

# The State of General Education Schools in New Uzbekistan: Problems and Solutions

Nigora Sharopova

Associate Professor of University Economy and Pedagogy

Zamir Jomurodov

Third Year Student of University Economy and Pedagogy



## Abstract

This article examines the current state and challenges of the general secondary education system in New Uzbekistan. Despite significant reforms aimed at improving the social status of teachers, updating curricula, and enhancing educational quality, persistent issues remain in infrastructure, teacher qualifications, and teaching methodologies. Key problems include outdated school facilities, insufficient professional development for educators, and curricula that do not fully foster critical thinking and practical skills. The article proposes comprehensive solutions such as modernizing infrastructure, reforming teacher training and certification systems, updating curricula to international standards, and improving assessment transparency. The successful implementation of these measures requires coordinated efforts from government bodies, educators, parents, and society at large. Ultimately, continuous investment and innovation in education are crucial for developing the potential of the younger generation and ensuring New Uzbekistan's competitive position in the global educational landscape.

**Keywords:** General education schools, education quality, teacher qualifications, curricula, infrastructure, education reforms, New Uzbekistan, assessment system.

## Introduction

One of the current top priorities in New Uzbekistan is the development of human capital, particularly through the fundamental reform of the education sector. Indeed, the progress of any nation is closely linked to the quality of its education system and the overall level of knowledge among its population. President Shavkat Mirziyoyev's special attention to education and the large-scale reforms implemented in recent years serve the grand goal of laying the foundation for a "Third Renaissance."

Schools are the core unit of society and play a decisive role in shaping future generations. General education schools not only provide students with knowledge but also broaden their worldview,

support their personal development, and help them become active and responsible members of society.

**At the same time**, the education system — particularly general education schools — still faces a number of urgent problems that remain unresolved. These issues negatively affect the quality of education and may hinder the younger generation from growing into competitive professionals. The purpose of this article is to thoroughly analyze the current state of general education schools in New Uzbekistan, identify existing problems, and propose scientifically grounded solutions and recommendations for addressing them. The article pays special attention to key aspects such as infrastructure, teacher qualifications, curricula, and the quality of education. For each area, existing shortcomings and possible solutions are reviewed.

### **Analysis of the Current State of General Education Schools.**

A comprehensive analysis of the state of general education schools in New Uzbekistan helps identify their strengths and weaknesses, as well as uncover the root causes of existing problems.

### **Infrastructure and Material-Technical Base:**

In recent years, the government has paid significant attention to the construction and reconstruction of schools. Within the frameworks of programs such as “Obod Qishloq” (Prosperous Village) and “Obod Mahalla” (Prosperous Neighborhood), schools in rural areas are being newly built or undergoing major renovations.

However, despite these efforts, many schools — especially in remote areas — still lack adequate material and technical resources. The level of access to modern educational equipment, laboratories, computer classrooms, sports facilities, and libraries varies greatly across regions. Some school buildings are outdated, sanitary conditions are unsatisfactory, and heating systems are either old or entirely lacking.

These issues hinder students from receiving education in comfortable and conducive learning environments.

**Teaching Staff and Qualifications:** Teachers are the central figures in the educational process. In New Uzbekistan, a number of measures are being implemented to enhance the social status of teachers, including increased salaries and various benefits. However, there are still shortcomings in terms of teachers’ qualifications and professional competence, which directly affect the quality of education.

Some teachers’ pedagogical and methodological skills do not fully meet modern requirements. Their proficiency in using information and communication technologies (ICT) is also often insufficient. In rural areas, there is a noticeable shortage of young and qualified personnel.

Creating adequate conditions for teachers to engage in continuous professional development and acquire new knowledge remains a pressing task in the education system.

**Curricula and Teaching Methodologies:** Efforts are underway in Uzbekistan to modernize curricula and align them with international standards. Educational programs need to be focused on developing creativity, critical thinking, and problem-solving skills. Unfortunately, some current

curricula still rely heavily on traditional approaches centered around rote memorization, which limits students' ability to think independently.

