

INTRODUCING FOREIGN EXPERIENCE INTO THE PRIMARY EDUCATION SYSTEM IN UZBEKISTAN AND ACHIEVEMENTS IN INTERNATIONAL COOPERATION

Furkat Kodirjon ugli Isokjanov

Independent Researcher at the Namangan
State Pedagogical Institute, Republic of Uzbekistan

Abstract

Nowadays, the process of widespread integration of digital technologies into Uzbekistan's education system is actively underway. The use of electronic textbooks, distance learning platforms, and modern technological tools in schools is bringing the educational process to a qualitatively new level.

Keywords: Finnish education system, PISA, PIRLS, innovative methods, interactive approach, scientific cooperation, modernization, Education Law, reforms, Strategy for the Development of the Education and Science System, national education policy.

Introduction

Since gaining independence, the education system of the Republic of Uzbekistan has undergone significant reforms, taking important steps toward integrating international experiences and innovative approaches. History has proven that the intellectual and scientific development of a nation is one of the key indicators of a state's progress. Uzbekistan has long been a center of knowledge and enlightenment, and our great ancestors – al-Bukhari, al-Biruni, al-Farghani, Ibn Sina, al-Khwarizmi, and other prominent thinkers – contributed immensely to the advancement of human thought and made groundbreaking discoveries in various fields of science. This scientific tradition has been regarded as one of the essential principles in the development of Uzbekistan's education system during the years of independence, and the process of enriching national pedagogy with modern innovations has been elevated to the level of state policy [8; p. 65–67].

Although the development of the education system has always played an important role in different stages of Uzbekistan's history, during the years of independence, the need to reform education, align it with international standards, and incorporate foreign experience has become even more relevant [4; p. 55–57]. The process of shaping a national education system has been identified by the state as a strategic direction, and comprehensive reforms aimed at the intellectual development of society are being implemented based on the “Concept of the Harmoniously Developed Generation” and the “National Program for

Personnel Training” [11; p. 29–31]. In particular, noticeable changes are taking place in terms of improving the primary education system and effectively utilizing global experience.

Another crucial direction of the reforms implemented during the years of independence is the development of the education system through international cooperation. Uzbekistan's collaboration with international organizations in the field of education is growing, with UNESCO and UNICEF projects playing a significant role in this process. Practical results of international cooperation include the use of foreign experts' recommendations in the development of new generation textbooks, strengthening the material and technical base of primary education institutions within the framework of EU and UN programs, and enhancing teacher qualifications. As a result of these reforms, modern pedagogical technologies have been widely introduced, and opportunities to use interactive methods in the educational process have been created.

Innovative approaches and advanced pedagogical techniques are aimed at developing students' creative thinking, with methods such as problem-based learning, critical thinking techniques, digital technologies, and interactive teaching strategies being widely used in the classroom. The implementation of methods like “Six Thinking Hats,” “Coded Table,” and “Graphic Test” has revitalized the primary education process and increased students' interest in learning. Efforts to update national curricula and improve the quality of textbooks, taking into account international experience, indicate the rapid development of Uzbekistan's education system [4; p. 39].

Currently, the process of extensive implementation of digital technologies in Uzbekistan's education system is being actively carried out. The use of electronic textbooks, distance learning platforms, and modern technological tools in schools is raising the quality of the educational process to a new level. Special attention is being paid to developing basic skills in computer science and information technology in primary education. Special training courses in digital competencies have been launched for modern educators. This ensures that teachers adapt to new conditions and broadens the opportunities for delivering education to students through innovative methods.

ANALYSIS OF LITERATURE AND METHODOLOGY

From the perspective of the history of Uzbekistan, educational reforms are recognized as one of the most important directions for the independent development of the country. The harmony of education and upbringing, and an educational system formed in accordance with both national and international standards, serves to raise today's youth not only as knowledgeable individuals but also as independent thinkers with broad worldviews who can correctly determine their professional paths. To this end, state programs and innovative approaches introduced through international cooperation are creating a solid foundation for the country's future development.

Modern Uzbekistan is strengthening its position in the global education landscape and is actively integrating into the international educational community. In this process, the adoption of foreign experience and innovations, the enrichment of national pedagogical heritage based on contemporary requirements, and the training of a competitive generation are considered top priorities. The new system formed as a result of educational reforms in the years of independence contributes not only to the development of national education but also to the increase of the country's intellectual potential on a global scale [7; p 44–46]. Therefore, by learning from its own history, Uzbekistan is consistently working to create a modern and effective educational environment for future generations while securing its place in the world education arena.

