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SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

## International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 07 Volume: 75

Published: 30.07.2019 <http://T-Science.org>

QR – Issue



QR – Article



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## IMPROVING SECONDARY EDUCATION QUALITY AND EQUALITY WITH COOPERATION OF INTERNATIONAL COMMUNITY

**Abstract:** The current stage in the development of pedagogical research not only in our country, but also abroad is characterized by increasing attention to the study of such integrative category, as "quality education", reflecting compliance education to the public and individual needs of people. Evidence of this can serve numerous international studies that assess the quality of education in different countries; ratings of states are established by this indicator, analyzed factors determining it, and ways to improve it in the leading education systems of the world. In this article we studied intensive reforming of Uzbek secondary education system and analyzed with various type views under international cooperation secondary source data. More than two years current education system upgraded and innovatively diversified into modern student targeted and result oriented methodology. By support of government and UN quality learning at schools predominantly increased. Globalization of education and integration with business lots of changes are in progress now in Uzbekistan. We deeply convinced that the main factor modernization via methods, financial and technical provides progressive knowledge based domestic education which oriented to international markets. Main objectivity of the current paper work is examining concept of quality of teaching, learning and education system by rising quality in the classroom. Final section distributed some suggestion regarding al outcomes from the research.

**Key words:** secondary education, education quality, reforms, international cooperation, Uzbek, education system, effectiveness.

**Language:** English

**Citation:** Narzilloyeva, Z., Ortiqova, S., Kurbonov, K., & Ruziev, A. (2019). Improving secondary education quality and equality with cooperation of international community. *ISJ Theoretical & Applied Science*, 07 (75), 454-462.

**Soi:** <http://s-o-i.org/1.1/TAS-07-75-73> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.07.75.73>

**Classifiers:** education.

Motivation, engagement and student voice are [critical elements] of student-centered learning. Without motivation, there is no push to learn; without engagement there is no way to learn; and without voice, there is no

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authenticity in the learning. For students to create new knowledge, succeed academically, and develop into healthy adults, they require each of these experiences.

*Toshalis, E., & Nakkula, M. J. Motivation, Engagement and Student Voice, Jobs for the Future (2012, April)*

### INTRODUCTION

To achieve changes in what is happening in the hearts and minds of millions of children, and that's what the main goal of any school system is, is not an easy task. There are many ways to improve the school system, and there is no consensus in the pedagogical community as to which one is the most effective. The difference of points of view on the way of reforming school systems is reflected in the numerous discussions of this problem being conducted in different countries. However, school leaders cannot afford the luxury of uncertainty. Few of them have political and other resources that allow them to reform the school system exactly as they see fit. Therefore, it is important to study all that is known today, to identify the factors that are crucial, and to develop the most effective development strategies. The experience of the best school education systems shows that three factors play a decisive role:

- 1) it is necessary that the right people should become teachers;
- 2) should give them training that would allow to increase the efficiency of teaching work;
- 3) it is necessary to provide conditions under which every student without exception would receive a quality education.

The results of the study show that in the most advanced countries in this regard, there are systems organized in such a way that all these factors work regardless of the cultural context with which to deal. They argue that a significant improvement in learning outcomes is achievable, and in a short period of time. And they make it clear that by drawing appropriate conclusions from this experience, adjusted for the conditions under which the reforms are carried out; it is possible to achieve noticeable favorable changes in the school system of the whole world.

UNICEF works in close cooperation with development partners and donors to assist the

