

State And Private Schools In Uzbekistan: Their Role In The Education System And Development Prospects

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Abstract

This article analyzes the role of state and private schools operating in the Republic of Uzbekistan in the education system, their theoretical foundations and differences in terms of the quality of education. During the research, the advantages and disadvantages of both types of schools were identified and their adaptation to modern educational requirements was assessed. The results of the article are of practical importance in improving the national education system and increasing the quality of school education. It also highlights how educational reforms implemented by the state and the increasing participation of the private sector affect the quality of school education. The role of state schools in ensuring social equality and innovative approaches of private schools are compared. The results of the study allow us to draw important conclusions for improving educational policy, effectively organizing school activities, and for parents and education specialists.

Keywords: Private schools, state schoolteacher, education system, quality of education, amenities, educational reforms

Annotatsiya

Ushbu maqolada O'zbekiston Respublikasida faoliyat yuritayotgan davlat va xususiy maktablarning ta'lim tizimidagi o'rni, ularning nazariy asoslari hamda ta'lim sifati jihatidan farqlari tahlil qilinadi. Tadqiqot jarayonida har ikki turdagi maktablarning afzallik va kamchiliklari aniqlanib, ularning zamonaviy ta'lim talablariga moslashuvi baholanadi. Maqola natijalari milliy ta'lim tizimini takomillashtirish va maktab ta'limi sifatini oshirishda amaliy ahamiyatga ega. Shuningdek, davlat tomonidan amalga oshirilayotgan ta'lim islohotlari hamda xususiy sektor ishtirokining ortib borishi maktab ta'limi sifatiga qanday ta'sir ko'rsatayotgani yoritiladi. Davlat maktablarining ijtimoiy tenglikni ta'minlashdagi roli va xususiy maktablarning innovatsion yondashuvlari o'zaro taqqoslanadi. Tadqiqot natijalari ta'lim siyosatini takomillashtirish, maktablar faoliyatini samarali tashkil etish hamda ota-onalar va ta'lim mutaxassislari uchun muhim xulosalar chiqarishga imkon beradi.

Kalit so'zlar: Xususiy maktablar, davlat maktabkari, ta'lim tizimi, ta'lim sifati, qulayliklar, ta'lim islohotlari

So'ngi yillarda O'zbekiston Respublikasida ta'lim tizimini modernizatsiya qilish va uni xalqaro standartlarga moslashtirish bo'yicha tubdan islohotlar amalga oshirilmoqda. Ushbu jarayon davlat rahbarining strategik tashabbuslari, jumladan, "Yangi O'zbekiston ta'lim tizimini 2030-yilgacha rivojlanish konsepsiyasi" va "Ta'lim to'g'risida"gi qonunning yangi tahriri asosida shakllanmoqda. Islohotlarning asosiy maqsadlari ta'lim sifatini oshirish, kompetensiya asosida yondashuvni joriy etish, 21-asr ko'nikmalarini shakllantirish, mustaqil fikrlaydigan va raqobatdosh kadrlar tayyorlash hamda inson kapitalini rivojlanishdan iborat. Umumiy o'rta ta'lim tizimida davlat maktablari asosiy o'rinni egallab, aholining keng vatlamini qamrab olgan holda ijtimoiy barqarorlik va teng ta'lim huquqini ta'minlashda muhim rol o'ynamoqda. Shu bilan birga, xususiy umumta'lim maktablarining rivojlanishi ta'lim sohasida sog'lom raqobat muhitini shakllantirish, o'quvchi markazli pedagogika va innovatsion yo yondashuvlarni joriy etish imkoniyatini yaratib kelyapti. Xususiy sektorning o'sishi davlat-xususiy sheriklik (Public-Private partnership-PPP) modellari orqali qo'llab-quvvatlamoda, bu esa ta'lim sifatini oshirishning muhim mexanizmi sifatida qaraladi.

O'zbekiston Respublikasida umumiy o'rta ta'lim tizimining transformatsiyasi davlat va nodavlat sektorining parallel rivojlanishi bilan tavsiflanadi. Mazkur jarayonni tahlil qilishda institutsional

pedagogika, ta'lim iqtisodiyoti va boshqaruv nazariyasi yondashuvlari muhim metodologik asos bo'lib xizmat qiladi.

Milliy pedagogika ilmida ta'lim tizimini tizimli yondashuv asosida o'rganish masalalari N.A. Muslimov tomonidan ishlab chiqilgan bo'lib, oliy ta'lim muassasalarini ularning tashkiliy-huquqiy maqomi va boshqaruv mexanizmlariga ko'ra tasniflaydi. Unga ko'ra, davlat maktablari markazlashgan boshqaruv modeliga asoslanadi va normativ-huquqiy jihatdan yagona standartlar asosida faoliyat yuritadi. Nodavlat maktablar esa muqobil boshqaruv tizimi asosida faoliyat yuritib, pedagogik jarayonni tashkil etishda nisbatan yuqori moslashuvchanlikka ega. Pedagogik boshqaruv samaradorligi masalalari B.R. Adizov tadqiqotlarida ham keng yoritilgan. Olim umumta'lim muassasalarini boshqaruv avtonomiyasi darajasiga ko'ra uch turga ajratadi: to'liq markazlashgan, qisman avtonom va innovatsion-avtonom model. Uning fikricha, xususiy maktablar innovatsion-avtonom modelga yaqin bo'lib, bu ularga o'quv dasturlarini diversifikatsiya qilish, xorijiy tajribani joriy etish hamda zamonaviy pedagogik texnologiyalarni keng qo'llash imkonini beradi.

