

GLOBALIZATION OF EDUCATION AND ITS REFLECTION IN UZBEKISTAN

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Abstract. This article analyzes the process of globalization in education and its impact on Uzbekistan's educational system from both theoretical and practical perspectives. The concept of global education is explored through the works of foreign scholars and compared with ongoing reforms in Uzbekistan. Key areas such as digitalization of education, distance learning, lifelong learning, and education-industry integration are discussed. The article also examines the strategic directions outlined in the Presidential Decree "Concept for the Development of Higher Education until 2030." The study is based on theoretical analysis, legal document review, and comparative methodology.

Introduction

In modern society, globalization processes necessitate profound transformations and dynamic development of the education system. The rapid pace of scientific and technological progress requires learners not only to acquire traditional knowledge, but also to develop a deep understanding of modern technologies and global challenges.

At the 1992 United Nations Conference on Environment and Development held in Rio de Janeiro, important decisions were adopted regarding the implementation of a universal civilizational strategy in education. Based on these decisions, Uzbekistan, along with advanced countries, has embarked on a path of introducing innovations into its education system, developing lifelong learning, and adapting to global trends.

The twentieth century provided humanity with opportunities for economic, technological, and spiritual development. At the same time, the threat of the "Cold War" and the danger of nuclear catastrophe were overcome. However, today humanity is facing the threat of ecological disaster. This danger is no less serious than a nuclear catastrophe; moreover, it occurs gradually and, if not prevented, may lead to negative consequences on a global scale. Anthropogenic threats require abandoning outdated forms of civilizational development and elaborating new development strategies. This, in turn, cannot be achieved without introducing global changes in the education system.

Education is one of the most important and decisive factors in the development of humanity. When discussing education in the context of globalization, it is first necessary to distinguish between the concepts of "global education" and "globalization of education." The globalization of education is the process of

integrating national and regional education systems into the global education system as a whole. Global education, on the other hand, is the process of introducing, applying, and developing new quality and content in education based on innovations in science and technology.

The concept of “global education” first emerged in the United States in the 1970s and was promoted by the American Global Education Forum. In 1995, at the international conference titled “Bridge to the Future,” held in New York at the initiative of UNESCO, the main directions for the development of education in the 21st century were identified. This model aims to educate individuals as socially active, independently thinking persons capable of addressing global problems.

In the *Global Education Guidelines* of the Council of Europe, global education is interpreted as an educational model that encompasses human rights, sustainable development, peace, and intercultural dialogue. There is a significant body of foreign literature devoted to the problems of global education, and in studying this issue, the works of the following authors were utilized.

Fernando M. Reimers’ book *Educating Students to Improve the World* emphasizes that the main goal of global education is to form a conscious position in students aimed at improving the world. The book discusses what the content of education should be in the 21st century and highlights the need to develop students’ social responsibility, intercultural communication, and skills for solving global problems. [1]

Fernando M. Reimers (Ed.), *Empowering Teachers to Build a Better World*. This book analyzes large-scale professional development programs for preparing teachers for 21st-century education in six countries. The authors demonstrate the necessity of developing methodologies to teach teachers high-level cognitive and social-emotional competencies. [2]

Council of Europe, *Global Education Guidelines*. This guide provides a comprehensive explanation of the concept of global education, which includes development education, human rights, sustainability, peace, and intercultural dialogue. The book discusses the role of education in shaping global citizenship, methodological approaches, and practical recommendations. [3]

Global Education Systems Series — Springer. The books in this series analyze the historical, socio-cultural, and organizational contexts of education systems around the world. Publications such as *The Education Systems of the Americas*, *Handbook of Education Systems in South Asia*, and *The Education Systems of Africa* help to explore the regional characteristics of global education. [4]

The global education model is based on the principles of humanism, freedom, and morality. The subjects taught within this model are integrated and serve to develop the skills necessary for conscious action in a complex global world. According to D. U. Botkin, global choice education, unlike traditional education,

prepares young people for real life and nurtures active individuals who are not indifferent to reality. This approach fosters a sense of involvement, activity, communicative skills, cooperation, and the ability to solve problems collectively. As a result, young people become capable of understanding the past, present, and future in an interconnected manner and of creating new opportunities.