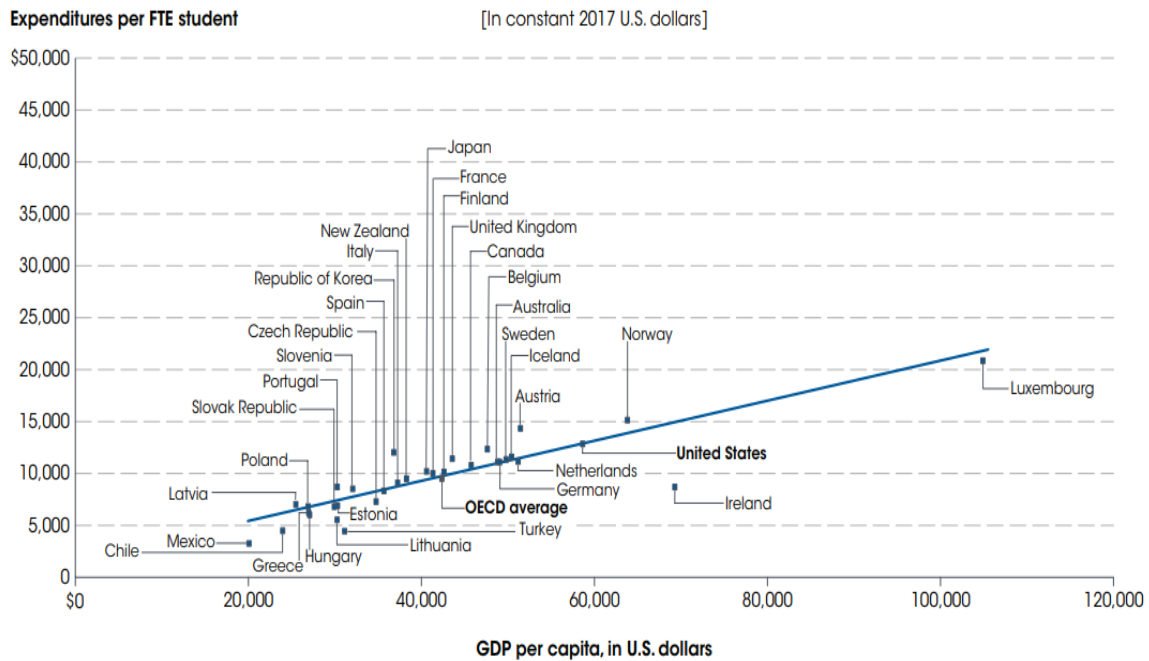
Government of Uzbekistan in improving quality and efficiency, basic education, as well as in ensuring equal access to education for all children. This is done through the implementation of the Qualitative Secondary Education (CSR) program and the introduction of the "School of Friendly Relationships in the Nursery" program in Uzbekistan, which is a powerful tool for ensuring not only a high level of education, but also children's rights. In the concept of CSR, children are at the center of the educational process, and the quality of education is measured by indicators such as performance, health, safety and protection, participation, gender equality and inclusiveness (that is, education of children with disabilities in ordinary school). In addition, this concept stipulates that teachers should have appropriate skills and can use student-centered teaching methods to improve learning outcomes, as well as the fact that the school creates a favorable, healthy and safe environment for children, so that they can get the most full development of their potential with the support of parents. [1]

### RESULTS

Secondary education focuses on internationalizing education, sharing the UK's expertise and innovation around the world, and bringing education partners together to work on collaborative projects. Current work in society helps citizens and institutions contribute to a more inclusive, open and prosperous world and connects local issues to global themes, ranging from social action to diversity and youth issues. Available programmes in partnership with local and international organizations who provide expertise in areas such as youth and social entrepreneurship, equal opportunity and diversity, migration, social inclusion and engagement, and active citizenship. [2]

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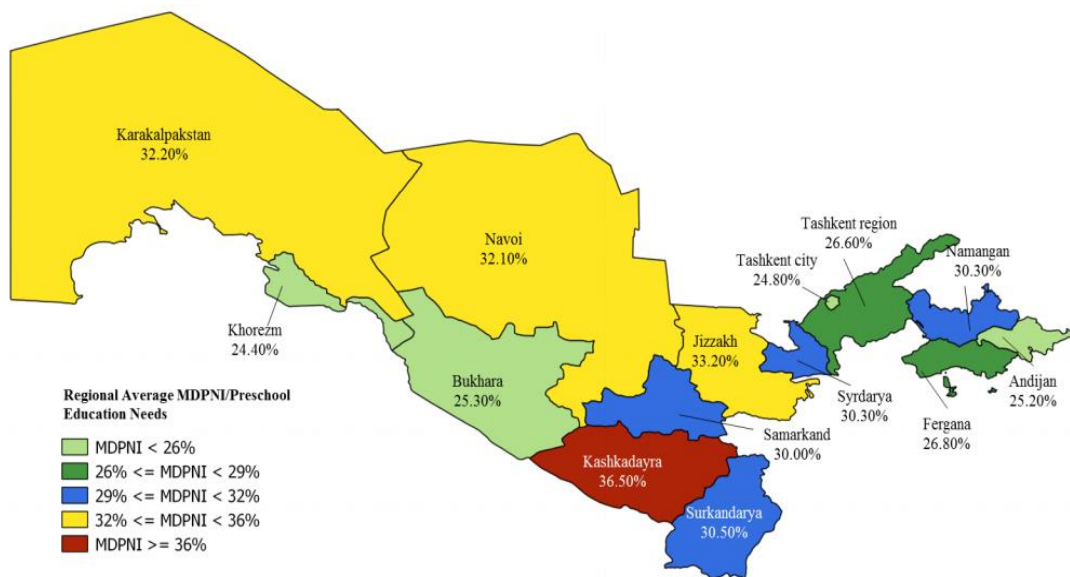


