



PRIVATE EDUCATION SYSTEM IN FOREIGN EXPERIENCE

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Abstract: *This article analyzes the history of the non-governmental education sector's integration into Uzbekistan's education system. It also examines the history of private education and the creation of such schools.*

Key words: *education, public, private, non-profit, history, community, network, service, system.*

Annotatsiya: *Ushbu maqolada O'zbekiston ta'lim tizimiga nodavlat ta'lim tarmog'ining kirib kelish tarixi tahlil qilingan. Shuningdek, xususiy ta'limning tarixi va bu maktablarga asos solinishi o'rganilgan.*

Калит сўзлар: *таълим, давлат, хусусий, нотижорат, тарих, жамият, тармоқ, хизмат, тизим.*

Аннотация: *В данной статье анализируется история вхождения негосударственного сектора образования в систему образования Узбекистана. Также рассматривается история частного образования и создания таких школ.*

Ключевые слова: *образование, государственное, частное, некоммерческое, история, сообщество, сеть, услуга, система.*

After gaining independence, the Republic of Uzbekistan has undergone deep and comprehensive reforms in all spheres of social life, including the education system. In particular, the transition to a market economy has required a gradual reduction in the state monopoly in the field of education, the formation of a market for educational services, and the establishment of non-state educational institutions[1]. In this regard, the emergence and development of the non-state educational network in Uzbekistan is one of the important factors in the advancement of the country's education system to a new level.

Today, non-state educational institutions play an important role in improving the quality of education, creating a competitive environment, and training personnel in accordance with international standards. In particular, the sharp increase in the number of private schools, training centers, and universities in recent years has further enhanced the socio-economic importance of this sector.

The works of foreign researchers have widely covered issues such as the non-state education system, the role of the private sector in education, public-private partnership (PPP) models, and the development of the education market (this topic has not been deeply analyzed by our local historians) [2]. In particular, reports prepared by UNESCO and the World Bank have scientifically analyzed the importance of private sector participation in the education system and its impact on the quality and efficiency of education.

Below we will get acquainted with the research of a group of the most famous and influential researchers. One of the most famous private education researchers is James Tooley [3], who studied low-cost private schools in poor countries. He mainly conducted



research in India, Africa and China. According to his research, private schools can be effective even for the poorest population.

Milton Friedman is an economist, Nobel Prize winner, who put forward the idea of "School choice" and voucher systems [4]. In his opinion, the state gives money, and parents choose the school. Geeta Gandhi [5] studied private and public schools in Kingdom India, comparing them. In many cases, private schools perform better. Estelle James [6] is an expert at the World Bank. She analyzed the effectiveness of public and private education. She concluded that when there is healthy competition, quality increases. Pauline Dixon [7] conducted research with James Tooley. She studied private schools in Africa and Asia. In their opinion, the private sector plays a major role in education. Having familiarized ourselves with the scientific research of the above-mentioned specialists, we can be sure that extensive scientific research has been conducted on the activities of the private education sector abroad. Since the non-state education sector has only recently entered Uzbekistan, extensive scientific research has not been conducted by local specialists. However, some aspects of education have been studied in detail.

In the developed world, the leaders of the dominant Anglo-Saxon financial and economic system, such as Great Britain, the USA, Canada and Australia, base their education systems on reading competence (thinking based on reading comprehension) and mathematics. Other developed countries have also taken these two factors as a model for their educational criteria [8].

Schools and universities in the Anglo-Saxon educational model aim to provide education based on independent thinking and a critical approach. Mathematics provides accuracy in this. This means that each text or database on the subject of the subject being studied is fully studied and the intricacies of the subjects are analyzed, which leads to the student acquiring a comprehensive independent thinking. More precisely, secondary and higher education is carried out systematically based on the formula "textbook information + additional information about its negative and positive aspects + current life application = personal conclusion". As a result, a higher education student, from the 1st to the last year, independently studies all the scientific information in his field, takes a critical approach, compares it with the conclusions of other students and teachers in seminar classes, and becomes an expert in his field.

When Singapore became independent in 1965, as a ruined state, it carried out 4 education reforms, despite the problems of land shortage, lack of natural resources and housing for the population, mass unemployment, and the inability to provide for itself.

The first education reform took place from the early years of independence - until 1978. As a result of the reform, Chinese schools were established.

The second education reform was carried out from 1979 to 1996. In this, Singapore made English the priority language in education and organized education in English. As a result of these 17 years of education reform, a world-recognized education system was established, and all analysts emphasize that this system was the reason for Singapore to join the ranks of developed countries in the world.

The next 3rd (1997-2011) and 4th reforms (2012-2018) served to bring Singapore to the ideal state of the future.



South Korea, currently, is an unrivaled country in the world in the IT sector, one of the most developed countries in the world with a population of 52 million in a small area. It is no secret that these achievements are largely the result of educational reforms. This country had literacy problems in 1948-1960.

After the “Universalization of Secondary Education and Expansion of Vocational Education” reforms in 1961-1980 solved the literacy problems in South Korea, it underwent the “Expansion of Higher Education and Training of Highly Qualified Workers” reform in 1981-1997 and the “Education for Creativity and High-Tech Quality” educational reforms that have been ongoing since 1998. The 16-year education reform from 1981 to 1997 fundamentally changed the lives of the Korean people, while the latest reform has brought it to number 1 in the world in IT and creativity.

The last two reforms have made English the medium of instruction, and by 2010, two-fifths of Korean universities were fully taught in English.

China sent 900,000 students to study at prestigious universities around the world between 1998 and 2017. As a result, these students are actively serving in Chinese universities to train their own people and in various sectors of the national economy. Although China has the largest number of students in the world (8 million graduates annually), it is struggling to make necessary and effective reforms in the education sector and is breaking many records in English language teaching.

Scandinavian countries, especially Finland, have achieved the best public education system in the world through modern and new reforms in education.

It is worth noting that, among the factors of educational reform, the popularity of English, the language of international communication and business, among the Finnish population has ensured that this country is the best in the world in school education.

The first private universities in the United States are Harvard University (1636) and Yale University (1701) [9]. However, the first private education appeared in ancient Greece and Rome (5th-4th centuries BC). At that time, education:

personal tutors (tutors)

- given through schools of philosophers.

From history, we know that “Plato’s Academy” is one of the first private educational institutions in history. Aristotle, Lyceum schools are among them [10].

“The private education system appeared long before state education, and its first manifestations were formed in ancient Greece and Rome. Later, in the Middle Ages, it developed in Islamic civilization through educational institutions based on waqf” – the author who gave the right idea when he wrote. We can also see this from the above ideas [11].

In the Islamic world, private education includes “Al-Qarawiyyin” University (859) and “Al-Azhar” University (970). These institutions: operated independently of the state, based on waqf (charity), in the form of private education.

In Europe: universities were first opened by the church and private organizations.

In short, from the above, we can conclude that the history of private education dates back thousands of years.



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