Uzbekistan has not remained outside the processes of globalization and is taking significant steps toward modernizing its education system, introducing innovative technologies, expanding international cooperation, and training competitive professionals. Based on the universal civilizational strategy adopted at the 1992 United Nations Conference on Environment and Development held in Rio de Janeiro, large-scale reforms are being implemented in Uzbekistan to develop lifelong learning and introduce the principles of global education.

Therefore, this article analyzes the process of the globalization of education, its theoretical foundations, foreign experiences, and its impact on the education system of Uzbekistan. The aim is to explore ways of harmonizing global education principles with national education and to identify existing achievements and challenges in this field.

The Impact of Global Education on National Education

Global education is an important concept that incorporates achievements in science and technology in the era of globalization and forms the foundation of the education system of the 21st century. This educational model fosters in students respect for the cultures of other peoples, the ability to correctly assess global phenomena, to foresee their nature and consequences, and to comprehend them step by step.

In recent years, global education has been further strengthened through distance learning and the Internet. In particular, the globalist approach has enabled the education system to provide an accurate understanding of the contemporary world. Today, the leading principle of modern civilization is the transition from an industrial society to an information society. In this process, the main object of labor for the working population becomes information resources, while the product of labor turns into scientific knowledge.

In the Republic of Uzbekistan, the Law No. ORQ-637 of 2020 “On Education” plays a crucial role in elevating the education system to a new stage and in training competitive specialists in line with international standards. This law, based on global benchmarks, stipulates the following with regard to higher education:

higher education may be obtained not only in full-time form, but also in evening, part-time, and distance formats;

the minimum duration of study in bachelor’s degree programs is three years, and one year in master’s degree programs;

higher education institutions are granted the opportunity to organize the

educational process based on a credit system.

With regard to postgraduate education, the law defines:

the procedures for training scientific and scientific-pedagogical personnel, awarding academic degrees and academic titles, as well as the specific features of postgraduate education in military, medical, and other educational institutions;

the duration of postgraduate education. [5]

According to the law, state higher education, secondary specialized, and professional educational institutions and their branches, as well as higher, secondary specialized, and professional educational organizations with state participation and their branches, are established by decisions of the President or the Government.

According to scholarly sources, the informatization of education is a key indicator of the informatization of society as a whole. Through the use of information resources, future generations will not only contribute to societal development, but will also possess the potential to create new sources of information.

As a factor in the comprehensive development of young people, a number of legal and regulatory documents have been adopted in Uzbekistan to introduce information technologies into the education system. In particular, these include:

Resolution No. PQ-167 of September 5, 2005, **“On Additional Measures to Ensure Computer Security of National Information and Communication Systems”**;

Resolution No. 25 of February 16, 2006, **“On Further Improvement of the System of Retraining and Advanced Training of Pedagogical Personnel”**;

Resolution No. PQ-614 of April 3, 2007, **“On Measures to Organize Cryptographic Protection of Information”**;

Resolution No. PQ-1533 of May 20, 2011, **“On Measures to Strengthen the Material and Technical Base of Higher Education Institutions and Radically Improve the Quality of Training Highly Qualified Specialists”**;

Resolution No. PQ-1730 of March 27, 2012, **“On Measures to Further Introduce and Develop Modern Information and Communication Technologies”**;

Resolution No. 278 of September 26, 2012, **“On Measures to Further Improve the System of Retraining and Advanced Training of Pedagogical Staff of Higher Education Institutions”**.

The Resolution No. PQ-2909 of April 20, 2017, **“On Measures to Further Develop the Higher Education System,”** was aimed at fundamentally improving the higher education system and creating the necessary conditions for training specialists in accordance with international standards.