**Figure 1. Expenditures per full-time-equivalent (FTE) student for elementary and secondary education in selected Organization for Economic Cooperation and Development (OECD) countries, by (GDP) per capita: 2015**

*Source: Online Education Database, retrieved January 11, 2019, <https://stats.oecd.org/Index.aspx>. See Digest of Education Statistics 2018, table 605.10.*

A country’s wealth (defined as GDP per capita) is positively associated with its education expenditures per FTE student at the elementary/secondary and postsecondary levels. In 2015, of the 14 countries with a GDP per capita greater than the average of OECD countries that also reported data for elementary/secondary education expenditures per FTE student, 13 countries had elementary/secondary education expenditures per

FTE student that were higher than the average of OECD countries. These 13 countries were Luxembourg, Norway, the United States, Austria, the Netherlands, Iceland, Sweden, Germany, Australia, Belgium, Canada, the United Kingdom, and Finland. The exception was Ireland, which had lower elementary/secondary expenditures per FTE student than the average of OECD countries (\$8,700 vs. \$9,500). [3]



**Map 1. Uzbekistan Lagging Regions by Multi-Dimensional Preschool Education Needs (MDPNI) Ranking**  
 Source: World Bank, 2018a.

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Uzbekistan is facing significant demographic pressure, particularly for the age group 0–7, and its extent varies across regions. The effects of a growing population are already visible in Namangan, where the population aged 0–3 grew on average by 4.5 percent between 2013 and 2016. This exerts further pressure on the education system, in a region where on average about 1,000 students enroll in each GSE school located in urban areas, and where 64 percent of GSE schools operate in double shifts.[4]

In December 2016, the GoU approved the “Program for Further Improvement of the Preschool

Education System from 2017 through 2021,” with the overarching goal of improving the quality of preschool education. This national program aims at:

(i) creating conditions for comprehensive intellectual, emotional, aesthetic, and physical development of children, based on international best practices;

(ii) improving the quality of preschool education, and preschool children readiness, based on widely adopted international practices; [5]

