
Reforms In The Higher Education System Of Uzbekistan: Problems Of Transformation

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Abstract: This article analyzes the trends of development of higher education in Uzbekistan in the context of globalization and the creation of modern higher education institutions, and also considers structural changes in this area as a result of gradual reforms. The participation of leading foreign universities and international organizations in advanced training and in the training of highly qualified personnel in Uzbekistan, is also viewed in the article. The causes of the emerged problems and the shortcomings in the development of higher education, including the training of highly qualified personnel, are reflected.

Key words: Globalization, independence, higher education system, reform, structural changes, teaching staff, scientific potential, modernization, international cooperation, the quality of higher education.

1. INTRODUCTION

Since the last quarter of the twentieth century, changes in the world's socio-economic, political and cultural life and the spread of globalization have led to an unprecedented global "academic revolution" in the field of higher education [1] .

It is known that without a modern system of higher education, no country in the world can ensure its political and economic independence, as well as the level of cultural civilization. Therefore, in the era of globalization, Uzbekistan, like all countries, pays great attention to the formation and development of a modern higher education system. From the first days of independence, the Government of Uzbekistan has considered the issue of training personnel with high intellectual potential in accordance with modern requirements, which determines the criteria of the country's development, as a task of strategic importance. After all, knowledgeable and highly spiritual specialists are one of the most powerful factors in the development mechanism of society.

Achieving independence of Uzbekistan, radical changes in its political, socio-economic and spiritual life, building a new society based on democracy and market economy, the spread of globalization, the integration of the young state into the world community identified trends and the nature of the reform and development of the system.

The need to adapt all aspects of the existing education system in Uzbekistan, including higher education, to the radical changes taking place in the country in the new socio-economic conditions became clear in the 90s of the twentieth century. The implementation of the law and the "National Training Program" has become important.

2. METHODS AND LEVEL OF STUDY

The research was conducted on the basis of generally accepted historical methods, the principles of historicity, objectivity, consistency, and comparative logical analysis. Research on the subject published in Uzbekistan and abroad shows interest in it. Allaev (Allaev. L 2000), Sh. Kurbanov, E. Seytxalilov (Kurbanov, Sethalilov 2001), D. Vasieva (Vasieva. D 2008), E. Seytxalilov, A. Doniyorov (Sethalilov, Doniyrov 2011), R. Urazbaeva (Urazbaeva 2011), T. Majidov, D.Gosh, K.Ruziev (Majidov, Ghosh, Ruziev. 2010), K.Ruziev, D.Rustamov (Ruziev, Rustamov 2016), K.Ruziev, U.Burkhanov (Ruziev K. and U.Burkhanov. 2016), A.Yun (Yun. A 2016) Z. Abdukarimova (Abdukarimova. Z 2019), R. Siddikov (Siddikov. R 2011,2015,2019) and others in a number of works and articles.

The development and reform of higher education in Uzbekistan during the years of independence is being studied by various non-governmental, international and national research centers and organizations, including the World Bank (The World Bank 2007,2014, 2018), Tempus (TEMPUS 2010,2016), Economic Research Center (Center for Economic Research Tashkent-2009,2012), UNDP (UNDP 2008,2009) and others.

3. RESEARCH RESULTS

During the Soviet dictatorship, highly qualified personnel were trained in almost all sectors of the Uzbek economy. On the eve of independence, 42 higher education institutions in Uzbekistan, including three state universities (Tashkent, Samarkand and Karakalpakstan), 14 pedagogy and language pedagogy, 9 engineering and technical schools, 3 there was an agricultural institute, 7 medical pharmaceutical institutes, 3 institutes of arts and culture, as well as one institute of national economy, cooperation, physical culture and sports [2].

Training in many important specialties was carried out mainly in the central universities of the former Soviet Union. Access to school graduates in the country was restricted for many reasons, the curricula and programs of subjects taught in the country's universities were approved by the center, and until the end of the 1980s, no changes were allowed, taking into account national characteristics.

In the 1980s, Uzbekistan, as in all spheres, stagnated in the development of education. Despite some progress in the development of highly qualified personnel and higher education in the Soviet era, there was a lack of continuity and continuity in training, extensive development, funding of education "residue" as well as the lack of integration between education, science and industry, has led to the backwardness of higher education.

It should be noted that the first President of the Republic of Uzbekistan I.A Karimov said in 1990 that "... we need a special national program of training", "Reconstruction of the system of training in higher education, the introduction of the order method of training in this area." It should include a system of sending young people to the best centers in the Union and abroad to train highly qualified national specialists of the Republic ” [3].