Uzbekistan's education system is undergoing a period of profound reform. Improving the national education model and aligning it with modern global standards has become a top priority of state policy. In this process, studying and effectively applying international experience is of great importance [3; p. 17]. The world's advanced education systems, their methodological approaches, and pedagogical practices serve as primary sources in shaping the new image of Uzbekistan's primary education system. In particular, Japan's view of discipline and moral education as an inseparable part of the educational process is reflected in the Uzbek education system. The principle of not only imparting knowledge to children but also shaping their personal qualities and nurturing them as useful members of society is gaining strength. Similarly, Finland's education system, which emphasizes individual approaches, independent thinking, and maximizing each child's potential, is being expressed in Uzbekistan's primary education. Increasing focus is being placed on the practical application of knowledge given to children, encouraging them to analyze and make independent decisions.

When comparing the education systems of Uzbekistan and Finland, it becomes clear that both countries' approaches to education are deeply rooted in their social contexts. Finland is highly regarded worldwide for its innovative and freedom-based education model. Uzbekistan, on the other hand, stands out as a country that has gone through several educational revolutions in its history and has made significant strides in raising the public's educational level. The Uzbek people have historically been devoted to knowledge and have made enormous contributions to the development of culture and science. Great thinkers such as Imam al-Bukhari, Al-Khwarizmi, Al-Biruni, Avicenna, Ulugh Beg, and Navoi created scientific schools that served as the foundation for the Eastern Renaissance. However, during the colonial years, Uzbekistan's education system was artificially restricted, and barriers were placed on the development of national culture and science. Although education during the Soviet era was compulsory and centralized, its ideological framework often contradicted the unique worldview of the people.

After gaining independence, Uzbekistan began rebuilding its national education system. This process involved not only reviving historical traditions but also incorporating advanced foreign experiences. At this point, Finland's education system attracts

considerable interest due to its humanism, focus on developing each child's natural talents, and innovative assessment system. Consequently, it can be viewed as an important model in the implementation of educational reforms in Uzbekistan.

One of the main features of the Finnish education system is its foundation in absolute equality. There are no rich or poor schools; all children are fully supported by the state, and all schools are maintained at the same material and technical level. This aspect remains an unmet goal in Uzbekistan's reforms. There are still schools with varying levels of material support, and a significant gap persists in education quality between urban and rural areas. However, it should be noted that the Uzbek government is carrying out large-scale efforts to equip schools with modern technologies and improve the educational infrastructure. In recent years, reforms related to the digitization of school education and the use of information technologies have intensified.

Finland's assessment system is fundamentally different: there are no exams or tests, and grades are considered meaningful only for the student, not as a tool of control for the teacher. In Uzbekistan, the grading system still follows a traditional path. Students are categorized based on grades, and concepts like "excellent" and "failing" students exist. In Finnish schools, however, such distinctions are nonexistent—each child learns at their own pace and follows a personalized developmental trajectory. To improve education quality in Uzbekistan, adopting this approach could be beneficial, as children should feel confident, enjoy the learning process, and study without stress. However, instead of simply copying the Finnish model, Uzbekistan should strive to form its own national education model based on its historical traditions. For the Uzbek people, learning is not just about acquiring knowledge but is a process intertwined with customs, ethics, and the heritage of ancestors. Therefore, educational reforms in Uzbekistan must be implemented not only by introducing individual approaches and innovations but also by preserving national values. In Finnish schools, the status of teachers is exceptionally high. Each teacher must complete a master's degree from a university, and teaching is one of the most respected professions in society. In Uzbekistan, the status of teachers also needs significant improvement. Although in the years of independence, attention to teachers has increased—through salary raises, training in new pedagogical technologies, and continuous retraining—systematic reforms are still required to elevate the profession's social prestige, train qualified educators, and ensure high salaries.

The principle of independence is a key element of Finland's education system. Students learn to make decisions independently, research on their own, and think freely. In Uzbekistan, it is also crucial to foster independent thinking in youth and teach them to think in line with modern global demands. In recent years, positive steps have been taken in this direction, such as the establishment of innovative schools, the integration of interactive methods into the learning process, and increased attention to teaching foreign languages. However, further liberalization of teaching methodology is necessary, moving beyond test preparation and promoting independent thinking.