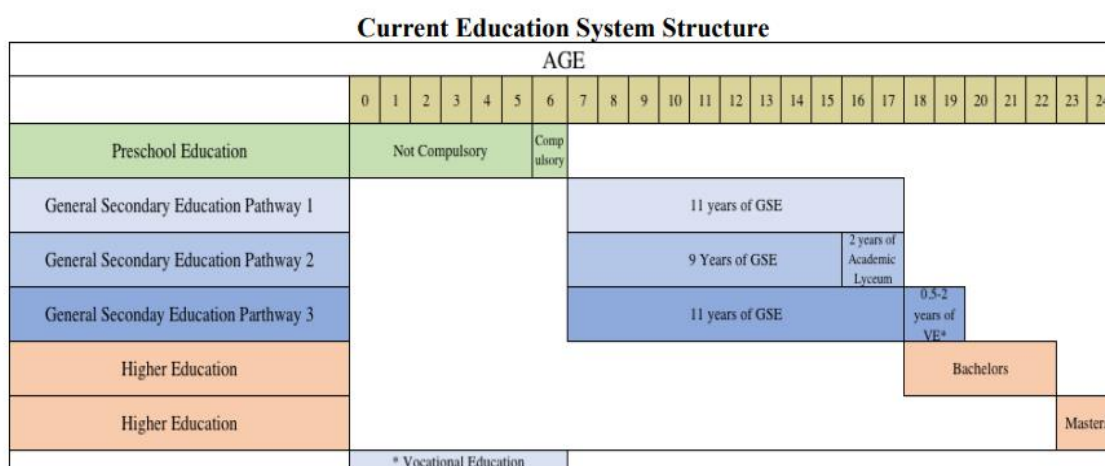
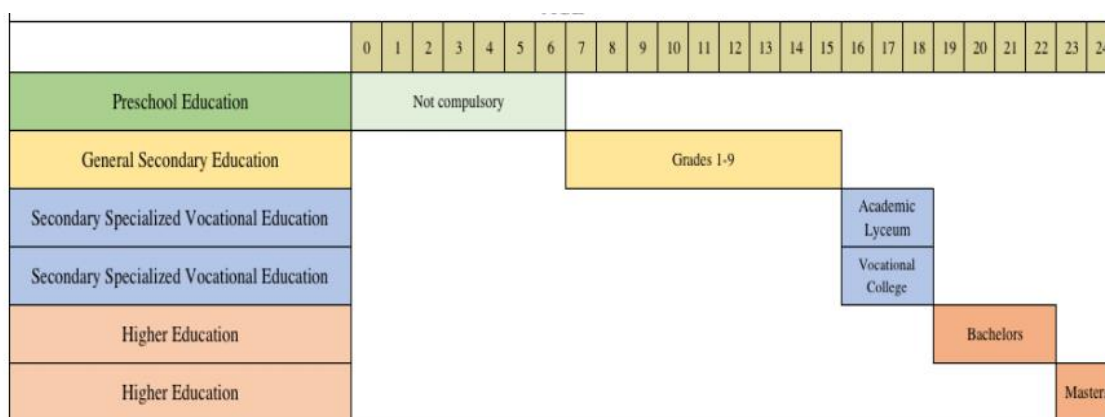


Figure 2. Education System Structure Prior to 2017/18

This is the current secondary education system of Uzbekistan. It clearly states that levels of the each age and period of studies by structure as shown figure 2.

Table 1. Objectives of UN's Assistance Framework 2018-2020

Objective	UN Organizations
Output 1: Improved national gender-sensitive education policies and plans to advance equitable access to quality Early Childhood Care and Education, general secondary, and higher education through a system-wide, lifelong learning approach.	

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	United Nations Children’s Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organization (UNESCO)
Output 2: National capacities strengthened to deliver and measure learning in line with competency-based curriculum and the concept of the global citizenship education.	UNICEF, United Nations Population Fund (UNFPA), United Nations Office on Drugs and Crime (UNODC)
Output 3: By the end of 2020, national teacher/teaching workforce policies enhanced, and teacher training programs improved in line with the national quality education framework.	UNICEF, International Labour Organization (ILO), UNFPA, UNODC
Output 4: By the end of 2020, local education authorities and communities are equipped with tools and skills to encourage demand for quality basic education and preschool services	UNICEF

In addition to the UN organizations, various other local and international organizations provide support to the education sector in Uzbekistan. These

include aid from the governments of South Korea, Japan, the United States, and others.

**DISCUSSION**

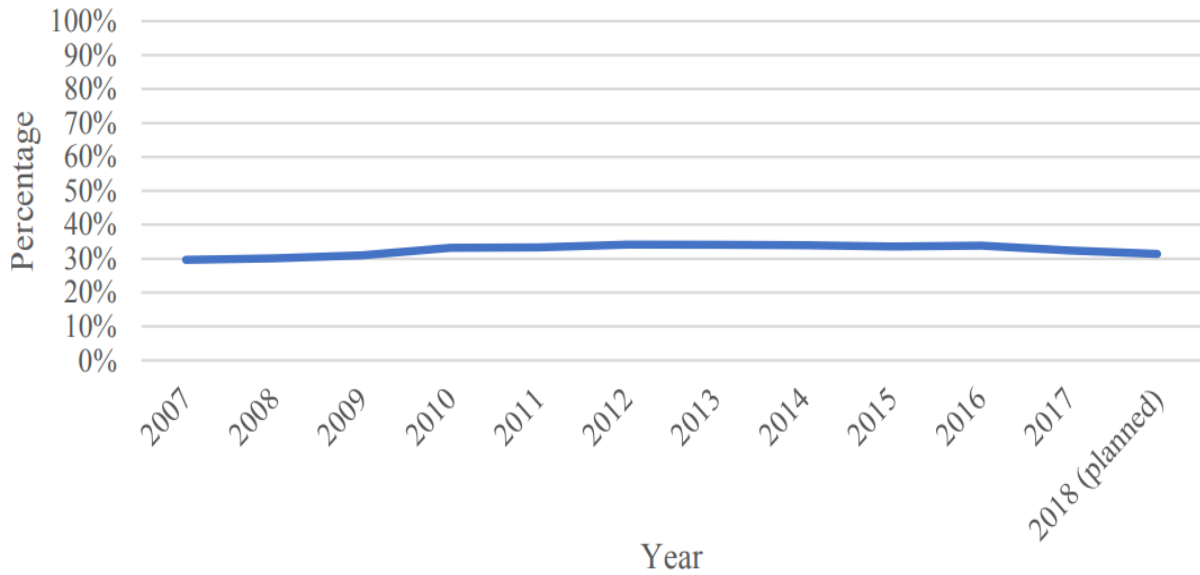
**Table 2. Development Partners' Support to Education in Uzbekistan**

