

Review and Acceptance Letter

Dear Corresponding Authors:-

Odil A. Kuysinov

Doctor of Pedagogical Sciences (DSc), Associate Professor

Paper ID: IJSE_2022_474

Paper Title: NEW UZBEKISTAN – THE VALUE OF MEMBERSHIP IN THE CONTINUOUS EDUCATION SYSTEM

We are pleased to inform you that your research paper entitled “**NEW UZBEKISTAN – THE VALUE OF MEMBERSHIP IN THE CONTINUOUS EDUCATION SYSTEM**” has been accepted for publication in **Intrnational Journal of Special Education (IJSE)** in Current Issue of 2022.

The blind peer review process results are given below

----- REVIEW 1 -----

Review Decision 1: Accepted

1. Originality: 79%
2. Article scope: 79%
3. Understandable: Yes
4. References: Cited Properly
5. Result: Satisfactory

----- REVIEW 2 -----

Review Decision 2: Accepted

1. Originality: 81%
2. Article scope: 76%
3. Understandable: Yes
4. References: Cited Properly
5. Result: Satisfactory

Final Decision: Accepted

For any further query feel free to contact us.

Regards

Editorial Team, IJSE

<http://internationaljournalofspecialeducation.com/>

New Uzbekistan – The Value of Membership in the Continuous Education System

Odil A. Kuysinov¹, Abdurakhim A. Nasirov², Sherali S. Abduraimov³, Aziza Kh. Sodikova⁴, Karamiddin A. Kutlimuratov⁵, Kamola A. Mamajanova⁶

¹Doctor of Pedagogical Sciences (DSc), Associate Professor, ²Doctor of Pedagogical Sciences (DSc), Associate Professor, ³Doctor of Philosophy in Pedagogy (PhD), Associate professor ⁴Doctoral (PhD) Student, ⁵Doctoral (PhD) Student, ⁶Doctoral (PhD) Student

¹ The State Inspectorate for Quality Control in Education, Acting Professor of TSPU, Tashkent, Uzbekistan, ² The State Inspectorate for Quality Control in Education, UzSWLU, Tashkent, Uzbekistan, ³ Jizzakh State Pedagogical Institute, Jizzakh, Uzbekistan, ⁴ Bukhara State University, Bukhara, Uzbekistan,

⁵ Nukus State Pedagogical Institute named after Ajiniyaz, Nukus, Uzbekistan, ⁶Jizzakh State Pedagogical Institute, Jizzakh, Uzbekistan

Abstract: This article is about the concept of continuing education that is a modern system of alternative approaches to the development of educational practice, which takes into account the fact that an individual can be educated at any age with a preschool education norm for children, general secondary education, secondary special education, and two-year vocational schools formed. In the higher education system, correspondence, evening, and remote education were formed. The author analyses the introduction of a credit-module system will broaden the scope of higher education and bring it closer to worldwide standards in the Republic of Uzbekistan. And the fact that this issue has been unresolved in Uzbekistan for many years, as well as a lack of integration between disciplines and measures to integrate educational content, has made this a pressing issue.

Key words: continuing education, preschool education, secondary education, secondary special and higher education.

INTRODUCTION

Under the slogan “New Uzbekistan – to New Renaissance”, significant changes are occurring in the field of education in our nation today. A new version of the Education Law was passed, with a preschool education norm for children aged 6-7 years, general secondary education set at 11 years, secondary special education decreased from 3 to 2 years, and two-year vocational schools formed. In the higher education system, correspondence, evening, and remote education were formed. The introduction of a credit-module system will broaden the scope of higher education and bring it closer to worldwide standards.

What should be taught in the educational system, and how should it be taught? Who is it that instructs? The material is made up of questions. What exactly should we be teaching right now? It is appropriate for us to respond to this question. The fact that this issue has been unresolved in Uzbekistan for many years, as well as a lack of integration between disciplines and measures to integrate educational content, has made this a pressing issue.

Because the curriculum determines the content of education, it is critical to guarantee that disciplines are interrelated, interdisciplinary, and classroom/interdisciplinary. All levels of education are experiencing fundamental reforms, which require both a change in content and a change in form to assure excellence.

Article 4 of the Law of the Republic of Uzbekistan on Education enshrines national and universal values in education and upbringing among the basic principles in the field of education; continuity and consistency of education; open access to education within the framework of state educational standards and state educational requirements; principles such as lifelong learning.

Article 34 defines the state educational standards as requirements for the content and quality of general secondary, secondary special, vocational and higher education, the application of the state standard of preschool education in pre-school educational institutions, the state education standards based on professional standards by the Ministry of Higher and Secondary Special Education. The Ministry of Public Education has developed and approved state educational standards for general secondary education.

In the framework of the Law on Education, the President of the Republic of Uzbekistan dated November 6, 2020 “On additional measures to further improve the system of education” PD-4884- As a result of the decision was prepared by representatives of the industry, experienced professors, teachers, methodologists. In accordance with the requirements of the Law on Education, they are the state educational standard for each type of education, field, subject, and a strategic integral document that guides the development of programs.

A concept is a beacon that defines a strategy of action in the implementation of reforms, programs, projects, and plans.

(https://professional_education.academic.ru).