The reform of the system of higher education and training of qualified personnel in Uzbekistan began in 1991 with the structural restructuring of higher education. The main focus in the implementation of the initial reforms:

first, the priority of university education;

second, the division and specialization of higher education institutions;

third, it focused on the regionalization and placement of higher education [2].

In order to ensure the priority of university education based on the experience of developed countries, Tashkent State Technical University, Tashkent State University of Economics, Tashkent State Agrarian University and Fergana State University were established in 1991 on the basis of the leading universities of the country [4]. In order to optimize the training of highly qualified personnel and to organize the training of mature personnel in new specialties based on the requirements of a market economy, the division and specialization of higher education institutions was carried out. In particular, the Tashkent State University of Oriental Studies and the Tashkent State Law Institute were separated from the Tashkent State University in 1991, and the Tashkent Institute of Chemical Technology and the Tashkent Institute of Architecture and Construction were established on the basis of the Tashkent Polytechnic Institute. In the same year, the Tashkent Financial Institute, which trains specialists in the field of finance and banking for the republic, was separated from the Tashkent Institute of National Economy and became an independent university [4]. In accordance with the Decree of the President of the Republic of Uzbekistan dated February 28, 1992 "On the establishment of new higher education institutions of the Republic", further improve the higher education system, improve the training of highly qualified specialists and researchers, as well as provide them Pedagogical institutes in the regions were given the status of Andijan, Bukhara, Gulistan, Karshi, Namangan, Termez and Urgench universities [5]. Thus, in the early period of independence, the priority of university education in higher education was ensured.

The Law of the Republic of Uzbekistan "On Education system" adopted on July 2, 1992 served as the first legal basis for the reforms in the field of education in the first years of independence. The law emphasizes that "Education is a priority area of socio-economic, spiritual and cultural development of society in the Republic of Uzbekistan" [5].

The University of World Economy and Diplomacy was established by the Decree of the First President of the Republic of Uzbekistan dated September 23, 1992 in order to effectively use the new opportunities for the entry of independent Uzbekistan into the international community, the establishment of diplomatic, economic, trade and cultural ties with foreign countries. The university is tasked with training highly qualified specialists in the field of world economy, interstate relations, diplomacy, law and international journalism [6].

Raising the system and quality of training to the level of modern requirements based on the experience of advanced countries required higher education institutions to improve the conditions of competition. From the 1993-1994 academic year, test selection of students in all forms of education was introduced in existing higher education institutions. In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 14, 1994, the State Testing Center under the Cabinet of Ministers of the Republic of Uzbekistan was launched. The State Testing Center is responsible for organizing and conducting tests in higher and secondary special educational institutions [7].

Radical reforms in the socio-political and economic life of the country and the demands of the market economy on personnel have required the abandonment of the old extensive approach and focus on the quality of trained specialists. During 1991-1996, staff training in evening and part-time forms of education, where the quality of education was low, declined, and this trend continued in subsequent years. For example, in the 1991-1992 academic year, there were 52 higher education institutions in Uzbekistan, with 114,100 part-time students and 37,800 part-time students. In the 1994-1995 academic year, the number of part-time students increased to 55, with 83,800 part-time students 14,700 in the section [8].

The next phase of reforms in the higher education system began in 1996, after the development concept of higher education was developed. The main priorities of this phase are as follows.

- Introduction of a two-tier system of higher education, consisting of bachelor's and master's degrees;
- Transition to a new system of financing the system of higher education (financing from the budget and personal sources in the form of state grants, it means that the admission of students to higher education on a contractual basis);
- Full transition to the admission of students throughout the country through one-day and simultaneous entrance tests using modern computer technology [9].

Thus, the chosen path in the development of education in Uzbekistan in the first period of independence has yielded some positive results. The work done during the transition period (1991-1997) served to improve the education system and led to a reduction in existing negative conditions. At the same time, globalization and integration processes in the global educational space and the requirements for modern personnel have required further deepening and radical modernization of reforms in the field.

At the IX session of the Oliy Majlis of the Republic of Uzbekistan on August 27, 1997, the state of the education system of Uzbekistan was analyzed in detail and the Law "On Education" and the "National Training Program" were adopted to create a modern system of continuing education [10]. The principle of gradual reforms was followed in the implementation of the National Training Program. The first stage is the transition period (1997-2001) in which the legal, regulatory, scientific-methodological, financial and material conditions for the development of the system of personnel training were created. In order to reform the content of education, to ensure that the quality of training is in line with the requirements of economic and social reforms in the country, the Resolution "On the development and implementation of state educational standards for continuing education" was adopted. State educational standards for bachelor's and master's degrees have been introduced, aimed at establishing and developing a two-tier higher education system [11].

