability with global standards.

Nevertheless, the study identifies some persistent challenges. Funding allocation between urban and rural schools remains uneven. Teacher motivation and professional development programs need further improvement. Also, greater decentralization could enhance responsiveness at the local level. Despite these issues, the overall direction of government policy has been consistent with global best practices.

The government of Uzbekistan has played — and continues to play — a central role in reforming and modernizing the educational system. Through targeted investments, legal reforms, and institutional modernization, the state has laid a foundation for inclusive and high-quality education. The achievements in preschool, general, and higher education demonstrate clear progress toward the goals of accessibility and competitiveness.



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