METHODS

The concept of continuing education is a modern system of alternative approaches to the development of educational practice, which takes into account the fact that an individual can be educated at any age. The Concept of Continuing Education was first introduced at the UNESCO Forum in 1965 by the well-known theorist P. Langrand. The proposed interpretation embodies the humanistic idea that puts man at the center of all educational principles. He argued that man should create the conditions for the full development of his abilities throughout his life, and that human life should not be divided into traditional periods of study and work, and that these theoretical changes were the basis for reforming the world's national education systems. (https://professional_education.academic.ru/)

Continuity in education means the duration of education, from pre-school education to post-graduate education, the acquisition of a certain profession or specialty under the state guarantee.

Continuity of educational content is the fact that each stage of the teaching process is based on the previous one, because of its internal structure and conditions. to avoid repetition, but to make the subject develop from the simple to the complex.

In Uzbek, the phrases “continuity” and “consistency” are sometimes used interchangeably. We have attempted to utilize the phrase “continuity” as a concept that connects many modes of education, and the term “consistency” as a more contextual term in this article.

Continuity of education refers to the length of a student’s education, which ranges from preschool through postgraduate study and is a state-backed profession. Continuous education refers to a period of time in a person's life that can be classified into the following categories based on approximate age parameters.

1. Pre-school education and upbringing;
2. General secondary and specialized secondary education;
3. Professional training;
4. Higher education;
5. Postgraduate education;
6. Retraining and professional development.;
7. Additional education.

DISCUSSIONS

The consistency of learning content is that each stage of the learning process builds on the previous one; there is a relationship between all stages because it determines its internal composition and conditions, not only in terms of form, but also in terms of content; lack of repetition in a new subject; avoidance of mechanical repetition of the same exercises in content; and, on the other hand, to achieve the development of a subject from simple to complex.

Article 4 of the Law of the Republic of Uzbekistan “On Education” establishes national and universal values in education and upbringing as one of the basic principles in education; continuity and sequence of training; open access to education within the framework of state educational standards and state educational requirements; principles such as lifelong learning.

Article 34 of the State Educational Standard defines the requirements for the content and quality of general secondary, specialized secondary, vocational and higher education, application of the state standard of preschool education and upbringing in preschool educational institutions, state educational standards based on professional standards of the Ministry of Higher and Secondary Special Education, qualification requirements, development of curricula and training programs for higher, secondary special and vocational education, the Ministry of Public Education must develop and approve state educational standards for general secondary education.

The President of the Republic of Uzbekistan issued a decree on November 6, 2020 “On additional measures to further improve the education system” PD-4884- as a result of the decision of the number was prepared by representatives of the industry, experienced professors, teachers, and methodologists in accordance with the Law on Education. They are a strategic component of all types of education, the state standard for science education, and they guide program creation, as mandated by the Education Act.

The notion serves as a compass for determining the best course of action for reforms, programs, initiatives, and plans. (<https://professional.education.academic.ru>).

Lifelong education is a modern system of alternative approaches to the development of educational practice that takes into account the fact that everyone can be educated at any age. P. Langrand, a well-known theorist, originally articulated the concept of ongoing education at the UNESCO forum in 1965. The proposed interpretation embodies the humanistic premise that all educational ideas should be centered on the individual. He claimed that man should establish the conditions for full development of one's abilities throughout one's life, that human existence should not be separated into traditional study and labor periods, and that these theoretical shifts were the foundation for reforming the world's national education systems. (<https://professional.education.academic.ru/>)

Continuity of education refers to the duration of education, from pre-school to post-graduate, for the purpose of acquiring a specific profession or specialization under state supervision.

The fact that each stage of the educational process builds on the previous one, forming its internal structure and conditions, means that there is interaction between all stages, not just in form, but also in content, ensuring that there is no repetition in a new subject, no mechanical repetition of the same exercises in content, but rather the development of the subject from simple to complex.

Our scholars have different views on this question, in particular, we found such lines in the encyclopedia ISLAM (p.43), published in 2020 by the International Islamic Academy of Uzbekistan. “In the Qur'an, letters, words, and verses come together to form a certain unity. Some Muslim scholars link the origin of the term Qu'ran with the word kar-collection. According to this interpretation, the Qur'an is named by this term because it embodies the content of the previous books. There is also an interpretation that the term Qur'an comes from the Arabic word karina-connection, which is a plural form of the word "karoin," and that each verse in it is connected to the next, forming a unified whole”.

The term "lifelong learning" comes from a long time ago. The challenge of continuous education, according to G.P. Zinchenko, is comprehended not only in terms of "concept," but also in terms of "idea." He also connects the origins of this concept to the Islamic Gospel, the Qur'an, and the Talmud. Plato and Aristotle, according to the author, articulated this idea as a half-assumption, half-meaning. Humanistic perspectives by Voltaire, Goethe, Kamensky, Rousseau, and others[3] reflect similar approaches.

Another group of researchers notes that the concept of lifelong learning appeared in 1968 in a UNESCO document based on the concept of lifelong learning (LLL), proposed by P.

Langrand. (7,11). The main goal of this humanistic concept is based on the idea that it is necessary to create all the conditions for comprehensive development throughout a person's life.

International relations in education, international conventions, joint programs require updating the content, modernization of curricula at all stages of education.