In order to bring the regulatory framework of higher education reform in line with the requirements of the global educational space and to improve the quality of training of highly qualified personnel, a classifier based on the principles of international standards was adopted [12].

The process of improving the higher education system of Uzbekistan was continued and the Tashkent Islamic University was established to study the rich and unique cultural heritage of Islam, to combat the ideas of religious fundamentalism and extremism, to train highly qualified personnel in line with modern requirements. The university is tasked with training and retraining of highly qualified specialists with a deep knowledge of the basics of religion, history and philosophy of Islam, as well as modern sciences [13].

Based on the prospects of development of Uzbekistan, in 1999 the training of personnel in completely new areas was introduced in the faculties and areas of higher education. The Tashkent Medical Institute has a department for the training of highly qualified nurses, the Tashkent State University of World Languages has a faculty of international journalism, and the Tashkent University of Economics has a faculty of international tourism. Given the fact that Tashkent State University is the first modern higher education institution not only in the country but also in the region, its important role in shaping the system of education and research in Central Asia, as well as its international prestige, on January 28, 2000 it was awarded the status

of "National University". Training of highly qualified personnel in the higher education system, ensuring continuity and continuity of education, integration into the world education system have always been in the focus of the government as a priority of state policy in the field of education. Adopted the Resolution "On approval of state educational standards of higher education" [15]. A new generation of state educational standards, curricula and science programs for undergraduate and graduate specialties has been developed on a new regulatory basis [16].

As a result of the first phase of the National Training Program, 163.7 thousand students studied in 58 educational institutions of the higher education system of Uzbekistan in the 1997-1998 academic year, while in 2001 207.2 students studied in 61 higher education institutions. In 2001, 11.4% of GDP was allocated to education, of which 15.8% went to higher education [17].

At the same time, students were given a number of benefits. From the 2001-2002 academic year, commercial banks provided educational loans to citizens of the Republic of Uzbekistan admitted to higher education institutions on a fee-for-service basis [18]. Thus, in the first stage, in the radical reform of the higher education system, the main focus was on maintaining the positive potential of the existing training system, its structural restructuring and ensuring the priority of university education.

In the second stage (2001-2005) structural changes in the system of higher education, strengthening the material and technical and information base of educational institutions, providing the educational process with textbooks and advanced pedagogical technologies continued.

During this period, attention was paid to the introduction of modern computers and information technology in the educational process of higher education, ensuring broad access to international information systems of the Internet and training highly qualified personnel for the information and communication sector. In order to meet the demand for highly qualified personnel in the field of innovative development of the country, the Tashkent Institute of Electrical Communication was granted the status of Tashkent University of Information Technology in 2002. From 2002-2003 academic year in software development, network technology, mobile radio, e-commerce and information security began training specialists [19]. The establishment of the Ziyonet network has played an important role in the formation of a single system of information resources for young people in the development of educational and educational information resources in the national segment of the Internet [20]. By 2005, all higher education institutions were connected to the global Internet, and the number of computers in the higher education system reached 18,332. As a result, there were 6.7 computers per 100 students. Ziyonet.edu.uz e-learning database includes subjects taught in higher education institutions [21].

Based on the needs of the country, in order to develop the service sector, including tourism, and to meet its needs for qualified personnel, in 2004 the Samarkand Cooperative Institute was transformed into the Samarkand Institute of Economics and Service.

As a result of the implementation of the National Training Program in Uzbekistan, a comprehensive, two-stage system of higher education has been formed. In the 2005-2006 academic year, 278.7 thousand students studied at 62 universities of the country. Taking into account the need for highly qualified teachers in all sectors of the education system of Uzbekistan, as well as the training of personnel in the field of education in the framework of the "State National Program for the Development of School Education for 2004-2009" is a priority. During this period, about 55% of students (151.8 thousand) were in the field of education [22].

Based on the analysis and generalization of the experience gained in the third phase of the National Training Program (2005-2016), the country began to improve the training system and modernize higher education in accordance with the prospects of socio-economic development. Insufficient funds for the introduction of information and communication technologies. The neglect of social protection at all levels of education, the low quality of education in schools and secondary vocational education, unfortunately, has led to widespread corruption in many universities [23]. As a result, the quality of staff trained in the higher education system was low, and other negative developments were observed.

On the basis of the Resolution of the First President of the Republic of Uzbekistan dated May 20, 2011 "On measures to strengthen the material and technical base of higher education institutions and radically improve the quality of training of highly qualified specialists" aimed at further strengthening the material and technical base of higher education in Uzbekistan Program for modernization of material and technical base and radical improvement of the quality of training "[24]. The program includes strengthening and modernizing the material and technical base of higher education institutions, optimizing the areas and specialties of training highly qualified personnel, raising the educational process to a qualitatively new level by introducing advanced pedagogical technologies and forms of teaching. More than 277 billion sums have been allocated for the implementation of the program. [25].

