



CHARACTERISTICS OF THE FORMATION OF A NATIONAL EDUCATION MODEL: THEORETICAL AND METHODOLOGICAL ANALYSIS

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Scientific supervisor: p.f.f.d.(PhD), v.b.dotsent

Karimov Ravshanbek Rizomatovich

Researcher: Master student of CSPU, Shahnoza Orozboyeva

Email: shahnozaorozboyeva338@gmail.com

Abstract: *The article examines the characteristics of the formation of a national education model from a theoretical and methodological perspective. The problem is considered relevant because the post-Soviet period brought fundamental transformations to the education systems of newly independent states, yet the specific features of national model formation remain insufficiently systematized in comparative pedagogy. The purpose of the article is to identify the main characteristics, stages, principles and structural components of the formation of a national education model. The research is based on a focused analysis of scholarly literature on educational policy, national curriculum development, post-colonial education reforms, and the integration of traditional values with modern educational standards. The article clarifies the distinction between a borrowed education system and an organically formed national model. It also proposes criteria for evaluating the degree of national authenticity in an education system. The main result is a theoretical framework that connects historical preconditions, socio-cultural factors, policy decisions, content selection and implementation mechanisms. The study argues that a genuine national education model is not merely a localized version of a foreign system but emerges from the internal logic of the nation's cultural, linguistic and historical experience.*

Keywords: *game technologies, foreign language teaching, primary school pupils, gamification, digital game-based language learning, motivation, communicative competencenational education model, education reform, post-Soviet education, national curriculum, educational policy, pedagogical tradition, national identity*

ОСОБЕННОСТИ ФОРМИРОВАНИЯ НАЦИОНАЛЬНОЙ МОДЕЛИ ОБРАЗОВАНИЯ: ТЕОРЕТИЧЕСКИЙ И МЕТОДОЛОГИЧЕСКИЙ АНАЛИЗ

Аннотация: *В статье анализируются особенности формирования национальной образовательной модели с теоретической и методологической точки зрения. Хотя актуальность проблемы связана с тем, что система образования в странах, достигших независимости, претерпела радикальные изменения,*



особенности формирования национальной модели определяются тем, что она ещё не была достаточно систематизирована в сравнительной педагогике. Цель статьи - определить основные особенности, этапы, принципы и компоненты национальной образовательной модели. Исследование основано на целенаправленном анализе научной литературы по разработке образовательной политики, национальных учебных программ, постколониальных образовательных реформ и интеграции традиционных ценностей и современных образовательных стандартов. В статье объясняется разница между системой образования, заимствованной из иностранной системы, и органически сформированной национальной моделью. Также предлагаются критерии оценки уровня национальной идентичности системы образования. Основным результатом исследования является теоретическая модель, объединяющая исторические условия, социокультурные факторы, политические решения, выбор контента и механизмы реализации. В исследовании утверждается, что подлинная национальная образовательная модель - это не просто локализованная версия чужой системы, а внутренняя логика культурного, языкового и исторического опыта народа.

Ключевые слова: модель национального образования, реформа образования, постсоветское образование, национальная учебная программа, образовательная политика, педагогическая традиция, национальное самосознание

MILLIY TA'LIM MODELINING SHAKLLANISH XUSUSIYATLARI: NAZARIY-METODOLOGIK TAHLIL

Annotatsiya: Maqolada milliy ta'lim modelining shakllanish xususiyatlari nazariy va metodologik nuqtai nazardan tahlil qilinadi. Muammoning dolzarbligi mustaqillikka erishgan mamlakatlarda ta'lim tizimi tub o'zgarishlarga uchraganligi bilan bog'liq bo'lsa-da, milliy model shakllanishining o'ziga xos xususiyatlari qiyosiy pedagogikada hali yetarlicha tizimlashtirilmaganligi bilan belgilanadi. Maqolaning maqsadi milliy ta'lim modelining asosiy xususiyatlari, bosqichlari, tamoyillari va tarkibiy qismlarini aniqlashdan iborat. Tadqiqot ta'lim siyosati, milliy o'quv dasturlari ishlab chiqish, mustamlakachilikdan keyingi ta'lim islohotlari hamda an'anaviy qadriyatlar va zamonaviy ta'lim standartlarining integratsiyasiga bag'ishlangan ilmiy adabiyotlarning maqsadli tahliliga asoslanadi. Maqolada xorijiy tizimdan o'zlashtirilgan ta'lim tizimi bilan organik ravishda shakllangan milliy model o'rtasidagi farq izohlanadi. Shuningdek, ta'lim tizimining milliy o'ziga xoslik darajasini baholash mezonlari taklif etiladi. Tadqiqotning asosiy natijasi tarixiy shart-sharoitlar, ijtimoiy-madaniy omillar, siyosiy qarorlar, mazmun tanlash va amalga oshirish mexanizmlarini birlashtiruvchi nazariy modeldir. Tadqiqotda haqiqiy milliy ta'lim modeli faqatgina xorijiy tizimning mahalliyashtirilgan versiyasi



emas, balki xalqning madaniy, lingvistik va tarixiy tajribasining ichki mantig'idan kelib chiqishi asoslanadi.

