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HE STAGES OF THE FORMATION OF THE UZBEK MODEL OF EDUCATION

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Abstract. The article examines the conceptual and chronological stages through which the national (“Uzbek”) model of education was designed and institutionalised in the Republic of Uzbekistan. Drawing on the Law “On Education” and the National Programme for Personnel Training, the author reconstructs the logic of a five-component system in which the individual, the state and society, continuous education, science and production interact as a single mechanism. The study distinguishes four stages of formation — the foundation period, the period of full implementation, the period of modernisation, and the contemporary period of renewal — and analyses their pedagogical content with the help of schemes, a chart and comparative tables. The findings show that the Uzbek model has evolved from a knowledge-transmitting structure into a competence- and learner-centred system integrated into international assessment frameworks.

Keywords: Uzbek model of education, continuous education, National Programme for Personnel Training, educational reform, competence approach, lifelong learning, educational standards.

Introduction: The transformation of an educational system into a coherent national model is one of the most demanding tasks facing any state in transition. After the Republic of Uzbekistan gained independence in 1991, the inherited centralised system, oriented towards uniform knowledge transmission, no longer corresponded to the demands of a sovereign state building a market economy and a democratic society. The need to train competitive, independent and morally mature personnel gave rise to a distinctive national construct that the academic and policy literature designates as the “Uzbek model of education”.

The relevance of studying the stages of this model lies in the fact that it was not adopted as a finished import but was constructed gradually, through legislative, conceptual and methodological steps. Understanding the internal logic of these steps allows educators — and methodologists of the mother tongue and literature in particular — to interpret current reforms not as isolated measures but as the continuation of a long-term trajectory. The aim of the present article is to systematise the formation of the Uzbek model of education and to characterise each stage in terms of its legal basis, structural features and pedagogical priorities.

The conceptual basis: a five-component model

The theoretical core of the national model was articulated in the National Programme for Personnel Training (1997), which defined education as a system in which five interconnected components operate as a single, self-regulating mechanism. The individual is treated as both the principal subject and the product of the system; the state and society act as its guarantors and coordinators; continuous education provides the structural foundation; science supplies advanced pedagogical and informational technologies; and production formulates the practical requirements that personnel must satisfy. Figure 1 represents this interaction.

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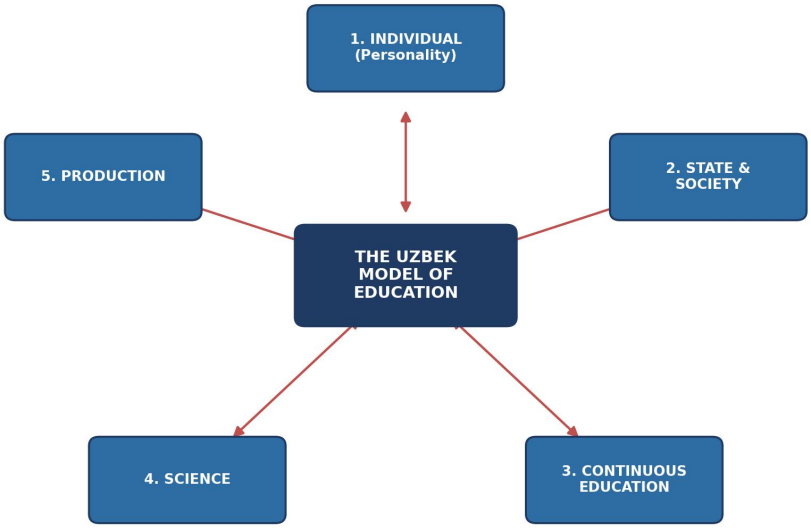


Figure 1. The five-component structure of the Uzbek model of education

The originality of this scheme is that no component is subordinate to another: each simultaneously consumes and produces the resources of the others. The learner is not a passive recipient of knowledge but a participant whose intellectual and moral development is the system's ultimate goal. This learner-centred orientation, combined with the principle of continuity, distinguishes the Uzbek model from the preceding administrative scheme and supplies the criterion against which every subsequent reform can be evaluated.

The chronological stages of formation

The construction of the model can be divided into four consecutive stages. Each stage is defined by a dominant policy task, a characteristic legal instrument and a measurable change in educational practice. Figure 2 presents these stages along a single timeline, and Table 1 details their content.

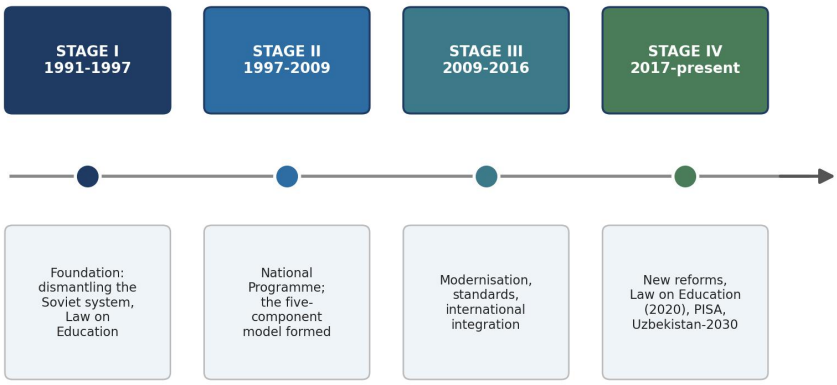


Figure 2. Timeline of the formation of the Uzbek model of education

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Stage	Period	Principal content and outcomes
Stage I Foundation	1991–1997	Departure from the centralised system; the first Law "On Education" (1992); preservation of access while national curricula and textbooks were prepared.
Stage II Implementation	1997–2009	Adoption of the Law "On Education" and the National Programme for Personnel Training (1997); the five-component model and the system of academic lyceums and professional colleges introduced.
Stage III Modernisation	2009–2016	State educational standards revised; information and communication technologies introduced; first steps towards international comparability and quality assurance.
Stage IV Renewal	2017–present	Strategy of Actions (2017); new Law "On Education" (2020); competence-based standards; preparation for and participation in international assessments; the Uzbekistan-2030 agenda.