On the basis of the program, an updated classifier of higher education directions and specialties was developed. The training of modern engineering and technical specialists in higher education institutions located in the regions has been expanded. Andijan Institute of Engineering and Economics - Andijan Institute of Mechanical Engineering; Namangan Engineering and Economic Institute - Namangan Engineering and Technological Institute; Bukhara Institute of Food and Light Industry Technology was transformed into Bukhara Institute of High Technology

Engineering and Technology. Under the program, by the end of 2014, construction and reconstruction works worth 230 billion sums were completed in 19 universities.

By the 2015-2016 academic year, the strengthening of the material and technical base of higher education institutions was continued, and in accordance with the adopted program, construction, reconstruction, overhaul and equipment of 154 facilities of 24 higher education institutions were carried out [26].

Also, in 2011-2016, the material and technical base of higher education institutions was equipped with computers and information technology. In the higher education system of Uzbekistan in 2015, there were 13.3 computers for every 100 students [27]. This, in turn, allowed the information resource centers of higher education institutions to connect to the Internet and had a positive impact on the quality of education.

In recent years, it has become important to ensure that the quality of training of highly qualified personnel in the higher education system of Uzbekistan is up to date. In order to solve this problem, new universities were established and structural changes were made.

In particular, on June 28, 2013, in accordance with the Presidential Decree "On measures to further improve the system of legal training" [28], the Tashkent State Law Institute was reorganized into the Tashkent State Law University. In order to bring legal education in line with modern international standards, in 2015, in coordination with the Ministry of Higher and Secondary Special Education, a special new procedure was established for the introduction of a modular system at Tashkent State Law University and 12 special subjects were taught in English. In 2014, in order to further improve the training of highly qualified medical personnel in the field of dentistry at the level of international requirements and standards, the Resolution "On the establishment of the Tashkent State Institute of Dentistry" was adopted [30]. The establishment of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi on May 13, 2016 was an important historical event. The university has 3 faculties: Uzbek philology, Uzbek language and literature, Uzbek-English translation faculties, initially 300 students were accepted to study in 2016-2017 years [31].

It is known that the effectiveness of reforms in the education system and the level of potential, quality and competence of the trained staff is determined primarily by the degree to which the scientific and pedagogical staff meets modern requirements.

The Umid and Ustoz foundations, established in 1997 by the decree of the first President of the Republic of Uzbekistan Islam Karimov to make extensive use of the experience of advanced countries in reforming the education system and training highly qualified teachers, have made a significant contribution to the national training program. From 1997 to 2003, a total of 828 students received bachelor's and master's degrees in modern and in-demand fields at prestigious

universities abroad (343 in the United States, 329 in the United Kingdom, 84 in Germany) on the basis of grants from the Umid Foundation. 33 students in France, 20 students in Japan, 11 students in Canada, and 8 students in Italy).

From 1997 to 2003, 935 professors and teachers of the country's universities were trained at universities and research centers in developed countries through the Ustoz Foundation [32].

In accordance with the Decree of the President of the Republic of Uzbekistan dated July 1, 2003, the Umid and Ustoz funds were merged and the Talent Fund was established. The task of the Foundation is to identify young talented teachers through a selection process and further increase their intellectual potential on the basis of mutually beneficial cooperation with leading foreign research centers [33].

Over the past period, more than 10,100 teachers and researchers have been retrained in the Foundation's full-time targeted courses. Thanks to the grants of the Talent Foundation, more than 800 young teachers and researchers have been able to improve their skills abroad [34].

International relations have been rapidly developing in the higher education system of Uzbekistan. Student mobility is supported by several international programs such as Erasmus + EU, Fulbright Student USA, (DAAD) Germany, Chievening Program UK, and many more (JICA) Japan, (Koica) South Korea, France, China, Spain, Russian Federation governments was implemented on the basis of programs funded by.

Cooperation between the European Union and Uzbekistan in education reform has been established since 1994 on the basis of Tempus Tacis projects. Over the past period, more than 80 Tacis (Technical Assistance for the Commonwealth of Independent States) projects have been implemented in the modernization of higher education in Uzbekistan. Tempus (Trans-European Mobility Programmed) projects involved 55 universities from all regions [35].

In order to organize the training of highly qualified personnel with higher education in accordance with world educational standards and the requirements of a market economy, to further expand cooperation with leading higher education institutions of developed countries on the basis of decisions of the President and the Cabinet of Minister as well as it began training highly qualified personnel.