Paragraph 4 of the Annex to Presidential Decree No. PR-4884 of November 6, 2020 sets the goal of "ensuring the continuity of pre-school, general secondary, vocational and higher education curricula.

According to it, the Inspectorate of Education and the ministries of pre-school education, public education and higher and secondary special education in order to ensure the content of scientific programs in the system of continuous education, the logical sequence and continuity of topics and the level of knowledge, skills and competence developed "The scheme of stages of continuity of educational programs in the continuous education of the Republic" and identified the following tasks:

- developing science concepts for the continuing education system;
- compilation of analytical comparative tables on the topics covered by all types of science education;
- development of integrated curricula for preschool, general education, secondary specialized, vocational and higher education institutions;
- Including foreign experience: study of Finnish experience, emphasis on succession, continuity, logical progression, consistency and structure.

As a consequence of task-based research, we identified the following major challenges in ensuring the consistency and continuity of science programs:

- the presence of inconsistencies in the choice and content of the object and subject matter due to the nature of interdisciplinary subject matter of continuing education.;
- existence of precise or substantive repetition of topics at different stages of continuing education.;
- inefficient use of teacher and student time due to repetition and overtime;
- excessive time on certain topics in the training phases, too much time in theory classes, etc.

In order to eliminate these problems and ensure consistency in the content of the curricula in the continuing education system, the Inspectorate of Education, together with the Ministries of Preschool Education, Public Education and Higher and Secondary Special Education, analyzed the existing curricula with the involvement of 334 experienced experts from all stages of education in 22 subjects. Members of the working group developed draft concepts for the continuing education system as well as curricula available on the Inspectorate of

Education's (<http://www.uzviylik.tdi.uz>) portal. More than 3,000 suggestions and positions were put forward for draft concepts and curricula.

Concepts aimed at ensuring continuity in pre-school, general secondary, vocational and higher education systems reflect the existing problems in each field of education, the aims and objectives of teaching the subject matter, integration strategies in the creation of teaching aids, interdisciplinary integration, learning outcomes in the field. Didactic, scientific-methodological, pedagogical-psychological, aesthetic and hygienic requirements are set for the development of the subject.

Attention was drawn to the fact that the goals and objectives of each science serve the development of the modern new Uzbekistan, are based on the integration of education, science and production, and are linked to strategic directions in all areas of society. For instance, the Natural Sciences Concept and Curriculum include the role of knowledge in such fields (genetic engineering, biotechnology) in the direct development of industry, delays in the development of novel chemical or biological technologies reduce the competitiveness of the national economy and possibly increase its vulnerability to increasing geopolitical competition.

When the curriculum analysis summarises the shortcomings in the 22 subjects, the number of recurrent themes in the PSEI is 30, 268 in schools and 171 in vocational schools, 126 in higher education, Unaffiliated subjects 72 in MTC, 134 in school, 110 in vocational schools and 78 in higher education, the school curriculum recommends a reduction of 184 topics, the number of subjects requested for new admissions is 601 in general secondary education and 173 in higher education, 277 subjects were to be related to international studies for schools and 40 subjects were to be transferred to other types of education in vocational education and training.

The process of improving the curriculum was coordinated by the State Inspectorate for Educational Quality Control. Several online and offline meetings were held with members of the working group and representatives of ministries and agencies. The draft curricula for continuing education were prepared in the following structure:

A concept for improving the science system in continuing education; Options for "First Step" and "Science Pathway" programmes to prepare 6-7 year old children for school for the pre-school system;"National curricula" for general education schools(**NC**); Curricula for academic lyceums (**CAL**); Vocational school curricula(**VShC**); Curricula for higher education institutions. (**CHEI**).

Finland's experience in this regard is also being studied. More than 10 seminars and webinars were organised jointly with the Finnish Consulate in Uzbekistan. First, we received an Uzbek-language guide entitled "100 Social Innovations of Finland" by Ilkka Taypale. Curricula for general secondary education in Finland (604 pages) were found, translated into Uzbek and distributed to members of the working group on subjects. There were 3 video interviews with Professor Risto Khotulaynen, Director of the Finnish Center for Educational

Quality Assessment, and 4 video interviews with Professor Jari Lavonen of the University of Helsinki.

Finland currently has a population of 5.5 million, with 560,000 students enrolled in 2,341 schools. All schools have the same position, with students attending school near their homes. In Finnish schools, primary education lasts 6 years and general secondary education 3 years. The next stage of education for 9th grade graduates will continue in lyceums and vocational schools. Lyceums are connected to universities, as in Uzbekistan, where study lasts for 3 years. Vocational schools last 2-3 years.

Compulsory curricula for the educational process in Finnish schools are developed in accordance with the Law on Basic Education and government decrees. In contrast to Uzbekistan, Finland develops and implements local curricula based on the core curriculum and programmes. The local curriculum defines the school's core curriculum and is the strategic direction.

When designing the curriculum, the passage of lessons may be subject-specific or holistic. Another aspect that differs from our curriculum is integrated learning. In this case, one subject is taught through several subjects over a period of time (hour, day, week). For instance, the subject of "Homeland" in terms of mother tongue, literature, foreign language and education, geography, history and background, mathematics, the country's real income in economics, numerical aspects, natural sciences ... In any case, the school guarantees a qualitative education.