The Finnish education system can serve as a valuable example for Uzbekistan. Nevertheless, every country must develop based on its own history, culture, and societal needs. Uzbekistan's education must progress not by merely copying external models, but by harmonizing its national traditions with modernity. Today, educational reforms in the country are noteworthy for their focus on preserving national values and public spirituality while incorporating advanced international practices. In the future, Uzbekistan has the potential to develop its own national model of education and become one of the leading education systems not only in Central Asia but also globally.

The education system of Uzbekistan has gone through continuous stages of development throughout historical processes. In today's context of global integration, adapting to international assessment systems has become a crucial factor in its progress. The implementation of programs like PISA and PIRLS is becoming one of the main criteria for radically reforming the country's education system and aligning it with global standards.

PISA is an international student assessment program that evaluates students' functional literacy, i.e., the ability to apply acquired knowledge in real-life situations. This approach assesses students' critical thinking, problem-solving, logical reasoning, and integrative knowledge across different subjects. For Uzbekistan to implement changes in line with PISA standards, it is necessary to move away from traditional educational approaches and widely adopt innovative and interactive methods. This requires placing special emphasis on the development of independent research skills, analytical thinking, and logical problem-solving abilities in students starting from primary education [13; p. 45–47].

PIRLS is an international program that assesses primary students' reading and comprehension abilities. Its main objective is to determine how well students perceive information, summarize ideas from a text, and draw logical conclusions. In the context of Uzbekistan's historical educational traditions, adapting to this program necessitates the improvement of native language education. The legacy of Central Asian scholars who made great contributions to science and culture, the traditions of ancient madrasahs, and methods aimed at developing students' literary thinking can play an important role in creating methodologies that meet PIRLS requirements.

The requirements of these international programs not only facilitate the integration of Uzbekistan's education system into the global educational space but also encourage the refinement of national education strategies. During the current reform process, enriching curricula with modern pedagogical approaches and widely introducing innovative technologies and interactive methods remain decisive factors in improving educational effectiveness. Ensuring that students find their place in the global knowledge space and fully realize their intellectual and creative potential makes the broad implementation of these programs' principles one of the most urgent tasks for Uzbekistan's education system.

RESULTS AND DISCUSSIONS

Uzbekistan's education system is currently undergoing a profound transformation aimed at improving quality by harmonizing advanced global pedagogical approaches with national traditions. This process reflects a synthesis of the country's historical legacy and cultural progress with modern global trends. The high regard for science and education in Uzbekistan, which has deep roots in the traditions of madrasahs, scholarly institutions, and the legacy of renowned scholars, is now being enriched with innovative approaches.

Reforms implemented at the state level are focused on shaping a younger generation with intellectual and moral maturity. This transformation affects not only the educational process itself but also signifies a new phase in national consciousness. The broad application of pedagogical innovations, interactive teaching methods, and modern technologies—along with systematic preparation for international assessments—enables students not only to acquire knowledge but also to develop critical thinking, analytical reasoning, and independent decision-making skills. Particularly, the alignment of the education model with international programs such as PISA and PIRLS enhances the country's competitiveness on the global stage.

The roots of Uzbekistan's educational reforms are intricately linked to historical developments, including the scholarly traditions formed during the Islamic civilization, the scientific schools established by Renaissance thinkers, and the pedagogical transformations of the 20th century. Today, the process of improving the educational system through the synthesis of ancient scholarly heritage and modern methodologies is directly connected to the advancement of science and innovative technologies. Furthermore, the strategic goal of Uzbekistan's education system is to integrate with the modern world while preserving national identity—a principle that plays a decisive role in the cultural and intellectual development of the nation. Thus, the profound reforms in Uzbekistan's education system are based on the fusion of national heritage and global experience, aiming to nurture a generation capable of thinking independently, engaging globally, and adopting an innovative mindset. This transformation is a central part of the country's long-term development strategy, positioning education not just as a tool for acquiring knowledge but as a cornerstone of socio-cultural advancement.

Uzbekistan's education system is undergoing continuous development and renewal, rising to a new level in quality through international cooperation. Historically a center of science and learning, the region has always been known for its scholars, and current reforms aim to align this intellectual legacy with global trends. The alignment of the education system with international standards is evident in the development of new-generation textbooks with support from UNICEF and UNESCO, and in initiatives to strengthen the technical and methodological base of educational institutions under programs by the EU and UN. Collaboration between foreign experts and local educators has expanded opportunities for exchanging experience and introducing innovative approaches.