The Presidential Decree No. PF-5847 of 2019, **“On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030,”** defined priority areas for the systemic reform of higher

education in Uzbekistan. It aimed to raise the process of training highly qualified specialists—possessing modern knowledge, high moral and ethical qualities, and independent thinking—to a qualitatively new level; to modernize higher education; and to promote the development of the social sphere and economic sectors based on advanced educational technologies. The decree set the following objectives:

- to include at least 10 higher education institutions in the republic in the top 1,000 universities ranked by internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education, or Academic Ranking of World Universities), including placing the National University of Uzbekistan and Samarkand State University among the top 500;

- to gradually transition the educational process in higher education institutions to a credit–module system;

- to introduce advanced standards of higher education based on international experience, including a gradual shift in curricula from education focused on acquiring theoretical knowledge to education aimed at developing practical skills;

- to raise the content of higher education to a qualitatively new level and establish a system for training highly qualified personnel who can contribute to the sustainable development of the social sphere and economic sectors and find their place in the labor market;

- to ensure the academic autonomy of higher education institutions;

- to gradually introduce the “University 3.0” concept in higher education institutions, which предусматривает an integrated linkage between education, science, innovation, and the commercialization of research results;

- to widely attract foreign investment, expand the scope of paid services, and, through other extrabudgetary funds, establish technoparks, foresight centers, technology transfer offices, startups, and accelerator centers within higher education institutions, elevating them to the level of scientific and practical institutions that research and forecast the socio-economic development of relevant sectors, industries, and regions. [6]

During the years of independence, the higher education system has been modernized in line with the real demands of the economy and social life. Modern forms and technologies of instruction have been introduced, and specialization areas have been improved. However, monitoring conducted by a working group established on October 8, 2016 revealed that in some institutions the scientific and pedagogical potential remained low, teaching and methodological support did not meet modern requirements, and the material and technical base required renewal.

For this reason, the following priority tasks were identified for the comprehensive development of the higher education system:

- strengthening cooperation with foreign scientific and educational institutions;

- introducing pedagogical technologies based on international educational

standards;

attracting highly qualified foreign specialists;

aligning fields of specialization with regional needs;

ensuring the provision of modern textbooks and educational literature;

continuously improving the qualifications of teaching staff;

strengthening scientific potential and engaging talented youth in research activities;

enhancing spiritual and moral education;

upgrading the material and technical base and equipping institutions with modern laboratories;

expanding the use of information and communication technologies.

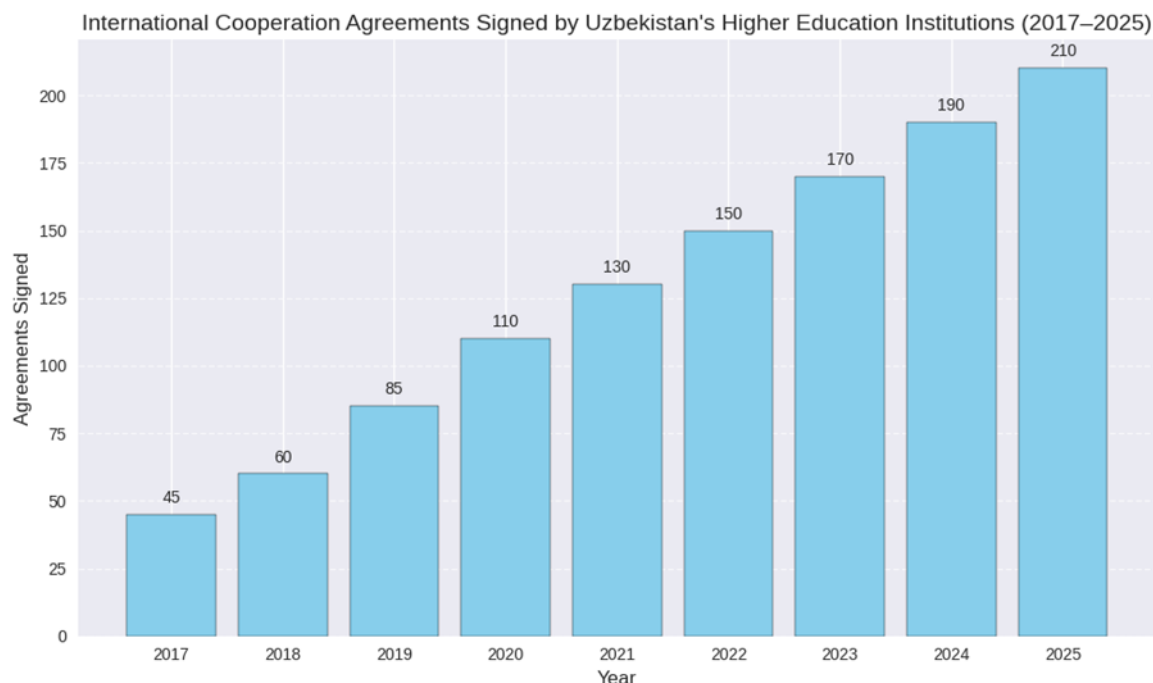
In order to implement these tasks, the Comprehensive Program for the Development of the Higher Education System for 2017–2021 was approved. Within the framework of this program, construction and reconstruction works were carried out at 180 facilities in 48 higher education institutions; 400 laboratories in 53 institutions were equipped with modern equipment; and 7 scientific laboratories were established.

