

MAIN PROBLEMS OF EDUCATION IN UZBEKISTAN

Student

Razzakova O'g'iloy

Samarkand State Foreign languages Institute Uzbekistan, Samarkand

Abstract: *The quality of education is a fundamentally important issue on which not only the intellectual potential of the younger generation depends, but also the overall future of the country. In the past, the Soviet education system was practically destroyed, but nothing worthy was created to replace it. The crisis in the education system of Uzbekistan is influenced not only by changes in the political system, but also by growing globalization. Let's try to point out some problems of the educational process.*

Keywords: *Education, Uzbekistan, Political, Difficulties, Main problems*

The crisis of the traditional education system. The organization of educational activities in modern Uzbekistan is largely inherited from the Soviet education system. However, the information society is replacing the industrial society, the world is developing in the context of globalization, which requires radical reforms in the current education system. The principles of teaching the material, the role of the teacher in the educational process must be updated. It is necessary to introduce innovative technologies into the educational process, to equip educational institutions with computers and modern technologies. The theoretical training of students should be focused not on memorizing information, but on the ability to understand it and apply the knowledge gained in practice. It should be noted that the 21st century is a period of rapid development of science. Thus, today's teaching aids for educational institutions will become obsolete tomorrow. This requires that the knowledge taught be constantly updated in accordance with the latest scientific developments.

Low practical orientation of education. The modern education system is more focused on the training of the future theoretical scientist than on the training of a practitioner. Theoretical knowledge is largely separated from practical activities. Students, in most cases, do not know how to use the acquired knowledge in their professional activities. Most university graduates say that I am not ready to start an internship. There are several reasons for this. These are weak practical training, and weak connection between the taught theoretical material and practice, and an outdated education system that does not adapt to rapidly changing labor market conditions.

Low level of funding. Educational institutions at all levels in Uzbekistan are financed irregularly. The chronic lack of funding negatively affects the wages of education workers. Every year this problem becomes more and more urgent, as educational institutions need computers, modern equipment, teaching aids that correspond to the latest achievements of science. It is impossible to carry out reforms in the field of education without a qualitative renewal of teaching staff, but the solution to this problem is hindered by the low reputation of the teaching profession, which is a consequence of low wages in the field of education.

Weak system of interdependence between different levels of education. The basic levels of education are pre-school, school and above. The low level of continuity between all stages of the educational process has a negative impact on the quality of education and prevents students from obtaining deep knowledge. The situation is further complicated by the continuity between school and university. At the moment, a school graduate does not receive the knowledge necessary to pass the exam and enter the university. High school students are forced to turn to paid tutors, since free education cannot satisfy all the needs of future students.

Weakness of education legislation. The quality of education largely depends on the legislation in this area. Currently, attempts are being made to qualitatively reform the Law on Education, but many problems remain unresolved. In particular, there are very few vague social obligations of this state, the principles of licensing educational institutions. Incomplete laws on oversight and control procedures increase corruption and increase the number of universities providing substandard education. Laws on technical education are extremely weak. In particular, the laws do not take into account the specifics of technical educational institutions.

Mass demand for higher education. Undoubtedly, there were and are good universities in Uzbekistan. However, every year more and more people strive to get a higher education, which directly affects the increase in the number of bad universities. The problem under consideration is exacerbated by a significant decline in the reputation of vocational education institutions.

Many studies have been performed in an effort to explain what makes it so hard for Uzbek people to master, and most of them concentrate on the phonological distinctions between English and Uzbek. Therefore, this research seeks to explore the objectives and problems that learners and educators have when learning and teaching English Proficiency (EP). Ultimately, this research hopes to shed light on EP elements in kindergartens that could make learning and teaching methods easier. My personal teaching experience and observations are based on a strong motivation for this research. All that I learned in my English teaching career came through my Uzbek English teachers, and my EP is no exception. I merely used English to explain things to my students in my very first years of teaching as I myself thought my English didn't sound great enough. Many years later, I used English more and more frequently and felt more comfortable and confident in speaking it to my learners of all ages from all areas of Uzbekistan, although I knew my EP still required enhancement for some. I knew that because of my own long-standing exposure to and use of English, that important shift occurred to me. It was not a matter of my EP understanding such as phonology, phonemes or stress and intonation, but rather a matter of trust, self-esteem or private attitude and faith in my oral English abilities; Efforts to use English in my actual life activities; and the effect of social and cultural circumstances linked to the whole setting in which my English could be used. I thought other learners might have the same trouble as I had with EP, including my own students, or their problems might be even more severe. Every day. I witnessed my students struggling with English oral skills, some hated it, some liked it, but didn't know how to enhance. They spent many years studying English, but what they usually accomplished was some understanding of grammar and vocabulary-even a single term in English was rarely heard. Many of my learners complained that they knew how to pronounce a word, but it became a totally distinct word