Interactive methods, problem-based learning, and digital technologies are widely applied in the course of Uzbekistan's educational reforms. These approaches not only enhance the process of acquiring knowledge but also play a crucial role in shaping critical and creative thinking. Digital technologies have become an integral part of education, and modern pedagogical models are aimed at fostering collaboration, independent inquiry, and problem-solving among students. These educational changes, aligned with historical experience, are geared toward transforming the country into a competitive knowledge hub on the global stage.

In the context of Uzbekistan's history, international cooperation and innovative reforms in education are a natural continuation of the scholarly legacy of ancestors. Just as ancient madrasahs played a vital role in the development of science, today's reforms [16, p.72], in harmony with modern educational paradigms, aim to enhance intellectual potential. The newly forming education model in Uzbekistan adheres to international standards while preserving national traditions, thereby nurturing a generation that is not only knowledgeable but also capable of critical thinking and innovative approaches [17, p.73]. As such, the transformation of the education system is taking place through the integration of international cooperation, historical heritage, and modern technologies, becoming a strategic pillar of national development.

From a historical perspective, educational reforms in Uzbekistan have been a priority direction of national development since the early years of independence. The "Harmoniously Developed Generation" concept, the Law on Education, and the "National Program for Personnel Training" were all aimed at fostering the intellectual and moral development of youth. In addition, the introduction of foreign experience into the national education system has taken into account the rich legacy of Uzbek pedagogy, including the progressive educational views of Jadid enlighteners such as Mahmudkhoja Behbudi, Abdulla Avloni, and Fitrat. In recent years, integration with digital technologies has accelerated. Electronic textbooks, distance learning platforms, and modern interactive teaching methods are being introduced into primary education, while teachers' digital literacy is also improving. These advancements are the result of synthesizing national and international experience, with their effectiveness being clearly observed in the educational process.

Today, Uzbekistan's efforts to integrate into the international education arena have led to improved quality and created new opportunities for enhancing the intellectual and moral development of the younger generation. The ongoing improvement of the national education system, based on foreign experience and international cooperation, contributes to the formation of a competitive and well-rounded future generation. Learning from its history, Uzbekistan is confidently stepping into the global education arena, carrying out comprehensive reforms to further improve its national education system.

Uzbekistan's education system, shaped by a historical trajectory rooted in science and enlightenment, is now being transformed in line with international standards. In

particular, reforms in primary education are aligned with global integration processes and are based on the principle of adopting best practices from developed countries. Inspiration from Japan's modern education model is especially relevant, with the country's strong state governance, inclusivity principles, and advanced pedagogical methods directly influencing Uzbekistan's education modernization strategy.

In Japan, the education system is fully state-regulated, and intellectual and moral upbringing is ensured at all levels. One of the core features of this model is that it prioritizes not only academic knowledge but also personal and social development. Uzbekistan's education system is being reformed along similar principles and is being developed in alignment with international education standards. As a result, the widespread adoption of interactive methods, problem-based learning, and digital technologies in primary education is strengthening students' capacity for independent thinking and creative approaches.

When viewed through a historical lens, reforms in Uzbekistan's education system appear as a natural continuation of the region's scientific and educational traditions. Pedagogical schools established by Central Asian scholars during the 9th–12th centuries, with a focus on the interconnectedness of education and upbringing, are now being revived in harmony with international standards. By studying foreign experiences—particularly Japan's well-coordinated and strategic pedagogical practices—Uzbekistan is improving the methodological foundations of its primary education, thereby cultivating a generation that is globally competitive and possesses innovative thinking.

In this way, Uzbekistan is implementing reforms that enrich its education system with modern pedagogical approaches while preserving its scientific and educational traditions. The national primary education system is not limited to the adoption of foreign experiences; rather, it is developing a comprehensive strategy that combines these experiences with historical pedagogical principles to enhance education quality. This process contributes to raising the country's intellectual potential and strengthening the position of its education system on the global stage.

Through international cooperation, Uzbekistan's education system is working with various research institutions, international education organizations, and foreign countries to develop its methodology and integrate modern pedagogical technologies. In turn, this creates opportunities for students to access high-quality education worldwide. Moreover, reforms and international cooperation in education are significantly improving the effectiveness and quality of primary education in Uzbekistan, which has a notable impact on the country's future economic and social development.