In addition, targeted development programs were developed for each higher education institution. These programs are aimed at improving the quality of education, expanding enrollment coverage, enhancing the qualifications of teaching staff, and broadening international cooperation.

Uzbekistan's Integration into the Global Education System: Achievements and Challenges

In recent years, the integration of the higher education system of the Republic of Uzbekistan into the global education space has intensified significantly. Each higher education institution in the country has established cooperative ties with leading scientific and educational institutions in developed countries such as the United States, the United Kingdom, France, Italy, the Netherlands, Russia, Japan, South Korea, and China. Within the framework of this cooperation, it is envisaged that more than 350 highly qualified foreign teachers and scholars will be involved annually in the educational process of Uzbek higher education institutions.

However, practice shows that there is a need to improve the system of remuneration for pedagogical staff and to introduce effective mechanisms for their material incentives. In this regard, the relevant ministries—the Ministries of Finance, Higher and Secondary Specialized Education, Labor, Health, and Public Education—have been tasked with developing a system of performance-based salary supplements for teachers, based on advanced international experience, taking into account their professional skills and effectiveness of their activities.



Graphical Analysis: Number of International Cooperation Agreements of Higher Education Institutions in Uzbekistan (2017–2025)

The graph illustrates a steady increase in the number of international cooperation agreements from 2017 to 2025.

In 2017, 45 agreements were signed, whereas by 2025 this figure had reached 210.

This growth demonstrates that Uzbekistan is pursuing consistent and strategic efforts toward integration into the global education space.

The graph can be interpreted in the article as follows: *“Between 2017 and 2025, the number of international cooperation agreements signed by higher education institutions of Uzbekistan increased from 45 to 210. This indicator reflects the effectiveness of the country’s efforts to integrate into the global education space, expand cooperation with foreign universities, and improve the quality of education.”*

In addition, based on the President’s instructions, measures have been defined to fundamentally revise the activities of the “Iste’dod” Foundation, organize professional development for talented young teachers and researchers at foreign educational institutions, and expand PhD and master’s degree programs.

In order to strengthen scientific capacity, educational institutions conducting applied and innovative research based on orders from enterprises have been exempted from a number of taxes. To ensure quality control in education, a special inspection body was established under the Cabinet of Ministers and tasked with accrediting and attesting educational institutions, as well as evaluating the quality of education and training.

Within the framework of the Comprehensive Development Program for 2017–

2021, more than 1.7 trillion soums were allocated for the modernization of the higher education system. These funds were directed toward educational buildings, sports facilities, laboratories, information and communication technologies, and other infrastructure.