It is known that the educational process - what do we teach (curriculum vitae), how much do we teach (curriculum), how do we teach (methodology), who teaches (staff)? When we were asked how much we teach, we were interested in Finnish school curriculum. According to Finnish school curriculum, the total weekly load over 9 years is 233 hours, compulsory 224 hours and an additional 9 hours. In Uzbekistan, the figure is 246 hours in grades 1-9. (+68 hours for grades 10-11)

In pre-school education

From the beginning of the interdepartmental cooperation on membership, attention has been drawn to the fact that the content documents for pre-school education are tied to primary school. In this process, the experience of Estonia, Finland, South Korea and Poland was studied with the participation of experts from the UNICEF International Children's Fund.

By Decree No. 802 of the Cabinet of Ministers in December 22, 2020, the "State Educational Standard for Preschool Education and Upbringing" was approved. It also includes a model pre-school curriculum, state requirements for early childhood development and state curricula for pre-school education. In addition to the First Step curriculum, a varied Science Pathway programme has been developed to prepare children aged 6 to 7 for school, which provides education and upbringing for children, their intellectual, spiritual, moral, ethical, aesthetic aspects and physical development, and aims to prepare children for school for 1 year. The basic important competencies of a preschooler (6-7 years old) are as follows:

communicative competence—the ability to use means of communication in different situations;

gaming competence - the child's creative use of experience, knowledge and skills in the play process and its organisation. This is the basis of educational activities;

social competence –the ability to behave in accordance with ethical rules and norms when communicating with adults and peers in life situations.;

cognitive competence - perceive the world around them consciously and use the knowledge, skills, competencies and values acquired to solve learning and practical problems.

The child’s development directions are as follows:

- 1.Physical development and health promotion;
- 2.Socio-emotional development;
- 3.Speech, communication, reading and writing skills;
- 4.Developing cognitive process;
- 5.Creative development.

In order to ensure the quality of the programmes and the effective organisation of the learning process, modern teaching and learning packages, didactic and visual aids, as well as other learning resources, are gradually being created and delivered to the field in accordance with the established requirements. Also the stereotypy and poetics of the endemic of the narrative, the story and the novel of youth as well as the narrative processes peculiar to this literature that induce specific behavioral patterns, gestures and poetics that depend in part on the skills of the young reader and more detailed analysis of linguistics and translational linguistics in the process of literary translation, usage of some other specific linguistic research methods, including the use of content analysis and analysis of situations, in which comparable two different units have different values and meanings of the works of the Uzbek and French poets and writers were examined in some works of Rakhimova G.A.

In general secondary education

The President said that a “New Renaissance” would begin at school. It is no coincidence that a man occupies the most basic and largest part of the school desks, even if one has been educated all one's life. The National Curriculum (NC) for General Secondary Education , in which membership is granted, has been developed in 22 subjects with a focus on the following:

linking primary education with the pre-school system, to provide students with the basic literacy, knowledge, skills and competencies needed to continue their general secondary education;

provide students with the necessary knowledge, skills and competencies for basic secondary education, and develop their ability to think and analyse independently;

acquisition of the necessary knowledge, skills and abilities for secondary education, choosing the next type of education and acquiring occupations that do not require higher qualifications.

Creative working groups in 22 disciplines worked on the National Curriculum for General Secondary Education. A joint order of the Inspectorate of Education and the Ministry of National Education was adopted. The Republican Education Centre, in cooperation with UNICEF (international expert Matthew Goldie-Scott), studied the Cambridge experience, curricula and textbooks for programmes in Singapore, USA, England (Cambridge), Korea, Japan, Hong Kong, President's Schools. The main innovation of the national curriculum is that it is 11 years instead of 9, the aim of the programme is to prepare pupils for life, to develop practical skills, content competences and to reduce theoretical knowledge from 90% to 50%.

The teaching methodology focuses on the development of linear learning - from memorisation - spiral, 21st century skills.

Whereas previously the didactic support was only in the form of a foreign language set, the plan now is to include textbooks, workbooks, teacher's manuals and multimedia applications for all subjects.

By Order No. 297 in December 9, 2020 of the Minister of National Education, the core curriculum of general secondary schools was streamlined and approved, creating opportunities for alternative curricula. The 11-year teaching load has been reduced from 11,504 hours to 10,655 hours (-849). In contrast to the previous year, a separate curriculum for Uzbekspeaking schools and a separate curriculum for Russian- and native-speaking schools were approved, giving priority to state language policy. The qualification requirements for students in the national curricula are developed by grade, focusing on class and interdisciplinary integration, whereas in previous curricula the qualification requirements were set for graduates of primary, 4th and 9th grades.

Primary vocational education is expected to be taught in vocational schools. It is an educational institution that prepares staff at the initial vocational education stage for the purpose of social support for 9th grade graduates on the basis of educational programmes corresponding to level 3 of the international classification. Vocational institutions provide for a nine-year base of two years of secondary education, for which a two-year integrated programme of general and special subjects is envisaged.

The duration of general education subjects in vocational schools is 40% lower than in grades 10-11. In the current school year, the general education textbooks published for Grades 10-11 in 2018 and 2019 are used, as these textbooks have been published for 5 years. Of course, because of the small number of hours, some topics are left out. Vocational schools have a curriculum that combines 14 general subjects with professions, on the basis of which integrated curricula should continue to be created.