Originally founded in 1995 by G.V., a prestigious university in the Russian Federation. The Russian Academy of Economics named after Plekhanov has begun to train highly qualified personnel who have mastered the laws of market economy and management, which are essential for the needs of the Republic. In order to accelerate the process of integration of the higher education system of Uzbekistan into the world education system in the era of globalization and the introduction of some elements of the Bologna process, advanced educational technologies in the European Union, Westminster University in the UK in 2002 in business administration,

commercial law, information technology and economics. The training of personnel on In recent years, branches of such prestigious universities as Moscow State University (2006), Russian University of Oil and Gas (2007), Singapore Institute of Management Development (2007), Turin Polytechnic University (2009) and Inha University of South Korea (2014) have been established. These universities offer bachelor's and master's degrees in such specialties as mechanical engineering, oil and gas, information technology, programming, economics and business administration, financial management, commercial law, and tourism, which are in high demand in the labor market.

4. CONCLUSIONS

In conclusion, it should be noted that as a result of the implementation of the National Program of Personnel Training, adopted during the years of independence, the foundations of the system of continuing education and a modern system of higher education in Uzbekistan have been formed.

In the 2016-2017 academic year, there were 21 universities, 37 institutes, 2 academies, 11 branches of local and 7 foreign universities in the country [36].

As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted, “over the years of independence, the number of higher education institutions in our country has increased 2.5 times. In our country, 7% of the state budget is spent on education” [37].

Assessing the achievements in the field of education and training, it should be noted that despite the positive trends in the Uzbek economy over the past two decades and the growing share of industrial, service and mineral exports in the economic infrastructure, the country's higher education system is based on modern innovative technologies, in addition insufficient attention has been paid to the training of highly qualified personnel to meet the demands of the labor market. Objective and subjective factors contributed to this situation.

Despite the formation of a modern integrated system of continuing education in Uzbekistan over the past period, the higher education system has not been able to fully adapt to the radical changes in the country's economy during the years of independence. Restricted access to higher education by quotas has created a breach of the balance between the demand and supply of highly skilled labor in the labor market. In the past, although almost 100% of young people were involved in secondary education, only 9% of them had access to higher education [38]. For many years, the quota for admission to higher education in Uzbekistan has remained virtually unchanged. In 2005, 57,485 students were admitted under the quota, while in 2016-2017, 57,907 students were admitted [39].

In 2005, 286,948 entrants took part in the entrance exams to higher educational institutions of Uzbekistan, while in 2016, 663,298 entrants took part. Despite the fact that the number of

applicants for higher education increased by almost 2.5 times, this figure did not have a proportional positive impact on the quality of trained personnel. A 2013 World Bank survey of employers in industrial enterprises found that 36% of those with higher education did not meet modern knowledge and skills [40].

Also, until 2011, only 5.2% of total public spending was allocated to higher education [41]. Compared to other countries, the figure was 13.1% in Kazakhstan, 23.1% in Russia, and 31.9% in Turkey.

It is known that in the training of highly qualified personnel, professors and teachers with high scientific potential and modern pedagogical technologies play a crucial role. It should be noted that the scientific potential of higher education institutions has declined over the past decade. In 2005, there were 22,228 teachers in higher educational institutions of the republic, 42.8% of whom had academic titles and degrees, in 2014-2015, their number was 22,841, and 37.8% had academic titles [43].

The figures show that the scientific potential of professors and teachers in the higher education system did not increase, but decreased. There are objective and subjective reasons for this. Insufficient attention is paid to the development of science and social protection of teachers, low funding for higher education, lack of attention to increase the scientific potential of many universities in the regions.

As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted, "Unfortunately, the quality of education in most universities does not meet international standards and the requirements of the real economy. Many graduates who start working in manufacturing often have to be retrained." [44] Focusing on the problems of training, he said, "We are adopting many programs, but are there enough enterprising and patriotic, highly qualified personnel to implement them? Are the specialists trained in higher education institutions able to fulfill the huge tasks set before us? Do the knowledge and skills of the teachers and professors who teach them meet the requirements of the time?"

Unfortunately, these questions are not easy to answer. We will have to critically evaluate our work in this direction, develop and implement a program for further development of the higher education system for 2017-2021 "[45].

An Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 was adopted, objectively assessing the path and experience gained during the years of independence, analyzing the achievements and problems and taking into account the requirements of the time [46]. The action strategy includes further improvement of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in line with modern needs of the labor market, improving the

quality and efficiency of higher education institutions based on the introduction of international standards for quality assessment. -stage multiplication tasks were set.

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