Ta'lim muassasalarini ijtimoiy institut sifatida o'rganish rus pedagogika maktabida keng rivojlangan. Jumladan,

V.A. Slastenin ta'lim tizimini ijtimoiy-pedagogik tizim sifatida talqin qilib, maktablarni reproduktiv, rivojlantiruvchi va innovatsion modellarga ajratadi. Reproductiv model an'anaviy bilim berish va ijtimoiylashuv vazifasini bajaradi. Rivojlantiruvchi model shaxsiy kompetensiyalarni shakllantirishga yo'naltirilgan bo'lsa, innovatsion model kreativ va mustaqil fikrlashni rivojlantirishni ko'zda tutadi. Ushbu tasnif asosida davlat maktablari ko'proq reproduktiv funksiyani bajaradi, xususiy maktablar esa rivojlantiruvchi va innovatsion model elementlarini o'zida mujassamlashtiradi.

Shuningdek, E.V. Bondarevskaya ta'limni shaxsga yo'naltirilgan paradigma asosida rivojlantirish zarurligini asoslab, maktablarni shaxsiy rivojlanish muhitini yaratish darajasiga ko'ra klassifikatsiya qiladi. Mazkur yondashuv nodavlat maktablarda individual ta'lim traektoriyasini shakllantirish imkoniyatlari kengroq ekanligini ko'rsatadi. G'arb ilmiy maktabida ta'lim tizimi iqtisodiy samaradorlik va raqobat nazariyasi asosida tahlil qilinadi.

M. Fridman maktab tanlovi nazariyasini ilgari surib, ta'lim muassasalarini davlat tomonidan to'liq moliyalashtiriladigan, xususiy sektor tomonidan boshqariladigan va aralash moliyalashtirish tizimidagi modellarga ajratadi. Unga ko'ra, raqobat muhitining shakllanishi ta'lim sifatining oshishiga olib keladi.

Inson kapitali nazariyasi asoschisi G. Beker ta'limni iqtisodiy o'sishning strategik omili sifatida talqin qiladi. Uning nazariyasiga ko'ra, davlat maktablarining ommaviyligi ijtimoiy barqarorlikni ta'minlasa, xususiy maktablar ta'lim sifatini oshirish orqali inson kapitalining sifat ko'rsatkichlariga ta'sir ko'rsatadi.

Ta'limni ijtimoiy tenglik instrumenti sifatida ko'rib chiqqan P. Bordieu esa maktablarni madaniy kapitalni qayta ishlab chiqaruvchi institut sifatida baholaydi. Bu yondashuv xususiy maktablarning ijtimoiy tabaqalanish jarayonlariga ta'sirini ilmiy jihatdan tahlil qilish imkonini beradi.

O'zbekiston ta'lim tizimida davlat maktablari asosiy o'rinni egallab, bepul va majburiy ta'limni ta'minlaydi. Ular ijtimoiy barqarorlik va hududiy qamrov nuqtai nazaridan ustuvor ahamiyatga ega. Shu bilan birga, o'quvchilar sonining ortib borishi ayrim hududlarda sinflarning to'lib ketishiga va smenali o'qitish tizimining saqlanib qolishiga sabab bo'lmoqda.

Nodavlat maktablar esa so'nggi yillarda tez sur'atlarda rivojlanib, o'quvchilarga qo'shimcha xizmatlar, chet tillarini chuqurlashtirib o'qitish, xalqaro dasturlarni joriy etish kabi imkoniyatlarni taklif etmoqda. Ularning boshqaruv tizimi nisbatan moslashuvchan bo'lib, o'qituvchilarni tanlash, o'quv dasturlarini boyitish hamda baholash tizimini modernizatsiya qilishda erkinlikka ega.

O'zbek tadqiqotchilar tomonidan olib borilgan ilmiy kuzatuvlar xususiy maktablarda sinf hajmining kichikligi va individual yondashuvning kuchli ekanligini ko'rsatadi. Biroq kontrakt to'lovlarining yuqoriligi ijtimoiy tenglik masalasini dolzarb qilib qo'yadi.

Davlat va xususiy maktablar o'rtasidagi raqobat ta'lim sifatining oshishiga turtki berayotganini kuzatish mumkin. Shu bilan birga, ta'lim tizimida davlat-xususiy sheriklik mexanizmlarini rivojlantirish orqali ikkala sektorning ijobiy jihatlari integratsiyalash zarur.

Olib borilgan ilmiy tahlillar O'zbekiston Respublikasida davlat va nodavlat umumta'lim maktablarining parallel rivojlanishi ta'lim tizimining institutsional modernizatsiyasini ta'minlayotganini ko'rsatdi. Davlat maktablari ta'limning ommaviyligini va ijtimoiy barqarorligini ta'minlovchi asosiy institut sifatida faoliyat yuritrsa, nodavlat maktablar pedagogik innovatsiyalarni joriy etish hamda individual yondashuvni rivojlantirish orqali ta'lim sifatining oshishiga xizmat qilmoqda.

Davlat maktablari reproduktiv model asosida ijtimoiylashuv funksiyasini bajarishi bilan ajralib tursa, xususiy maktablar rivojlantiruvchi hamda innovatsion pedagogik modellarga yaqinlashgani kuzatildi. Bu esa ta'lim xizmatlari bozorida raqobat muhitining shakllanishiga olib kelmoqda. Kelgusida davlat-xususiy sheriklik mexanizmlarini takomillashtirish orqali umumiy o'rta ta'lim tizimining samaradorligini oshirish hamda inson kapitalini rivojlantirish imkoniyatlarini kengaytirish mumkin.

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