The quality of textbooks is also a significant issue. Some textbooks are overly complex, unengaging, and not fully suited to the age-specific needs of students. There is also a noticeable lag in the practical implementation of innovative pedagogical technologies and interactive teaching methods.

**Quality and Effectiveness of Education:** The factors mentioned above have a direct impact on the quality of education. The academic performance of school graduates, their university admission rates, and their future competitiveness in the labor market are largely dependent on the quality of schooling they receive.

Uzbekistan's participation in international assessment systems such as PISA (Programme for International Student Assessment) has highlighted weaknesses in the education system. This clearly demonstrates the need for comprehensive measures aimed at improving educational quality.

The monitoring and assessment system also requires reform. It should be transparent, objective, and accurately reflect students' actual knowledge and abilities.

Problems and Their Root Causes Analyzing the state of general education schools in New Uzbekistan allows for a deeper understanding of the root causes of existing problems. These issues are closely interconnected and require a comprehensive, systematic approach.

## 1. Shortcomings in Infrastructure and Material-Technical Resources

- **Problem:** In many schools — especially those in rural and remote areas — buildings are outdated; there is a lack of laboratories, computer classrooms, sports facilities, and adequate library collections. Heating, ventilation, and sanitation systems often fail to meet modern standards.
- **Root Cause:** Insufficient investment in the education sector in previous years, mismatch between the number of schools and population growth in certain regions, inefficient allocation of resources, and limited availability of funds needed to introduce new technologies.

## 2. Challenges Within the Teaching Workforce

- **Problem:** The system for improving teachers' professional qualifications does not fully meet modern standards. Some educators are unfamiliar with innovative teaching methodologies or are reluctant to apply them. There is a shortage of young and qualified personnel, especially in subjects like natural sciences, foreign languages, and ICT.
- **Root Cause:** The teacher training system at pedagogical institutions is not fully aligned with the demands of the labor market. There is a lack of favorable conditions for professional growth and creative freedom. Bureaucratic obstacles and excessive reporting requirements distract teachers from their core responsibilities.

## 3. Curriculum and Methodological Deficiencies

- **Problem:** Some curricula are outdated, overly focused on theoretical knowledge, and do not give sufficient attention to the development of practical skills. Textbooks are often complex, not age-appropriate, and subject to frequent changes.

- **Root Cause:** Insufficient involvement of experts, teachers, and practitioners in curriculum development processes. Slow adoption of international best practices. Inadequate investment in innovative pedagogical approaches.

#### 4. Declining Quality and Effectiveness of Education

- **Problem:** There is a significant gap between students' knowledge levels upon graduation and their ability to enter higher education. Uzbekistan ranks low in international assessments. Students often lack critical thinking, analytical skills, and the ability to make independent decisions.
- **Root Cause:** All of the above issues — including insufficient infrastructure, low teacher qualifications, and outdated curricula — have a direct negative impact on education quality. Furthermore, there is a lack of effective collaboration among key stakeholders: teachers, students, and parents. The monitoring and assessment system lacks transparency, and cases of corruption persist.

These problems represent the main obstacles to education reform in New Uzbekistan and require a comprehensive approach and a long-term strategy to overcome.

#### Conclusion

The future of New Uzbekistan is directly linked to the knowledge and potential of today's young generation. As a fundamental link in the education system, general secondary schools play a decisive role in shaping this potential. In recent years, large-scale reforms have laid a solid foundation for the development of the education sector. However, challenges related to infrastructure, teacher qualifications, curricula, and overall quality of education still await resolution.

The problems and proposed solutions discussed in this article may serve as the next vital step toward further improving Uzbekistan's education system and turning schools into true centers of knowledge and upbringing. Achieving this goal requires joint efforts from the government, civil society, teachers, parents, and all stakeholders in the education process.

Every investment made in the education system, every support given to teachers, and every achievement by students is a solid brick in building the bright future of New Uzbekistan. Only through continuous development, the introduction of innovations, and a commitment to quality can Uzbekistan become one of the world's leaders in education.

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