Secondary specialised education is provided in academic lyceums for two years on the basis of nine years of basic secondary education and aims at the rapid development of

students' intellectual abilities, profound, differentiated and personality-oriented education. Working groups are also working on developing curricula for this category of students. The total two-year teaching load in academic lyceums is 3991 hours, of which 2148 hours are for general subjects, 1434 hours for advanced subjects, 205 hours for combined subjects, 102 hours for vocational subjects and 102 hours for state attestation. These study hours were also approved by Order No. 109 of the Minister of Higher and Secondary Specialised Education in March 1, 2021 as part of the "State Educational Standard for Secondary Specialised Education", the qualification requirements were updated and new tasks were set.

Work is underway to update higher education curricula to ensure that general secondary education is integrated with national curricula in all relevant subjects for the **Bachelor's degree**. The higher education curricula for **Master's degree** programmes have been improved.

1 pedagogical area was selected to link higher education research programmes with the National Curricula for General Secondary Education, There are 110 scientific programs, i.e. 93 scientific programs of Nizami Tashkent State Pedagogical University as a basic institution of higher education, 6 scientific programs of Uzbekistan State University of World Languages in foreign languages, 11 scientific programs of TSMTL named after Alisher Navoi in native language and literature.

We will focus on the work of each ministry system and now on the work carried out by the State Inspectorate for Educational Quality Control under the Cabinet of Ministers, together with ministries and experts, to ensure their membership.

Ten steps have been developed to ensure continuity and consistency in research programmes. Below we focus on the work done using mathematics as an example.

Aim	Preparation of a set of educational programmes incorporating mathematics into the lifelong learning system
Phase 1	A working group was established. Existing curricula have been analysed
Phase 2	concept for improving mathematics in continuing education has been developed.
Phase 3	The concept was posted on the discussion portal uzviylik.tdi.uz on the website of the Education Inspectorate. More than 100 suggestions were made.
Phase 4	Existing mathematics curricula have been analysed on the basis of comparative tables. There were 9 recurring themes, 29 non-membership themes, 94 themes that need to be updated, 43 themes that will be deleted and 20 themes that will be moved to other types of education and programmes have been corrected.
Phase 5	The curricula have been posted on the discussion portal uzviylik.tdi.uz on the website of the Education Inspectorate. More than 150 suggestions have been made.
Phase 6	Curricula and concepts were sent for examination to scientific and educational institutions of the republic. A total of 97 (6 PEI, 69 schools, 6 AL, 5 VS, 11 HE) shortcomings and suggestions on the programs were identified and submitted to the relevant ministries. 49 of them were included in the program. 38 were substantiated.
Phase 7	The concept and curriculum have been edited and amended by methodologists and ministry officials. Uzbekistan. Curricula and concepts are taken to a state of total complexity.
Phase 8	The mathematics curriculum package in continuing education has been analysed and examined by leading experts. Scientists at the Institute of Mathematics of the Academy of Sciences have re-examined the results of the examination and have taken steps to remedy the shortcomings.
Phase 9	The complex will be translated into English.
Phase 10	The complex will be examined by foreign experts and approved by ministries.
Result	In continuing education, curricula (mathematics) are gradually introduced into the curriculum. .

With regard to public work, 22 scientific concepts and updated curricula were presented to 65 scientific, educational institutions and agencies, including 7 institutes of the Academy of Sciences (mathematics, physics and astronomy, chemistry, biology, history, history of art) and 14 higher education institutions, 14 departments of public education and 4 ministries (Justice, Defence, Culture, Physical Education and Sports), the Department for the Development of the State Language of the Cabinet of Ministers, the President, the Creative and Specialised Schools Agency.

In universities of Andijan, Navoi, Samarkand, Surkhandarya, Bukhara, Tashkent, Syrdarya, Fergana, Jizzakh regions, Institute of History under the Academy of Sciences, Institute of

Mathematics and TUIT named after Al-Kharazmi, discussions were held with working groups consisting of academics, scientists, teachers, tasks were identified.

The results of an extensive field assessment were summarised by the Education Inspectorate and sent to the Ministry of Pre-school Education (p. 17), the Ministry of National Education (p. 128) and the Ministry of Higher and Secondary Specialised Education (p. 79) for official processing.

Based on the results of this examination, working groups in the ministries worked on improving the Concept and the curriculum. Following the results of the exam, the Education Inspectorate held an extended meeting with officials from the Ministry of National Education and representatives of the pre-school system to discuss the findings of the exam and the challenges ahead.

Of the 855 deficiencies and suggestions submitted by the Inspectorate of Education to the Ministry of National Education on 22 subjects, 372 were accepted, 370 were not accepted and 113 were not taken into account. The meeting analysed similar proposals and shortcomings in science and the reason was sought from officials.