Level of Education	Partners
<b>General Secondary Education</b>	<p><b>The World Bank Group.</b> Finances analytical work and lending in general secondary education.</p> <p><b>GPE.</b> Finances general secondary education and analytical work.</p> <p><b>“Korea Education Center”</b> under the Embassy of South Korea. This education center delivers Korean language teacher training courses and other cultural and scientific events.[6]</p> <p><b>Korea Education Research and Information Service.</b> Based on an agreement signed by the Multimedia Center for Developing Education Programs under the MoPE, this research service provides exchange programs on information technologies (IT) development in education.[7]</p> <p><b>British Council.</b> Active from October 1993, the British Council provides training of English teachers and promotes interactive methods in education.[8]</p> <p><b>Goethe Institute. Located in Tashkent City,</b> the Goethe Institute provides training of German language teachers and promotes interactive methods in education. The institute also administers international standard language testing.[9]</p> <p><b>JICA.</b> Volunteers of JICA help to organize different events in general secondary schools, preschools, sport schools, music schools, and different cultural ceremonies.[10] Korea International Cooperation Agency (KOICA). This agency has a number of volunteers working on teaching Korean language in different schools in Uzbekistan.[11]</p>

*Source: Uzbekistan Education Sector Analysis Final Report, December 27, 2018, World Bank Group.*

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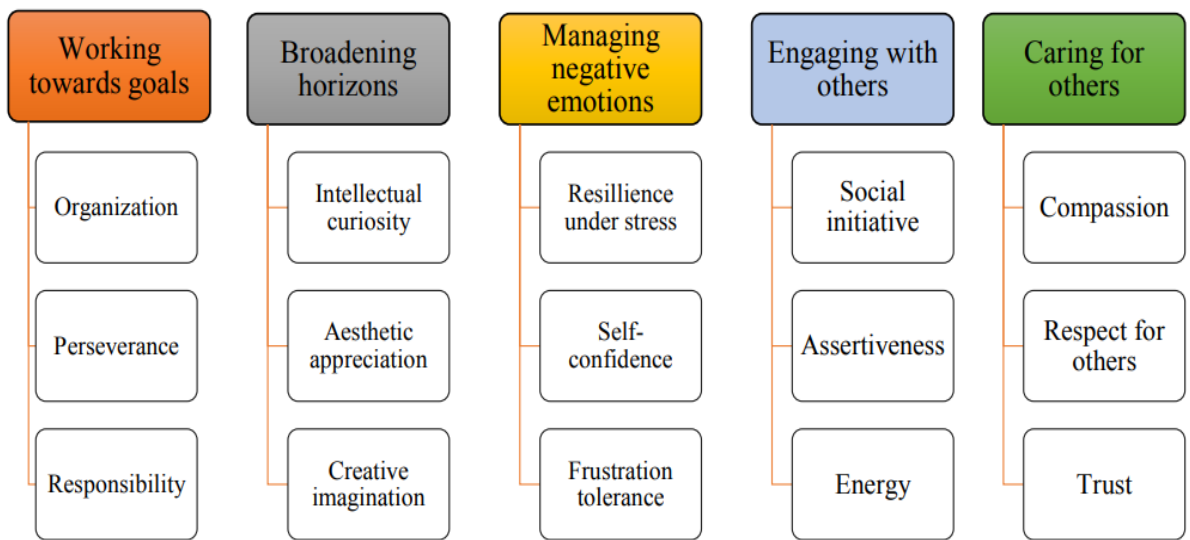