In the Presidential Resolution No. PQ-3775 dated June 5, 2018, issues such as the insufficient involvement of higher education institutions in reforms, low quality of education, assessment systems not meeting modern requirements, instances of corruption, and the lack of innovative centers for intellectual exchange were critically noted. To address these problems, the development of “road maps” was mandated.

The process of informatization of education in Uzbekistan began in 1995 and continued with the introduction of computer technologies into the education system, the teaching of computer science as a subject, and the formation of the concept of “computer literacy.” Informatization is aimed at preparing individuals for full participation in an information society. This process involves not only the use of existing technologies, but also the creation of new information technologies and contributing to societal development.

The informatization of education cannot be achieved in a short period of time. It requires strengthening the material and technical base of the education system, developing a new generation of teaching and methodological complexes, and training pedagogical personnel. The introduction of information and telecommunication technologies has fundamentally transformed the educational process and increased its effectiveness.

Through modern technologies, teachers and students have gained access to materials from major scientific centers and information resources from other countries. The development of distance learning has expanded the spatial boundaries of education and further increased opportunities for acquiring knowledge.

Radically improving the quality of education is a requirement of the rapid process of informatization in society. This process entails not only transformations in education and professional fields, but also the reorganization of the life activities of all members of society, as well as the formation of the knowledge and skills necessary to function effectively in an information society. This can be achieved through cooperation among specialists in education and science, government bodies, local authorities, and self-governing organizations.

Today in Uzbekistan, significant efforts are being made to informatize education, ensure open information security, establish distance learning systems, and enable specialists to master foreign languages and computer technologies at a high level.

Conclusion

At present, the process of informatization of education in Uzbekistan has become an important factor in increasing educational effectiveness. The introduction of

information and communication technologies into the educational process has opened wide opportunities for pedagogical activity, creating favorable conditions for the development of innovative methodologies and modern teaching and learning materials.

The informatization of education is not merely the modernization of teaching, but a strategic approach aimed at training competitive professionals in the context of globalization. This process includes such pressing issues as providing educational institutions with scientific and methodological information resources, ensuring the secure use of open information systems, and certifying specialized computer programs.

The development of distance learning, the expansion of students' opportunities to acquire knowledge via the Internet, and the provision of educational institutions with a new generation of учебные materials are all practical outcomes of the informatization of education.

European experience shows that by strengthening cooperation between educational institutions and industrial enterprises, forming professional orientation from the school level, and developing an entrepreneurial culture, it is possible to prepare young people as specialists who meet market demands. The experiences of the United Kingdom and France serve as illustrative examples in this regard.

The system of lifelong education, integrated with modern industrial enterprises, technological innovations, and the labor market, serves to equip young people with practical knowledge and skills. In this process, not only teachers but also business representatives and industry specialists should participate in the educational process.

In the era of globalization, a labor market for specialists is being formed. The state acts as a financial donor in creating educational opportunities in this market, but educational institutions are evaluated based on their performance and the quality of the graduates they produce. This necessitates the introduction of market mechanisms into education.

The Law of the Republic of Uzbekistan "On Education," adopted in 1992 and revised in 2020, serves precisely these objectives. This legal framework envisages the training of modern, competitive, and innovative-thinking specialists through the informatization of education, the development of distance learning, and the formation of a system of lifelong education.

Recommendations:

Strengthen international cooperation and attract foreign specialists;

Improve the qualifications of pedagogical staff and expand internship and traineeship programs;

Introduce modern systems for assessing the quality of education;

Create an innovative environment for intellectual exchange and provide incentives for young researchers;

Deeply integrate information and communication technologies into the educational process;

Harmonize educational content with national values;

Strengthen the linkage between education and industry;

Review and improve the criteria for recruiting young professionals into higher education institutions;

Send young scholars on internships to foreign universities ranked among the global Top 100;

Transform higher education into a corruption-free domain.

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