RESULTS

As a result, the pre-school curriculum has been implemented to ensure the linkage between the 'First Step' of pre-school education and the primary school curriculum:

-Of the 16 speaking topics in PEI, 10 were translated into science in the mother tongue of grade 1;

-11 topics in social-emotional development will be taught in grade 1 in the subject "Education" for 17 hours;

-The 1st grade maths curriculum included 15 subjects, such as "half", "quarter", "half" (one in eight), the concepts of the smallest units of time - "seconds" and "minutes", mathematical operations. within 10, geometric figures and much more;

-Grade 1 In science, 14 themes have been introduced as a logical extension of Step One;

- Visual Arts - 6, Music - 5, Technology - 5, PE - 20, a total of 26 applied science topics were combined with Grade 1.

According to preliminary data, 517 topics have been improved in the general secondary education curriculum to date, 152 topics have been integrated, and 332 topics have been adapted for international studies, 94 subjects have been switched and curricula have been piloted and these changes in public education will be reflected in grades 1 and 2 this year.

The Education Inspectorate also held discussions on the curricula of higher education institutions, vocational schools and academic high schools. It was noted that 509 shortcomings and suggestions were made in the 93 curricula updated by Nizami TSPU, of which 247 were accepted by the authors of the programme, 267 were not accepted and 6 were

left unanswered, and reasons were given. The curricula of USWLU (6) and Alisher Navoi Institute of Language and Literature (6) were also discussed in a critical spirit.

It was noted that 40 subjects in mother tongue, 10 subjects in mathematics, 13 subjects in physics, 8 subjects in chemistry, 6 subjects in biology, 10 subjects in geography and 7 subjects in computer science will be included in the curricula of general secondary education.

As a result of ensuring continuity in the system of continuing education, topics in the field of science are formed on the principle of simple - complex, international research is included in science programs, duplication of topics is eliminated, the volume of practical training is increased. Logical thinking and interest grow, competencies develop, preparation for international research is improved, a mutually integrated pedagogical and methodological environment is formed for students and teachers. Interdisciplinary normative documents of continuing education are systematized, the content of disciplines is consistent, the educational process is coordinated in an innovative way.

As a result of the work done and the study of foreign experience, to date, for example, in the national curricula of general secondary education alone, 517 topics have been improved, 152 topics have been integrated, 332 topics have been adapted to international research and 94 topics have been transferred to other disciplines.

As a result, a set of "National Curricula for Continuing Education of the Republic of Uzbekistan" in 22 disciplines will be developed and implemented in the educational process. Composition in the National Curriculum Complex of Continuing Education:

1. Concepts of continuity in the system of continuing education in 22 disciplines;
2. Variety programs "First Step" and "Way of Science" for the preparation of children aged 6-7 for school in the preschool education system;
3. "National Curricula for General Secondary Schools";
4. Curricula for academic lyceums;
5. Curricula for vocational schools;
6. Curricula for higher education institutions will be formed.

As we talked about the work to be done above, we also want to share our future tasks.

- ✓ Revision of lifelong learning concepts and joint endorsement by 3 ministries and the Education Inspectorate;
- ✓ Editing and approval of curricula by each ministry on the basis of proposals submitted;
- ✓ PR-4884 aims to prepare children for one year of compulsory free primary education by August 1, 2021 and to ensure continuity of the primary education curriculum. Focusing on the creation, publication and delivery of programme-based teaching and learning packages before the start of the new academic year;
- ✓ Successful pilot testing of the National Curriculum and Textbooks for Grades 1-2 of General Secondary Education in April-May and in academic year 2021-2022. To do this, it is necessary to increase the number of programs, textbook projects, train experimental teachers, explain the nature of new methods, attach scientists, methodologists to practical

teachers in order to provide a scientific approach to each work, real analysis of experimental results and not to be mistaken.

- ✓ From the 2021 - 2022 academic year, using the new National Curriculum and textbooks, to organize a special course for all teachers and methodologists teaching in grades 1-2, to involve scientists, experienced trainers, local and international experts in the process;
- ✓ Establishment of teaching general education subjects in vocational schools on the basis of programs used in 2021/2022 academic year for grades 10-11 of secondary schools, obtaining textbooks from MPE, providing vocational schools on a rental basis.
- ✓ To convey to teachers the content of the approved "State educational standard of secondary special education" and qualification requirements for academic lyceums in the 2021-2022 academic year, on the basis of which to implement teaching aids;
- ✓ 110 subject programs in the field of higher pedagogical education have been modernized, adapted to the credit-module system, and shortcomings are being eliminated on the basis of expert opinions, this process should not remain so that before the new academic year, the Center for Higher Education Development Research and Implementation of Advanced Technologies should approve science programs taking into account these changes, and monitor the organization of the educational process based on them. It is necessary to pay more attention to the fact that universities are related to production and practice.
- ✓ Experimental testing of the updated curricula in in-service training institutions, training teachers in the essence of the modernised curricula and methods of teaching them in the process of deepening and updating knowledge, skills and abilities in the retraining and further training process;
- ✓ Orientation of PhD and DSc candidates on "Ensuring Continuity in Continuing Education, Defining the Knowledge, Skills and Competencies to be Developed in Students";
- ✓ Scientific activities are carried out under the slogan "The third Renaissance begins in the schools of Uzbekistan", oriented towards the formation of students' skills in the twenty-first century and the development of education;
- ✓ The Ministry of Innovation projects should focus on ensuring continuity in lifelong learning, basic and applied research to support the development of integrated curricula, based on these in the creation of textbooks, teaching aids, methodologies, virtual laboratories, their testing and implementation.

