

**ACTIVITIES OF PRIVATE SCHOOLS IN 1991-2021 IN THE EXAMPLE OF
ANDIJAN REGION**

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Abstract

This article scientifically analyzes the stages of formation of the private sector in the public education system of the Andijan region in 1991 to 2021. The article reveals the socio-economic factors that triggered the emergence of private schools, the improvement of the legal framework, and the impact of the “new era” reforms after 2017 on the quality of regional education. Based on archival materials, statistical collections, and normative-legal acts, the dynamics, problems, and prospects of private schools in the region are studied.

Key words

Andijan region, private school, non-state educational institution, education market, National Program for Personnel Training, innovation, quality of education, intellectual property, licensing, 1991-2021.

INTRODUCTION

Andijan region has historically been distinguished by its large population and thirst for knowledge, despite its dense location. Even in the early years of independence, it was one of the most densely populated regions in the republic, and its youth population was also high. In particular, the demand for educational services in areas with high demographic growth rates in Andijan region is increasing every year. This creates the need to expand the existing educational infrastructure, improve quality indicators, and ensure diversification of educational services. Along with state educational institutions in the region, non-state educational organizations are increasingly actively participating in meeting this need. The relevance of this article is that between 1991 and 2021, the education system in Andijan region gradually transitioned from being exclusively state-owned to a mixed economy. The emergence of private schools was not just a result of entrepreneurial activity, but also a social order in society.

The purpose of the study is to scientifically illuminate the stages of development of private schools in the Andijan region, from their initial beginnings to their transformation into modern educational clusters.

LITERATURE ANALYSIS AND METHODOLOGY

This research mainly used historical-comparative analysis, statistical data study and generalization methods. Interviews were also conducted with employees currently working in private schools. Scientific literature, legal and regulatory documents, and statistical data on the topic were analyzed.

ANALYSIS AND DISCUSSION

The theoretical basis of the study is the Laws of the Republic of Uzbekistan “On Education” adopted in 1992 and 2020[1:3], the “National Program for Personnel Training” of 1997[2:4], as well as the Resolution of President Sh. Mirziyoyev No. PQ-3276 “On Measures for the Further Development of Non-State Educational Services” dated September 15, 2017 [3:2], decrees and resolutions in the field of education.

In particular, although the works of local scholars R.H. Djurayev and Kh.F. Rashidov cover issues such as the development of the continuing education system in Uzbekistan, the activities of teachers, and teaching methodologies, the history of non-state educational institutions in the territorial context (in the case of Andijan) has not been sufficiently studied [4:27]. Foreign researchers S. Heyneman and A. De Young analyzed the problems of the transition period in the education system of Central Asia [5:12]. In their opinion, the development of private education in the post-Soviet space is a product of the conflict between the state budget deficit and the increased demand for the quality of education.

It is appropriate to study the history of the development of private schools in the Andijan region conditionally divided into three main stages:

1.) 1991-1997 - Difficulties of the transition period and the “hidden” formation of private education

In the early years of independence, the education system of Andijan region experienced a deep crisis. The material and technical base of schools was outdated, and the social protection of teachers was reduced. Although the 1992 Law “On Education” legally permitted the opening of non-state educational institutions, in practice not a single full-fledged private school was opened in Andijan. The reason for this was economic instability and the low solvency of the population. In the early years of the transition period in Andijan region, where inflation was rising and demographic growth was high, the difficult economic situation required a great risk to open a private school. In addition, the concept that “education should be exclusively state and free” prevailed in the minds of parents. However, it was during this period that the institution of “tutoring” began to take shape. Powerful teachers from prestigious state schools such as School 30 and School 50 in Andijan organized additional paid classes in their homes or school rooms. This process can be called the initial stage of private education. In Asaka and Shahrikhan districts, the activity of individual teachers preparing students for higher education institutions also increased [6:3].

2.) 1998-2016 - Period of reforms and stagnation

The “National Program for Personnel Training”, adopted on August 29, 1997, made revolutionary changes in the education system of Uzbekistan. The main focus was on compulsory inclusion in 3-year academic lyceums and vocational colleges after 9 years of general secondary education. Hundreds of new colleges were built in Andijan region during this period. However, the development of the private sector in general education schools (grades 1-9) was very slow. Statistical analysis: Even by 2010, there were very few licensed non-state general education schools in Andijan region. The existing ones were mainly in the status of language teaching centers and did not perform the function of full-time schools [7:4] Bureaucracy in licensing: complex requirements were imposed for opening a private school. Non-state educational institutions were taxed like ordinary commercial enterprises, which led to an increase in the cost of education. Nevertheless, in the city of Andijan, educational centers such as “Intellect” and “Ziyo” gained extensive experience in educating children outside of school hours in 2010-2016. These centers later prepared the human resource base for real private schools that opened after 2017.

3.) 2017-2021 - Renaissance of private schools.

President Sh. Mirziyoyev’s. Resolution No. PQ-3276 dated September 15, 2017 “On measures for the further development of non-state educational services” became a turning point in the development of the sector.

The dynamics of changes in the region were as follows:

-Private schools were initially exempted from all types of taxes and fees until 2021, and then until 2024;

- Preferential loans were allocated for teachers and equipment;
- Permission was granted to attract foreign teachers and visas were simplified for them;

As a result, the number of non-state educational institutions in Andijan region increased sharply between 2018-2021. If in 2017 there were few private schools in the region, by the end of 2021 their number had exceeded 25. In particular, modern private schools were established in the city of Andijan, Khojaabad, Shahrikhan, and Asaka districts. The number of students in classes was 15-20, and the main emphasis was on English, Russian, mental arithmetic, robotics, and IT. The availability of hot meals, transportation, swimming pools, and security services became the main factors attracting parents [8:3]. According to 2021 data, the share of the non-state education sector in Andijan region increased from 0.5% to 2% in relation to general school education [9:3]. Although this number may seem small, it was a huge leap in quality. Private school students have begun to achieve high results in science Olympiads and in admission to international universities.

Along with the development, a number of systemic problems also emerged. The shortage of personnel became one of the main problems. There was intense competition between the state and private sectors for qualified teachers who knew foreign languages. Private schools, offering high salaries, attracted the best teachers from state schools, and this process paved the way for the development of the private sector [10:2].

CONCLUSION

The formation of private schools in Andijan region in 1991-2021 has undergone a complex evolutionary process. This process can be summarized as follows:

In conclusion, the emergence of private education reflects not just modernity, but also the real need of society for quality education. Demographic growth in Andijan region has increased the load on public schools, and the private sector has emerged as an alternative force that helps reduce this load. Such schools have become an important leader in increasing the intellectual potential of Andijan region. The current task is to fully bring the quality of private education into line with international standards and ensure its accessibility for all segments of the population.

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