



Directions for Implementation of Changes in the Education Management System of Uzbekistan

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Abstract

This scientific article analyzes the reforms implemented in the education management system of Uzbekistan, their content and the existing problems in the field.

Keywords: *Education; Educational Management; Transformational Education; Public Education; Changes; International Standards*

Introduction

In the current, developing era, education performs several important tasks for the development of any country. It educates and prepares a competent workforce for the economic development of the 21st century. In order to fulfill the above responsible task, it is important to carry out several reforms to improve the quality of education, implement changes in the management of education policy, and improve it in order to ensure the appropriateness of these changes. Of course, changes in any industry are likely to face some initial hurdles, and industry representatives will face a number of challenges.

The growth of the digital generation, the fact that education exceeds the boundaries of the school, and the formation of new educational institutions have created the need for changes in education. Now, educational changes require not only updating the material and technical base, but also compliance with the ratings that evaluate the quality of education at the international level, not sudden, but planned implementation of the change.

Today, certain tasks are being carried out in our country to reform the quality of education in form and content, to further improve its legal base, to strengthen its material and technical base, and to increase the effectiveness of the content, forms and methods of education. The creation of new mechanisms in the development of the continuing education system has become a vital necessity of today's globalization processes, and this, in turn, requires the improvement of the quality of education and its modernization [1].

The Main Part

Implementation of changes in the education management system in Uzbekistan, where the field of education is being fundamentally renewed, is important for the compliance of the system management with the requirements and standards of foreign advanced countries and organizations, and for increasing the competitiveness of the emerging personnel.

But here comes a question. How to implement changes in the educational management system?

Here, we focus on the theoretical basis of making changes in the management education system. Implementation of changes in the educational system requires the application of general theories of change management as well as special theories of educational change implementation.

Learning theory describes how students acquire, process, and retain knowledge during learning. Cognitive, emotional, and environmental influences, as well as previous experiences, play a role in how understanding or worldviews are acquired or changed, and how knowledge and skills are maintained [2].

Table 1, Educational Theories*

№	Educational theories	Content–essence
1	Behaviorist theory	Behaviorists view learning as a fundamental process and advocate a system of rewards and goals in education.
2	Cognitive theory	Cognitive theorists believe that the definition of learning as a change in behavior is too narrow and studies not the learner, but their environment and in particular the complexities of human memory.
3	Theory of constructivism	Supporters of constructivism believe that the student’s ability to learn depends to a large extent on what he already knows and understands, and the acquisition of knowledge should be based on an individually developed process of dependence.
4	Theory of transformative education	Transformative learning theory focuses on the often necessary changes required in a student's preconceived notions and worldviews.
5	Theory of geographic education	Geographical learning theory focuses on how context and environment shape the learning process.

*Table author development.

Behaviorists view learning as a fundamental process and advocate a system of rewards and goals in education. Cognitive theorists believe that the definition of learning as a change in behavior is too narrow and studies not the learner, but their environment and in particular the complexities of human memory. Supporters of constructivism believe that the student’s ability to learn depends to a large extent on what he already knows and understands, and the acquisition of knowledge should be based on an individually developed process of dependence. Transformative learning theory focuses on the often necessary changes required in a student’s preconceived notions and worldviews. Geographical learning theory focuses on how context and environment shape the learning process (Table 1).

Changes in the system of education were the focus of attention of scientists even in the period of ancient civilization. For example, Plato (428 BC – 347 BC) proposed the following question to the scientists of his time: if the subject is completely new to this person, how does a person learn something new? Plato answered his question by stating that knowledge is present at birth and that all information received by a person is simply a memory of what the soul already knows, which in science is called the theory of memories or Platonic epistemology [3]. Plato says that one cannot learn something if one does not know it before. He describes learning as a passive process in which information and knowledge are

integrated into the mind over time. However, Plato's theory raises even more questions about knowledge: if we can only learn something if that knowledge is already imprinted in our soul, then how did our soul acquire that knowledge in the first place? Attribution theory may sound confusing, but it is one of the classic theories that is important in understanding the learning process.

Plato's question was also answered by John Locke (1632–1704). Locke proposed the “blank slate” theory, according to which people are born into this world without innate knowledge and are ready to be written on by the influence of the environment [4]. The thinker stated that knowledge and ideas come from two sources: feelings and reasoning. The first gives an idea about external objects (including their properties), and the second about mental abilities (will and understanding). In the theory of empiricism, such sources are based on direct experience and observation. Locke, like David Hume, is an empiricist because he locates the source of human knowledge in the empirical world.