CONCLUSION

In conclusion, the importance of continuity in the new system of continuing education in Uzbekistan is that tomorrow's owners will be able to develop into versatile individuals, find their place in a competitive environment, think logically. We believe that the twenty-first century will foster a system of quality education and training for young people with practical competences.

REFERENCES:

1. Resolution of the President of the Republic of Uzbekistan dated November 6, 2020 No PR-4884 “On additional measures to further improve the education system”;
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013 No 124 “On approval of the state educational standard for foreign languages in the system of continuing education”;
3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 “On approval of state educational standards of general secondary and secondary special education”;
4. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 22, 2020 No 802 “On approval of the State Standard of Preschool Education and Upbringing”;
5. “ISLAM encyclopedia, “Publishing house of the International Islamic Academy of Uzbekistan”, Tashkent-2020, p.43.
6. Zinchenko G.P. Prerequisites for the formation of the theory of lifelong learning// Soviet pedagogy, 1991. N 1.
7. Konstantinovsky D. L. Social and Humanitarian Education: Orientations, Practices, Resources for Improvement . / [Voznesenskaya E.D., Dimarskaya O.Y., Cherednichenko G.A.]. —Moscow: SSP, 2006. — 264 p..
8. Kalinnikova N. G. Lifelong Pedagogical Education as a Paradigm// Knowledge. Understanding. Skill, 2005. — №3. — p. 186–189.
9. Arnautov V. V., Sergeev N. K. History and current state of continuing teacher education // Educator. 2001. — № 2. — P. 4–11.
10. Begimkulov U. Sh. Some Aspects of the Continuing Education System of the Republic of Uzbekistan.. —Tashkent. 2010. — p.142 .
11. Voytovich I. K. Foreign languages in the context of unbroken education: monograph / Under the editorship of T. I. Zelenina. - Izhevsk: Udmurtian University Publishing House, 2012. — p.212 .
12. Nasirov A.A. How foreign languages are taught to children in Uzbekistan?//Foreign languages, scientific-methodical electronic journal in Uzbekistan. - Tashkent, 2015. № 1
13. Nasirov A.A. How foreign languages are taught to children in Uzbekistan?//Foreign languages, scientific-methodical electronic journal in Uzbekistan. - Tashkent, 2015. № 1.
14. M.Inoyatova, A.Nosirov and others. Use of modern pedagogical and information technologies to improve the quality of primary education. // Handbook of English, Alphabet, Mother Tongue, Mathematics and Natural Sciences. –Tashkent, OzPFITI publishing house.2014.p.168 .
15. Sh.Khalilova, A.Nosirov and b. Psychological bases and effective technologies of foreign language teaching in primary school// Guide. - Tashkent, OzPFITI Publishing House. 2015. P.153.
16. Nasirov A.A. The role and responsibilities of foreign language teachers in primary school // Foreign languages, scientific-methodical electronic journal in Uzbekistan. –Tashkent, 2015. -№ 4. -p.16-27.

17. Nasirov A.A. New stages of foreign language teaching in the public education system // Best Practices in teaching Young Learners in Uzbekistan // National Conference Proceedings, – Tashkent, Jun 13-14, 2016.
18. Jalolov J. Nosirov A. and b. Curriculum in French for General Secondary Schools. - Tashkent, Scientific-methodical journal of public education, 2013.№ 4. –p.108-144.
19. A.Nosirov, S.Mirsagatova, T.Turdikulov, D.Azimova. Bonjour la France. 5th grade textbook set (Textbook 120 b, Exercise set p.112 , Methodology p.144 , DVD). – Tashkent, Teacher, 2002, 2003, 2006, 2010, 2012, 2015.
20. Kalinnikova N. G. Lifelong Pedagogical Education as a Paradigm // Knowledge. Understanding. Skill, 2005. — №3. — p. 186–189.
21. Konstantinovsky D. L. Social and Humanitarian Education: Orientations, Practices, Resources for Improvement / [Voznesenskaya E.D., Dymarskaya O.Y., Cherednichenko G.A.]. —Moscow: SSP, 2006. — p.264 .
22. Kuysinov O.A., Muslimov N.A., Urazova M.B. Formation of professional competence of future teachers through the use of web-quest technology "Scientific Review: Humanities Research" scientific journal, Moscow, Russia, 2014. №3. Volgograd. Russia. 2015.
23. Kuysinov O.A., Urazova M.B. On the essence and role of design activity in the professional development of a teacher. SCIENCE AND WORLD. International scientific journal. № 5 (21), 2015, Vol.II. Science and Peace. International Scientific Journal, № 5(21),2015, Volume 2. Impact factor of the journal Science and World» - 0,325 (Global Impact Factor 2013, Australia)
24. Kuysinov O.A. Some Aspects of Modular Educational Technologies Forming Professional Competence of Future Teachers Eastern European Scientific Journal. - Germany, 2018. №4. P.251-257.
25. Kuysinov O.A. Developing Professional-Pedagogical Creativity of Future Professional Education Teachers based on Competencial Approach. Eastern European Scientific Journal. - Germany, 2018. №4. P.257-263.
26. Kuysinov O.A. Improving the methodologies of raising the effectiveness of continuous education on the basis of ensuring content consistency. «Actual problems of modern science, education and training» Electronic Journal. July, 2021-7/1. ISSN 2181-9750. KHOREZMSCIENCE.UZ. P. 4-8
27. Rakhimova, G.Narimonova, Z.,Otajonova, S.,Abdulxaeva, M. Stereotypy and poetics of the endemic of recit [Journal of Advanced Research in Dynamical and Control Systems](#) Volume 11, Issue 7, 2019, Pages 966-969.
28. Maslov V.I. Lifelong learning: approaches to the essence / Maslov V.I., Zvolinskaya N.N., Kornilov B.M. // Works of scholars GSOLIFKA: 75 years: Yearbook. — M., 1993. — P.102–117.
29. Petryaevskaya D. G. G. Continuing Education as a Prerequisite for Overcoming Crises in Teachers' Professional Development: PhD. Candidate of Pedagogical Sciences.. — SPB., 1994. — p.24.
30. Sharipov, Shavkat (2020) "Symbiosis of civilizations as an important factor in the formation and development of scientific thinking in Uzbekistan," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2020:Iss.1,Article33.Availableat: <https://uzjournals.edu.uz/tziuj/vol2020/iss1/33>