**Figure 3. GoU Spending on Public Education as a Share of Total Expenditure, 2007–18**

*Source: Data from MoF was collected between 20th of February and 19th of May of 2018 as part of the ESA. All future references to the MoF.*

GoU spending on education is also higher than average government spending in the Europe and Central Asia (ECA) region and other OECD countries. Uzbekistan’s allocation for education, which is expected to stay at approximately 31.4 percent of the government budget in 2018, 34 is higher than the average ECA spending on education and that of

OECD countries, at approximately 11 percent and 13 percent of total government expenditure, respectively. Public spending on education in neighboring countries such as Kazakhstan and Russia is also significantly lower (13.9 percent and 11 percent of public spending, respectively).[12]



**Figure 4. Socioemotional Skills Framework**

*Source: John and de Fruyt, 2015.*

Multiple skills can be differentiated in each of the five broad domains. The multiplicity of lower-order facets suggests that each of the five domains represents a family of related but distinct socioemotional capabilities. For example, social initiative, assertiveness, and energy all belong to the

family of skills that facilitate engaging with others. Yet each does so in a different way: social initiative involves learning how to make connections with new people (e.g., a new teacher or new classmates); assertiveness involves students learning how to ask for what they need and stand up for their own rights

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and the rights of others; and energy involves learning to become enthusiastic and excited about activities and projects at school. Each of these skills can be taught, practiced, and developed in the school context.

Spend on teaching staff is by far the largest part of the budget, with support staff generally the next highest. So managing workforce effectively is key to overall efficiency and pupil outcomes. The schools stressed the importance of planning. Many of them

have multi-year strategic plans which they update regularly, as well as annual plans. Having clear workforce plans and structures allows them to react effectively when staff leave, not automatically making like-for-like replacements, but taking advantage of the opportunity to move where possible to their preferred structures without the need for costly and disruptive redundancy programmers.