Kalit soʻzlar: *milliy ta'lim modeli, ta'lim islohoti, postsovet ta'limi, milliy o'quv dasturi, ta'lim siyosati, pedagogik an'ana, milliy o'zlikni anglash*

INTRODUCTION

The formation of a national education model is one of the most complex and significant processes that any country undergoes after gaining political independence. For many post-Soviet states, including Uzbekistan, this process meant not only restructuring administrative systems but also rethinking the very foundations of what education should transmit, how it should be organized, and whose values it should serve. The Soviet education system, despite its strengths in universal literacy and subject content, was centralized, ideologically controlled, and detached from local cultural traditions, languages and historical narratives.

The relevance of this topic arises from the fact that many newly independent countries still struggle with the question: what does a genuinely "national" education model mean? Is it a purely political declaration, a set of locally written textbooks, or a deep restructuring of pedagogical aims, methods and content? In practice, different countries have chosen different paths. Some have borrowed wholesale from Western models (e.g., Finland, the United States, or Germany). Others have attempted to revive pre-colonial traditions. Still others have tried to synthesize local heritage with

international standards. Uzbekistan, since its independence in 1991, has followed a distinctive path characterized by the National Program for Personnel Training (1997), the gradual introduction of the national curriculum, the reform of teacher education, and the integration of information and communication technologies.

The research problem of this article can be formulated as follows: what are the main characteristics of the formation of a national education model, and by what criteria can we distinguish a truly national model from a superficial adaptation of a foreign system? The purpose of the article is to identify the theoretical and methodological foundations of national education model formation. The object of the study is the education system as a socio-cultural and pedagogical phenomenon. The subject is the process and characteristics of forming a national education model.

The hypothesis of the article is that a national education model is not simply declared by law but emerges gradually through the interaction of five key factors: (1) historical and cultural heritage, (2) national language policy, (3) socio-economic needs, (4) international pedagogical experience, and (5) a coherent state educational policy. If one of these factors is ignored or suppressed,



the model loses its authenticity and becomes either a copy of foreign systems or a romanticized return to the past without practical effectiveness.

Methods

The article employs a theoretical and methodological research design. The methods include historical analysis, comparative analysis, conceptual comparison, and pedagogical modelling. The literature base includes studies on post-Soviet education reforms, national curriculum development, educational policy analysis, and the philosophy of education.

The analytical procedure was organized in four stages. At the first stage, the concept of a "national education model" was compared with related concepts such as "education system," "national curriculum," "educational tradition," and "educational ideal." At the second stage, the historical development of Uzbekistan's education system after independence was analysed in terms of key documents, reforms and institutional changes. At the third stage, comparative cases from Kazakhstan, Finland and Singapore were briefly examined to identify general patterns of national model formation. At the fourth stage, a theoretical framework of

characteristics and criteria was developed.

The article does not present primary empirical data. Instead, it offers a synthesizing theoretical model that can later be used for comparative case studies, policy analysis, or empirical research in schools.

Results

1. Conceptual distinction between game and game technology

A national education system refers to the institutional structure of schools, universities, ministries and assessment bodies operating within a country's borders. A national education model, however, is a broader concept. It includes not only institutions but also the philosophical foundations, aims, content selection principles, teaching methods, assessment philosophy, and the relationship between education and national identity. A model is "national" when it reflects the cultural, linguistic, historical and social characteristics of a particular people, not merely when it is administered by a national government.

2. Historical stages of formation of the national education model in Uzbekistan

The analysis of Uzbekistan's experience allows the identification of four main stages:

Stage	Period	Main characteristics
First stage	1991–1997	Dismantling of Soviet ideological content; creation of legal framework; discussion of national educational philosophy
Second stage	1997–2010	Implementation of the National Program for Personnel Training; introduction of 9-year compulsory education;



		development of national textbooks
Third stage	2010–2017	Integration of international standards (PISA, TIMSS); reform of higher education; introduction of credit-module system
Fourth stage	2017–present	New Uzbekistan development strategy; emphasis on digital education, foreign languages, critical thinking and teacher status

Each stage contributed specific characteristics. The first stage focused on political independence and de-ideologization. The second stage emphasized structural coherence and the continuity of general secondary and vocational education. The third stage addressed quality and international comparability. The fourth stage focuses on flexibility, innovation and global competitiveness without losing national identity.

