

PURPOSE, MISSION AND EFFECTIVENESS OF EDUCATIONAL REFORMS

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Abstract. *This article is devoted to the importance of educational reforms, their main purpose and their effect today. Moreover, the article shows the decrees introduced for the improvement of the quality of education in our country.*

Keywords: *globalization, scientific, educational environment, thought-out program, objective, modernize, implementing, implicit.*

Attention to the field of education is becoming especially relevant all over the world in the age of globalization and information technology, when the level of a country's development is determined not only by socio-economic, cultural indicators, an assessment of strength and power, but also largely relies on its intellectual potential. Indeed, it is scientific and technological progress, the foundations of which are laid in the educational environment, that is the central link in the country's sustainable development and prosperity. The World Bank report «Changing the level of welfare of nations» notes that it is human capital, i.e. the totality of knowledge, talents, skills and abilities of people constitutes the main wealth of the country. Thus, the well-being of developed countries is provided by human capital by 68 %, and in developing countries — only by 41 %. The most important strategic goal of Uzbekistan is to become one of the developed countries of the world and ensure a decent life for its citizens. A clear, clear and deeply thought-out program of action is being implemented in the country, and the organizational, legal and practical, consistent and systemic measures taken fully contribute to the implementation of democratic, political and economic reforms, social transformations aimed at creating ample opportunities for the comprehensive implementation of professional, intellectual and the spiritual potential of a citizen and society as a whole. When we think about the educational reforms, first of all, we need to get more information about the goals and tasks of the reforms[1].

The objective of educational reform is to fulfil the world-wide commitments made on the subject of the education. When speaking of the educational reform, reference is often made to changes and transformations in the scholastic system in relation to such factors as educational philosophy, student policy, curriculum, pedagogy, didactics, organization, management, financing and links with national development in this century, the consensus is that the prime purpose of education is care for and improve holistic education in early childhood, especially for the most vulnerable and underprivileged children, and to guarantee access to free, compulsory and high quality education. Within the field of education, reforms of education are undoubtedly one of the most complex and controversial subjects, because of the effects that they generate in the societies and countries where they take place. Nevertheless, this situation makes it possible to investigate the reasons why such reforms generate substantial changes in the school systems where they are applied. The present study takes as its object the analysis of great educational reforms across the world in order to relate some of the main lines of development: when the curricular design is changed and the consequent curricula; when the system as a whole is modernised, imposing more

agile and effective dynamic for institutional operation; when decentralizing the central bureaucracy; when an attempt is made to raise the general quality of education, in order to improve the academic yield of students and reduce school failure; when an attempt is made to adapt educational formation to the demands of the labour market; when changes in pedagogical styles are introduced for educational reasons; when there is a wish to transform the institutional cultures of the schools; when the intention is to improve the organization and institutional management of schools[2]. It can't be ignored that reforms happen because of historical, social, economic, and political situations. Therefore, it is essential to keep this in mind when planning, introducing, assessing or examining reforms. According to Popkewitz (2002), reforms in the education system involve decisions made by society and the government, which are then put into action.

Changes in the school system depend on the way we think about it, which is sometimes kept secret. These ideas affect how we see things and can create unfairness or inequality.

The purpose of educational reforms is to transform school structures with the aim of raising the quality of education in a country. Educational reforms deserve a holistic examination of their reasons, objectives, application and results generated, by those within the school systems where they are implemented. These reforms are always on the political agenda of countries and the international organisations involved in their design and application, in relation to one view of development and the world-wide conception of education. Nobody would deny the strategic nature of education as a vehicle for development and social progress.

World-wide discussion of the subject does not focus on this point, but on the effects and results of reform in terms of policies of economic and social development, as well as on implementation, financing, quality and effectiveness which is desired by all the actors involved in this transforming vision. This contribution is developed from a review of the policies, continental programmes and realities that are necessary to understand the present situation and to glimpse future of reforms in the education of present century. It is important to understand the object or intention of the educational reform, which normally focuses on certain common factors such as quality, access, equality of opportunity, finance, management, effectiveness, efficiency and competitiveness in the school systems of primary, secondary, tertiary and non-university education[3]. In the same way, it is important to understand the type or model of reform according to the intention that drives these processes at the regional or global level, adding to the complexity of implementation, and generating barriers that can prevent the attainment of goals.

Many writers have tried to answer these questions. "Lastly, when education changes based on what people agree on around the world, it produces educational things that are better or worse than how they work in a specific setup." Educational reform means changing and improving schools in many ways. This includes things like how teachers teach, what students learn, and how schools are run. It's important for the success of the country. It should be emphasized that the policy pursued by Uzbekistan in the field of education is aimed at ensuring consistent and systematic implementation of the principles proclaimed by the Constitution of the Republic of Uzbekistan, where the right to free general education is guaranteed. Over the past few years, a number of decrees and resolutions of the President have been adopted that raise the higher education system to a new, higher level. For instance,

➤ setting priorities for the systematic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified personnel with modern knowledge and high moral and ethical qualities to a new level in terms of quality, modernization of higher education, based on advanced educational technologies Republic Of Uzbekistan Higher Education TI, Decree of the President of the Republic of Uzbekistan, No. PF-5847 dated 08.10.2019

➤ setting priorities for the systematic reform of general secondary and extracurricular education in the Republic of Uzbekistan, raising the moral and intellectual development of the young generation to a new level in terms of quality, in order to introduce innovative forms and methods of education into the educational process, as well as the order of the President of the Republic of Uzbekistan dated September 5, 2018 "On additional measures to improve the public education management system" Decree No. PF-5538.

➤ on the approval of the concept of land development until 2030, Rapid development of economic sectors and the social sphere, wide use of scientific and innovative potential with full mobilization of scientific, intellectual and financial resources, in the future in order to determine the priority directions of regular reform of science, train highly qualified personnel with modern knowledge and independent thinking, raise the work of modernization of scientific infrastructure to a new level in terms of quality, as well as in 2017-2021 the Action Strategy for the five priority directions of the development of the Republic of Uzbekistan "Science, Enlightenment" and the Decree of the President of the Republic of Uzbekistan, No. PF-6097 dated 10.29.2020, in accordance with the state program for implementation in the year of development of the digital economy[4].

All these decrees are the basis of reforms aimed at the development of education in our country. To sum up all given facts it should be noted that it is no easy task to determine the extent of effectiveness of educational reforms in the world. Each country has its successes and failures in these reforms. Nevertheless, some efforts have been made to evaluate the outcomes of reform internationally from a qualitative/quantitative perspective. It is believed that to evaluate this process, one should start from some of the most important outcomes, starting from the goals that have been set in international accords, as well as of the main benefits of school reform, which are on a par with the socially accepted indicators proposed by each country involved.

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