Table 1. Comparative characteristics of the four stages of formation

Stage I was essentially preparatory: its task was to safeguard universal access while replacing ideological content with national values and re-establishing the Uzbek language as the principal medium of instruction. Stage II was decisive, because it gave the model its recognisable architecture, particularly the twelve-year structure of compulsory schooling combined with vocational and academic tracks. Stage III shifted attention from structure to quality, while Stage IV reframed the entire system around competences, learner autonomy and international integration.

Continuous education as the structural foundation

Continuity is the load-bearing principle of the model. Education is conceived as an uninterrupted ladder that begins before school and continues throughout professional life, so that each level both completes the previous one and prepares for the next. Figure 3 visualises this ladder, while Figure 4 shows the nominal duration of its levels.

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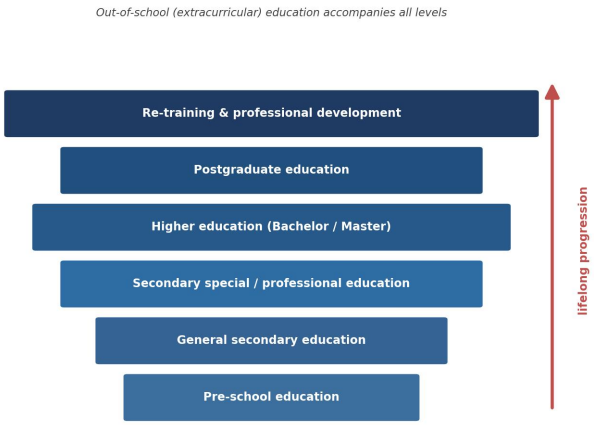


Figure 3. The ladder of continuous education

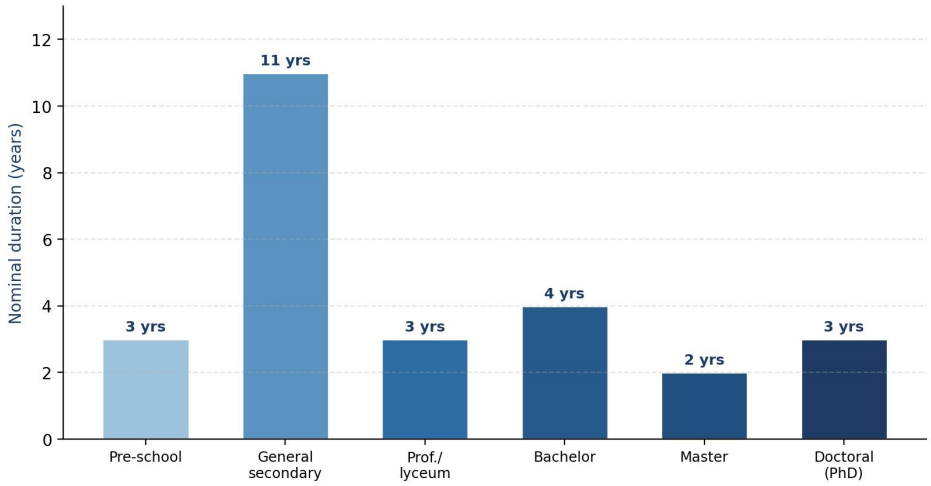


Figure 4. Nominal duration of the levels of continuous education (years)

The diagram underlines that out-of-school and extracurricular education are not peripheral but accompany every stage, supporting talent development and civic formation. For the teacher of the mother tongue and literature, this continuity has a direct methodological consequence: linguistic and literary competence must be developed cumulatively, so that the reading and writing skills formed in pre-school and primary grades are deliberately extended at secondary, professional and higher levels rather than restarted at each transition.

From a knowledge-based to a competence-based system

The cumulative effect of the four stages is best understood as a shift of paradigm. Table 2 contrasts the principal parameters of the system before and after the consolidation of the national model.

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Parameter	Pre-reform system	Uzbek national model
Aim of education	Transmission of a fixed body of knowledge	Formation of a competent, independent personality
Role of the learner	Passive recipient	Active subject of learning
Structure	Uniform and centralised	Continuous, multi-level, differentiated
Language of instruction	Predominantly secondary status of Uzbek	Uzbek as the principal medium, with multilingual options
Quality assurance	Internal inspection	Standards and international assessment
Teacher's function	Source of information	Organiser and facilitator of learning

Table 2. The paradigm shift expressed in the Uzbek model of education

The right-hand column describes the model as it stands after Stage IV. The transition is not merely terminological: it changes assessment practice, the design of textbooks and the very criteria by which a lesson is judged successful. A literature lesson, for example, is no longer evaluated by the volume of memorised text but by the learner's ability to interpret, argue and produce original written work — a clear expression of the competence orientation.

Conclusion

The Uzbek model of education is the result of a deliberate, staged construction rather than a single legislative act. Its conceptual nucleus — the harmonious interaction of the individual, the state and society, continuous education, science and production — has remained stable, while its content has been repeatedly modernised. The four stages identified in this article trace a clear movement from the preservation of access, through the establishment of a continuous structure, towards a competence-based and internationally integrated system.

For practising methodologists, the principal implication is that contemporary reforms should be implemented as an organic continuation of this trajectory. Recognising the inner logic of the model enables teachers of the mother tongue and literature to align their methods with the system's long-term aims, ensuring that linguistic and literary education contributes fully to the formation of the independent, competent and morally mature personality that stands at the centre of the national model.

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