3. Main characteristics of the formation process

The study identified seven key characteristics that distinguish the formation of a national education model:

First characteristic: historical continuity. A national model does not emerge from a vacuum. It must respect and reinterpret pre-colonial, colonial and early independence educational experiences. In Uzbekistan, this includes the Jadid movement (modernist educators at the turn of the 20th century), the Soviet period (with its emphasis on universal literacy and science), and the post-independence reforms.

Second characteristic: language policy as a core element. The status of the state language, Russian as a language of interethnic communication, and foreign

languages (especially English) defines the linguistic architecture of the model. A national model must balance native language preservation with access to global knowledge.

Third characteristic: value-based foundation. Every national model is built on an ideal of the educated person – what kind of citizen the school should produce. In Uzbekistan, this includes respect for national traditions, family values, hard work, honesty, and simultaneously openness to universal human values.

Fourth characteristic: selection and adaptation of foreign experience. A national model does not reject international best practices. Instead, it critically selects, adapts and localizes them. For example, the credit-module system in higher education was adopted from the Bologna process but adjusted to local conditions.

Fifth characteristic: gradual implementation. The formation of a national model is not a one-time reform but a long-term process of accumulation, experimentation and correction. Sudden radical changes often fail because teachers, parents and students cannot adapt quickly.

Sixth characteristic: balance between centralization and local



autonomy. A national model requires national standards and unified requirements, but it also needs space for regional, school-level and teacher-level creativity. Too much centralization kills innovation; too much autonomy destroys coherence.

Seventh characteristic: feedback from practice. A national model is not

designed solely in ministry offices. It is shaped by real classroom experience, teacher feedback, student outcomes, and parental expectations. Effective models have built-in mechanisms for revision.

4. Criteria for evaluating a national education model

Based on the analysis, five criteria were developed:

Criterion	Indicator	Evidence
Cultural authenticity	The curriculum includes national literature, history, geography, and traditions	Textbooks, syllabi, school events
Linguistic balance	The state language is the main medium of instruction; other languages have defined roles	Language policy documents, classroom observations
International comparability	National standards meet or exceed international benchmarks	PISA, TIMSS results; accreditation by international bodies
Internal coherence	Pre-school, primary, secondary, vocational and higher education are logically connected	Curriculum maps, transition rates
Practical effectiveness	Pupils achieve learning outcomes; graduates find employment or continue education	National assessment data, employment statistics

Discussion

The results of the theoretical analysis show that the formation of a national education model is not a technical but a deeply political, cultural and pedagogical process. Many countries make the mistake of assuming that a national model can be created simply by translating foreign textbooks or changing the name of the ministry. The evidence

from Uzbekistan and other post-Soviet states suggests otherwise. A genuine national model emerges only when policy-makers, educators and communities engage in sustained dialogue about the purposes of education, the content worth transmitting, and the methods appropriate for local conditions.

One important finding is that national models are never static. They



evolve in response to internal challenges (demographic changes, economic shifts, technological progress) and external influences (globalization, international assessments, migration). Therefore, a national model should not be viewed as a finished product but as a continuously developing framework.

Another significant point concerns the risk of nationalism in education. A national model can slide into ethnocentrism, isolationism or xenophobia if it emphasizes cultural uniqueness to the exclusion of universal values and global knowledge. The healthiest models are those that combine love for one's own culture with respect for others and a genuine desire to learn from the world. Uzbekistan's approach, with its emphasis on both national values and international cooperation, illustrates this balance.

The comparison with Finland (often cited as a successful small-nation model) and Singapore (known for its centralized but adaptive system) suggests that successful national models share certain features: long-term political consensus, respect for the teaching profession, alignment of curriculum with assessment, and continuous investment in teacher professional development.

For master's research, the proposed framework allows multiple directions. One could conduct a comparative analysis of two post-Soviet national models (e.g., Uzbekistan and Kazakhstan). One could investigate how

the national model is perceived by teachers in different regions. One could analyse the representation of national identity in current textbooks. One could also evaluate the alignment between declared national aims and actual classroom practices..

Conclusion

The formation of a national education model is one of the most important tasks facing independent states. This article has identified seven characteristics of this process: historical continuity, language policy as a core element, value-based foundation, selective adaptation of foreign experience, gradual implementation, balance between centralization and local autonomy, and feedback from practice. Five criteria for evaluating a national model were proposed: cultural authenticity, linguistic balance, international comparability, internal coherence, and practical effectiveness.

The main methodological conclusion is that a national education model cannot be borrowed or imposed. It must grow from the internal logic of the nation's historical, cultural and social experience, while remaining open to global best practices. Further research should focus on empirical studies of how the national model is implemented in different types of schools and how it affects pupil outcomes, teacher motivation, and national identity formation.



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