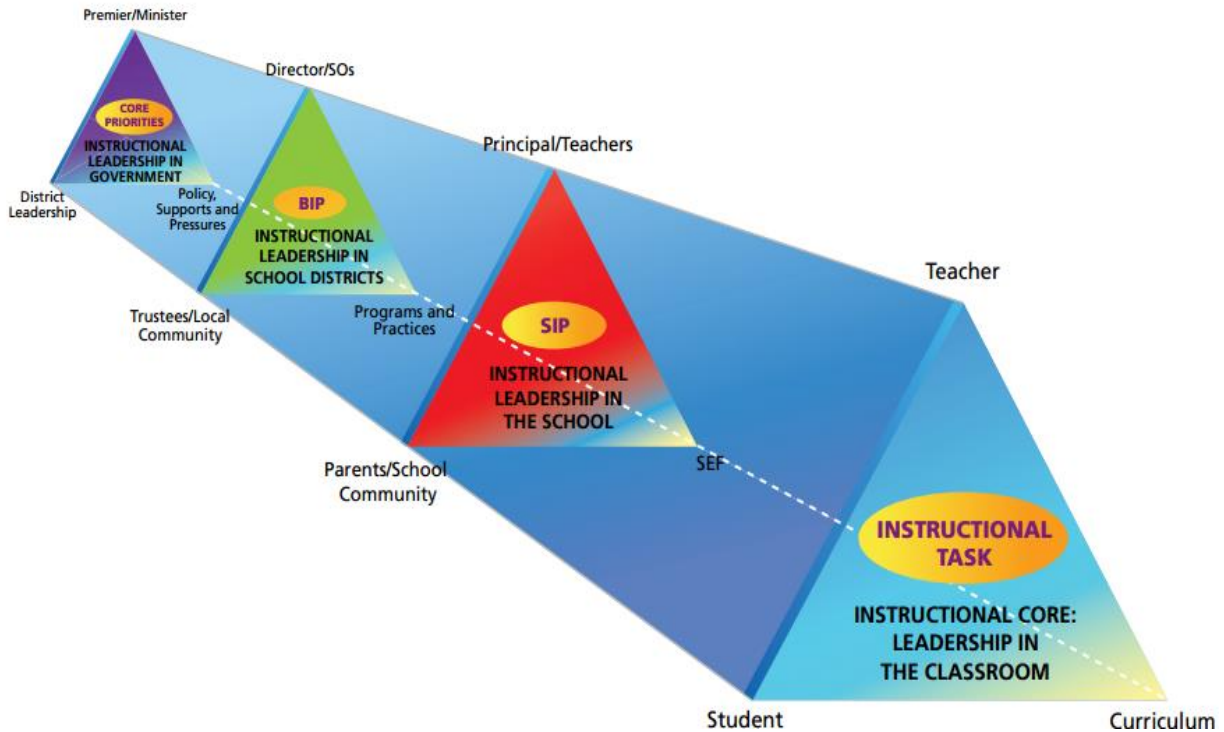


Figure 5. Improvement Planning and School Self-Assessment [13]

Source: *The School Effectiveness Framework K–12*, page 5.

This prism illustrates:

- how provincial direction, district priorities, school improvement efforts and all learning environments exist to support student achievement and well-being.
  - how focus and energy on the instructional core are key to teaching, learning and leading in Ontario.
  - how both qualitative and quantitative classroom data inform school planning, which in turn informs the district and province about student learning needs and well-being.
  - the necessity of coherence among policy, programs, implementation and professional learning
- Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

### At the school:

- Expectations, goals, criteria, tasks and assessment are aligned and planned concurrently.

- Quality evidence of learning is determined collaboratively (e.g., through moderation, lesson study, co-planning) across grades, courses and pathways to determine student learning needs.
- Meaningful tasks, activities and experiences are designed to:
  - foster thinking and metacognition
  - build on students' diverse perspectives, knowledge and experiences
  - assess the depth of new learning in order to identify next steps.

### In the classroom:

- Assessment for and as learning processes are evident as students undertake authentic and relevant performance tasks.
- Educators and students co-construct success criteria in relation to authentic and relevant performance tasks.

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• Multiple and varied opportunities are provided for students to demonstrate, communicate and refine their learning.

• Student learning is regularly documented to inform educator and student next steps.

• Students are supported and assessed in the ongoing development of learning skills and work habits.

### Students:

• Actively plan for and set personalized learning goals that relate to the curriculum expectations.

• Engage in authentic and relevant performance tasks that are connected to their learning goals.

### Barriers to efficiency

Some schools did not mention any barriers - while providing information was a burden they could see the justification for it as they were spending public money. The barriers other schools mentioned included:

• lack of capacity and capability for small schools;

• geographical restrictions making collaboration more challenging;

• lack of expert knowledge in areas such as ICT to take the best-informed decisions; and

• inefficient and inadequate premises.

All schools mentioned providing the best education they could for their children and the associated publication of attainment and Ousted inspections. Governors who provided effective challenge were also a key motivator. Many of the schools said that they had encouraged governors to be more challenging in a number of ways such as appointing people with strong finance and commercial skills, encouraging and providing training, and simply telling them to be more challenging.

### Suggestions

• Further improvement of the quality and effectiveness of basic educational programs;

• Integration of child-centered learning methods into the national education system;

• Analysis of the possibilities of quality teaching and learning in small schools located in remote areas;

• Improving standards and programs of inclusive education, as well as improving their quality;

• Improving monitoring and evaluation at all levels of education in order to increase student performance, attendance at schools and the quality of teachers;

• Improving the Quality and Availability of Early Learning Opportunities;

• Improving Teaching Conditions;

• Improving Existing Standards and Assessment;

• Promoting Inclusive Education.

## CONCLUSION

In conclusion, provide school quality lots of reforms are being implemented in Uzbekistan. Major international institutions support for the secondary education development program by curriculum, financial, institutional, technical and structural ways. Especially, cooperation in this field in behalf of by UNESCO, World Bank Group and OECD run different methodology by implementing experiences of the developing countries models. Additional funding was provided by Uzbekistan government is one more step forward for future. Totally reorganizing and restructuring of this system contribute relevant share for Uzbek youth. Ministry of Secondary Education of Uzbekistan effort on development school quality and equality by nations, race and ethnicity factor still stay in priority. This is providing best effectiveness in the classroom by remembering hot memories from the school ages among all classmates of any pupils.

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