However, Locke realized that something must exist. This seemed to Locke to be a “mental faculty”. Therefore, as soon as the baby is born, he immediately has the experience of communicating with the outside world, and all this experience is recorded on the “slate board” of the child. Then all experiments eventually lead to complex and abstract ideas. This theory can still help teachers understand how their students learn today.

Constructivism, founded by Jean Piaget, emphasizes the importance of students actively participating in the creation of knowledge for themselves. Students are believed to use background knowledge and concepts to help them acquire new information. When approaching such new information, the student faces a loss of balance with his previous understanding, which requires a change in cognitive structure. This change effectively integrates previous and new information to form an improved cognitive schema. Constructivism can be both subjective and contextual. The teacher acts as a facilitator, encouraging students to discover principles and construct knowledge by working, answering open-ended questions, and solving real problems. To do this, the teacher should encourage interest and discussion among his students, as well as ensure their independence.

Transformational learning theory seeks to explain how people make and revise meaning. Transformational learning is a cognitive process of changing the frame of reference. The frame of reference defines our view of the world. Emotions often take an active part in this. Adults reject any ideas that do not match their particular values, associations, and understandings.

As can be seen from the theoretical framework, in order to make changes in the management process, we need to focus on the most important process. The effective development of the country's economy should also be directly focused on the development of education and the implementation of changes. An important part of the educational process goes back to the public education system.

When it comes to change management in educational institutions, some of the common changes discussed in schools are:

- improving student health (ie, adding more physical activity);
- teaching more life skills;
- improvement of training programs based on the latest research;
- reviewing how the academic year is structured;
- combining online with offline guidance;
- improvement of working conditions of teachers;
- adjusting the physical environment to maintain social distancing;
- improving school communication through the use of technology [5].
- although these problems seem insignificant at first glance, they are actually one of the problems directly affecting the education system.

Table 2, Some problems in the public education system

№	Problems in the public education system	The solution to the problem
1	Unpreparedness of teachers to use new technologies	The use of new technologies in the educational process should begin with the training of future teachers in higher education
2	The low salary of teachers, the limited number of incentives	Hiring teachers on one-year contracts who are not ready for retirement age changes. If they do not use modern technologies in their pedagogical activities, do not employ them in the next academic year
3	Inadequate working conditions of teachers	Although the monthly salary is not a motivational tool from the point of view of management, it is one of the lowest (2.6 million soums according to the data of the 9th month of 2022) among the employees of the sector and branch of Uzbekistan. It is necessary to increase the number of financial incentives within the framework of knowledge, qualification and category of teachers
4	Duplications and redundant subjects in science programs	Organization of science rooms, not to be involved in extracurricular activities
5	Science is not applied to life	Combining subjects like biology and geography (calling them Natural Sciences).
6	Despite the increasing digitalization of the educational process, paperwork is not being abandoned	Organization of mobile classes. For example, visiting the museum of history from the science of history, visiting the “Botanical” garden from biology, home museums of poets and writers of literature
7	Lack of physical training	It is not the teacher, but the parents who fill out the documents that the student needs during the educational process

*Table author development

As a result of the scientific research, it became clear that the implementation of changes in the public education system and the improvement of the management process are actively being carried out in our country. But there is a problem. This is also the reason for the large number of organizations implementing changes in the country’s public education system. These are the State Inspectorate for Quality Control of Education under the Cabinet of Ministers of the Republic of Uzbekistan, the Ministry of Public Education, the President, the Agency for the Development of Creativity and Specialized Schools, and the Center for Innovation, Technology and Strategy.

It is desirable that the implementation of changes is carried out by a single organization and its local authorities, as in the experience of Finland or China. This, along with reducing costs, complicates the management process, makes it difficult to reach a consensus during the implementation of changes, and leads to an increase in inspections and questionnaires in schools during the monitoring of changes. Such a situation can lead to the escalation of cases such as red tape and corruption, which are shrinking in our country.

It is appropriate to form the management structure as the Ministry of Public Education and its subordinate organizations.

As we can see, the public education system is approaching the level of international standards. The material and technical base of schools is improving, the level of use of information technologies is

increasing, the qualification of teachers is becoming the main factor in the education system, and the need for education and books is increasing. In such a situation, it is necessary to make changes quickly and effectively, shorten the period of implementation of changes, and speed up the cycle.

Conclusion

Currently, it is important to study the conceptual changes in the public education management system in order to determine their development opportunities and negative impact factors. This can be a basis for predicting and designing ways to adapt the school as a leading social institution to ongoing and future changes, to participate in their “project”.

As the President of the Republic of Uzbekistan noted, “... we will spare no expense and opportunity for the development of the school system. The fate of our future generation, the fate of our entire nation, people, and state depends on respected teachers...” [6].

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