Uzbekistan's education system, shaped by a historical process enriched with a rich legacy of enlightenment and progressive pedagogical approaches, is currently undergoing transformation in line with global trends. International experience shows that leading countries—particularly the Scandinavian nations and Finland—regard primary education not just as a process for imparting basic knowledge, but also as a tool for developing

students' creative thinking and integrating them into the social environment. This approach has redefined the essence of education, framing it as a long-term investment in human capital. In Uzbekistan, the transformation of the education system is also being carried out through the integration of international practices, combining national educational traditions with advanced technological methods.

The Scandinavian concept of interdisciplinary learning aims to develop students' comprehensive thinking across multiple subjects, while Finland's approach is based on the high status and professional development of educators. To effectively utilize these approaches in Uzbekistan, strengthening teacher training, refining methodological strategies, and implementing innovative technologies have become strategic priorities. From a historical standpoint, Central Asia's scientific schools have always regarded education as an integral part of intellectual development, which today is reflected in the ongoing reforms in Uzbekistan's education system.

CONCLUSION

In the scientific traditions of Central Asia, the methodological approaches of schools and madrasahs were aimed at ensuring the comprehensive development of the individual. Today, the process of harmonizing the education system with modern international standards represents a new stage in the evolution of these ancient principles. The integration of innovative methods in primary education, digital technologies, and the wide application of interactive approaches is bringing Uzbekistan's education system closer to the world's best practices and contributing to the development of students' creative and critical thinking skills. This process not only enhances the competitiveness of the national education system on the global stage but also reflects the evolution of national cultural and scientific traditions.

New methods and digital resources are being introduced through international cooperation to teach students modern technologies. By exchanging experience and developing new educational platforms, the quality of education is being improved. For example, digital learning materials are being widely used in primary education through programs developed by startups and international organizations. Cooperation with foreign education systems, academic exchanges, and professional development initiatives have led to significant achievements in primary education. Moreover, international organizations such as UNESCO and UNICEF are assisting educational reforms and promoting cooperation between countries in the education sector.

According to international best practices, attention is being paid to inclusive education (ensuring equal opportunities for every child). This approach not only promotes social justice but also unites various social groups. The adoption of foreign experiences and the expansion of international cooperation in Uzbekistan's primary education serve to improve the quality of education and foster the high intellectual and social development of students. Achievements through foreign experience and international cooperation contribute to

successful partnerships between countries across multiple sectors. In particular, experience sharing in economic, scientific, technological, and cultural fields greatly supports national development. Through foreign investment, trade, and economic relations, countries can diversify and grow their economies. For example, in Uzbekistan, cooperation with international companies and foreign investments has led to the development of new industrial sectors.

International scientific cooperation is important for exchanging experience and introducing new innovations. Through collaboration with foreign universities and research institutes, it becomes possible to bring scientific research and new technologies into the country. International education programs, grants, and academic exchange initiatives create new opportunities for the younger generation while also promoting cultural understanding and support. Cooperation with international organizations is achieving success in addressing environmental issues, developing sustainable energy sources, and protecting nature. Furthermore, the success of international cooperation often depends on political stability, mutual trust, and respect. Every country strives to achieve its strategic goals by attaining success through international cooperation.

Primary education is the foundation for the intellectual, moral, and social development of every child. In Uzbekistan, the National Strategy for the Development of Education until 2030 places great emphasis on improving the quality of primary education. Educational programs are being modernized, and advanced pedagogical technologies and interactive methods are being introduced.

Assessing the integration of foreign experience and the achievements of international cooperation in Uzbekistan's primary education system in the context of the country's historical development is one of the key current issues. The reforms and modernization efforts in Uzbekistan's education system during the years of independence have been closely linked with international experiences. Aligning the education system with international standards, introducing modern pedagogical technologies and methods, and developing cooperation with advanced countries have become essential directions for international integration.

In the historical context of Uzbekistan, the adoption of foreign educational practices has passed through several stages. In the initial years of independence, the national education system was created, and its legal framework was established. During this period, studying foreign educational systems and adapting their best practices was considered a key task. For example, important updates were made to Uzbekistan's school and higher education systems based on educational models from countries such as the United States, the United Kingdom, Germany, and South Korea.

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