when they opened their mouths to create that wont. They told me to clarify why they had such problems, why they spent years studying English, but there was no improvement in their English, and requested me to demonstrate them how to know English well. I really want to do something to assist them with their EP with all that I've seen and heard from my learners. The second objective is to fill a gap len unaddressed by previous research focusing on the phonological and phonemic aspects of EP, rather than the use of English in specific everyday contexts where factors such as attitudes, perceptions and beliefs are crucial to language development. The other sees language as a type of social exercise, that is, as inseparable from many human activities, as being used as an essential part of it. With respect to the former perspective, language is officially defined as "the spoken or written communication scheme used by a nation, individuals, community, etc

In conclusion, traditional solutions are not enough to solve problems in the education system of Uzbekistan. There are problems at almost every level of the system, and their solution is the most important strategic task for Uzbekistan. The new era will require new reforms that will increase the level of knowledge of the citizens of Uzbekistan, increase the number of qualified personnel and improve the quality of education in Uzbekistan at the level of international standards.

REFERENCES:

1. Safarov, A. I., & Rizaev, I. I. (2021). Opportunities and perspectives of ecotourism in Uzbekistan. In *Ekonomika i upravlenie gostepriimstvom territorii* (rr. 123-127).
2. Odilovna, M. Z. (2015). Dukhovno moral world is synergetic for a person and context. *Austrian Journal of Humanities and Social Sciences*, 1(3-4), 157-160.
3. Rizaev, I. I., & Omonturdiev, O. G. *Kozvolutsionnoe razvitie samoorganizatsii vzaimosvyaz stability i instabilnosti v sotsialnoy sisteme.*
4. Ergashev, I. I. (2017). Features of evaluation of investment attractiveness of service enterprises In *The Fourteenth International Conference on Economic Sciences* (pp. 102-105).
5. Imomaliyevich, R. I. (2020). Synergetic interpretation of society development. *International Engineering Journal For Research & Development*, 5(3), 5-5.
6. Alikulov, S. A., & Rizaev, I. I. (2022). Synergetic analysis of ontological suspicion process of liberalization of society. *Pod obshchey redaktsiey* 280.
7. Muminova, Z. O. (2014). *Attributivnye svoystva dukhovnogo mira cheloveka. Universe: obshchestvennyye nauki.* (3 (4)), 4. 8. Rizaev, I. I. (2019). The structure of the social system as the bass for the self-organization of society. *Scientific Bulletin of Namangan State University*, 1(7), 151-156.
9. Ismoilovich E. I. The mechanism of evaluation of innovative investment processes effectiveness in the service sector // *SA ARJ Journal on Banking & Insurance Research -2016.- T. 5.-N. 3.-C. 60-71.*
10. Khayitboy, K., & Ilhom R. (2020). The impact of liberalization on the development of the social system. *International Engineering Journal For Research & Development*, 5(3), 4-4.



11. Ulmasjonovich, K. S. (2021). Mystical and Philosophical Foundations of Human Interaction. Middle European Scientific Bulletin, 19, 358-364.
- 12] Beinhoff, B. (2014). Perceiving Intelligibility and Accentedness in Non-Native Speech: A Look at Proficiency Levels Concordia Working Papers in Applied Linguistics
- 13] Brown, A. (1992). A survey of attitudes and teaching practices related to pronunciation teaching. Professional Development Unit, Adult Migrant Education Service-WA
- 14) Burgess, J. & Spencer, S. (2000). Phonology and pronunciation in integrated language teaching and teacher education. System, 28(2), 191-215,