31. Sharipov, Shavkat and Rakhmonova, Gulrukh (2021) "Successive Development of the Creative Person in the Continuous Education," Mental Enlightenment Scientific-Methodological Journal: Vol. 2021 : Iss. 4 , Article 1. Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss4/1>
32. Sharipov, Sh. (2020). Professional training development as a main aspect of pupil's creative abilities development. JSPI Scientific Publications Archive.
33. Sharipov, Sh. (2020). Creative Activity as a Factor in Developing Future Specialists' professionalism. JSPI Scientific Publications Archive.
34. Sharipov, Sh. (2020). Inventive Creativity as a Factor of Forming Professionalism of Future Specialists. JSPI Scientific Publications Archive.
35. Shavkat S. Sharipov, (2022). "The Continuity of the Process of Developing Creative Individuals in the System of Uninterrupted Education" International Journal of Special Education <http://internationaljournalofspecialeducation.com> ISSN 0827-3383, Vol. 37 No. 2 (2022): Volume 37 Number 2 Year 2022
36. Sherali S. Abduraimov. Integrative Activities in Providing Quality of Training Teachers of Professional Education // «Eastern European Scientific Journal» Düsseldorf – Germany, 2017. №1, 2017, Page 179-183. (13.00.00 №1)
37. Sherali S. Abduraimov. Perfection Of Technology Of Preparation Of Future Teachers Of Vocational Education To The Designing Activity The Main Contents Of The Dissertation // International Journal of Advanced Science and Technology Vol. 29, No. 8s, (2020), pp. 2205-2215.
38. Abduraimov Sh.S. Integrative activity in ensuring the quality of teacher training for vocational education // Quality of higher and vocational education in the post-industrial era: essence, provision, problems: International scientific and practical conference. - Kazan, 2016 .-- p. 81-86.
39. Abduraimov Sh.S. Ensuring the quality of training and employment of personnel // Higher and secondary vocational education as the basis for professional socialization of students: Materials of the 13th International Scientific and Practical Conference (Kazan, May 28, 2019). Kazan State University of Architecture and Civil Engineering. - Kazan: 2019 .p.194-198.
40. Sherali S. Abduraimov (2022). "Stages of Inter-Industry Integration in Ensuring the Quality of Training and Employment of Personnel" International Journal of Special Education <http://internationaljournalofspecialeducation.com> ISSN 0827-3383, Vol. 37 No. 2 (2022): Volume 37 Number 2 Year 2022

[Feedback >](#) [Compare sources >](#)

International Journal of Special Education

Scopus coverage years: 1995, from 2001 to 2021

Publisher: International Journal of Special Education

ISSN: 0827-3383

Subject area: [Social Sciences: Education](#) [Medicine: Rehabilitation](#)

Source type: Journal

[View all documents >](#) [Set document alert](#) [Save to source list](#) [Source Homepage](#)

CiteScore 2020
0.6

SJR 2020
0.216

SNIP 2020
0.423

[CiteScore](#) [CiteScore rank & trend](#) [Scopus content coverage](#)

Year	Documents published	Actions
2022	56 documents	View citation overview >
2021	5 documents	View citation overview >
2020	20 documents	View citation overview >



Want to receive updates from select journals, publishers and organizations; including call for papers, curated articles, new journal & book updates, and conference & events updates?

Dismiss Subscribe

Already have a manuscript?

Use our Manuscript Matcher to find the best relevant journals!

Find a Match

Refine Your Search Results

International Journal of Special Education

Search

Sort By: Relevancy

Search Results

Found 4,072 results (Page 1) [Share These Results](#)

Filters

Clear All

- Web of Science Coverage
- Open Access
- Category
- Country / Region
- Language

Exact Match Found

INTERNATIONAL JOURNAL OF SPECIAL EDUCATION

Publisher: SPED SP ZOO , Legionow 6, Bielsko-Biala, Poland, 43-300

ISSN / eISSN: 0827-3383

Web of Science Core Collection: Emerging Sources Citation Index

[Share This Journal](#) [View profile page](#)