



The Development of The Education System at Karshi State University During The Years of Independence

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Abstract: This article analyzes the impact of educational reforms implemented in Uzbekistan during the years of independence on the activities of Karshi State University. Based on the laws and decrees adopted in 1992, 1997, and 2020, the paper examines the restructuring of faculties, centers, and departments, the introduction of a two-tier education system, and the implementation of admission through testing. The role of social and humanitarian sciences in the educational process of the university is also emphasized.

Keywords: Karshi State University, Educational Reforms, Independence, Higher Education, Faculties, Entrance Exams, Two-Tier System.

Introduction

Since Uzbekistan's independence in 1991, the country's education system has undergone large-scale reforms at all levels. These processes encompassed every region, including Kashkadarya, where significant changes were observed in higher education institutions. Karshi State University serves as a striking example of how modernization policies reshaped the academic and institutional structure of universities during the independence period.

The adoption of the "Law on Education" in 1992 and subsequent reforms in 1997 and 2020 provided the legal framework for these transformations. As a result, Karshi State University witnessed structural reorganizations, the implementation of a two-tier education system (bachelor's and master's levels), the introduction of test-based admissions, and the strengthening of social sciences in its curriculum. This article aims to analyze these reforms within a historical and academic framework, drawing on archival sources, official documents, and scholarly works.

Methodology

The research is based on a historical-analytical approach. Archival documents from the National Archives of Uzbekistan and the Kashkadarya Regional State Archive, official legislative acts, and statistical collections formed the primary sources of this study. Comparative and systemic analysis methods were applied to evaluate the reforms and their implementation at Karshi State University. Additionally, secondary sources such as scholarly publications and institutional histories were reviewed to provide a comprehensive understanding of the subject.

The legislative basis for the reforms can be found in the decisions of the Supreme Council of the Republic of Uzbekistan (1992, 1993), which laid the foundation for higher education transformation [1–3]. Archival documents provide valuable insights into the structural changes at Karshi State University, such as the reorganization of faculties into centers and their later re-establishment as faculties.

Scholarly works by Yuldashev, Tyurikov, Shagulyamov, Jurakulov, and Sodiqov, among others, analyze the broader educational reforms in Uzbekistan and their local impact on universities, including Karshi State University. Statistical yearbooks present quantitative data on student numbers, faculties, and departments, reflecting the dynamics of growth during the 1990s.

Taken together, these sources reveal that the reforms were not limited to legislative changes but extended to institutional restructuring, curriculum modernization, and improvements in university infrastructure.

Result and Discussion

During the years of independence, as in other regions of Uzbekistan, the education system of Kashkadarya province underwent major reforms and modernization at all levels. The “Law on Education,” adopted in 1992, 1997, and 2020, served to ensure the consistency of these reforms. In particular, significant changes were also introduced in the educational system of Kashkadarya region, most vividly seen in the activities of higher education institutions.

The Presidential Decree of February 28, 1992, “On the Establishment of New Higher Education Institutions in the Republic of Uzbekistan,” may be considered the starting point of higher education reforms in the country. In the same year, alongside pedagogical institutes in Andijan, Namangan, Gulistan, Bukhara, and Khorezm, the Karshi State Pedagogical Institute was granted the status of a university. This new status created the foundation for profound structural and qualitative changes in the life of Karshi State University.

The adoption of the “Law on Education” on July 2, 1992, further contributed to improving the sphere. Based on the above-mentioned normative legal documents, the activities of Karshi State University were also fundamentally renewed. The Ministry of Higher and Secondary Specialized Education developed the “Higher Education Reform” program, which was introduced at Karshi State University. From the 1992–1993 academic

year, a two-tier higher education system was implemented, allowing students to pursue bachelor's and master's degrees.

Furthermore, in line with the decision of the Cabinet of Ministers of the Republic of Uzbekistan dated February 5, 1993, "On Admission to Higher Educational Institutions of the Republic of Uzbekistan on the Basis of Testing," admission tests were introduced at Karshi State University, as in other universities. Beginning from the 1992–1993 academic year, special measures were implemented across faculties in this regard.

The university, located in the center of Karshi city, covered an area of 31 hectares. Its student campus included seven academic buildings, five dormitories designed for 1,800 residents, and two medical facilities (a sanatorium-prophylactic center and a medical aid center). In addition, four canteens served students, and the dormitories had spaces for leisure, household services, and spiritual activities.

During the independence years, reforms in higher education demanded frequent structural changes at Karshi State University as well. In 1993, several faculties were reorganized into centers. For example, in September 1993, the Physics Department was separated from the Faculty of Mathematics and Physics, while the Industrial-Pedagogical faculties were merged to establish the Center of Physics and Mathematics. Similarly, the Faculty of History was combined with the Faculty of Sociology and Economics to form the Center of Social Sciences. The Faculty of Russian Philology and the Faculty of Uzbek Philology were merged into the Center of Philology, while the Faculty of Chemistry and Biology was reorganized into the Center of Natural Sciences.

By 1994, Kashkadarya region had one university and one institute of higher education – Karshi State University and the Karshi Institute of Engineering and Economics. At that time, 7,400 students were enrolled in higher education institutions of the region, the majority of them at Karshi State University. In 1994, the university had 3,554 students, and by the 1995–1996 academic year, the number had grown to 4,574. In 1995, the university operated 48 departments across 28 specialties. During the same academic year, 485 professors and lecturers were engaged in teaching and training students.

In subsequent years, structural reforms continued at Karshi State University. The centers established in 1993 were reorganized back into faculties by 1996. For instance, the Center of Physics and Mathematics was split into the Faculty of Mathematics and the Faculty of Physics and Engineering. In 1994, the Faculty of Russian Philology, the Faculty of Uzbek Philology, and the Department of Foreign Languages were merged into the Center of Philology. Similar reorganizations occurred in other faculties as well.

The departments of social sciences played an important role in improving the educational process at Karshi State University. At that time, 56 professors and lecturers were working in the departments of social and humanitarian sciences. To coordinate their activities, a Council of Social Sciences Departments was established, consisting of 36 members.

The Council, taking into account that hours allocated to social and humanitarian subjects should not fall below 35% of total class hours, approved a plan in September 1992

to regulate teaching hours for these subjects. According to the plan, 12–12.5% of the total five-year curriculum was allocated to social sciences.

Conclusion

The years of independence marked a turning point in the development of Karshi State University. Reforms in higher education led to the establishment of a two-tier education system, the introduction of entrance examinations through testing, and the restructuring of faculties and departments. Moreover, the emphasis on social and humanitarian sciences highlighted the role of education in fostering both academic and civic values. The expansion of student enrollment, growth in the number of departments and professors, and improvements in university infrastructure contributed to the strengthening of Karshi State University as a key regional educational institution. Thus, the university's development reflects the broader modernization processes of Uzbekistan's higher education system during the independence era.

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