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ALIGNING UZBEKISTAN'S EDUCATION REFORM WITH GLOBAL BEST PRACTICES: THE UNIVERSITY OF MISSOURI AS A MODEL FOR SYSTEMIC TRANSFORMATION



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Abstract: In May 2025, President Shavkat Mirziyoyev of Uzbekistan announced a comprehensive reform initiative aimed at transforming the country's school education system through internationalization, curriculum optimization, faculty development, and student-centered innovation. This article analyzes how the University of Missouri (Mizzou), a leading public university in the United States, can serve as a practical model for implementing such reforms. Based on the author's experience as a Faculty Enrichment Program fellow at Mizzou, the paper explores seven key areas where Missouri's practices align with Uzbekistan's priorities including teacher training, articulation agreements, gifted education, early childhood learning, and extracurricular engagement. The article presents a comparative, policy-focused analysis of how Uzbekistan may localize these global best practices to modernize its education system and empower a new generation for national development.

Key words: Uzbekistan education reform, University of Missouri, pedagogical training, internationalization, articulation agreements, teacher certification, curriculum alignment, school-university collaboration, Missouri higher education, global best practices, educational policy.

Annotatsiya: 2025-yil may oyida O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev mamlakat maktab ta'lim tizimini tubdan isloh qilishga qaratilgan keng qamrovli islohotlar paketini e'lon qildi. Ushbu islohotlar xalqaro tajribalarni joriy etish, o'quv dasturlarini optimallashtirish, pedagog kadrlarni rivojlantirish hamda o'quvchiga yo'naltirilgan innovatsiyalarni kengaytirishni o'z ichiga oladi. Mazkur maqolada AQShning nufuzli davlat universiteti – Missuri universitetining (Mizzou) tajribasi asosida O'zbekistonda ta'lim islohotlarini qanday amalga oshirish mumkinligi tahlil qilinadi. Muallifning Mizzou universitetida o'tkazilgan Fakultet malaka oshirish dasturidagi amaliy tajribasiga tayangan holda, maqolada yetti asosiy yo'nalish – o'qituvchilarni tayyorlash, muvofiqlashtirish bitimlari, iqtidorli o'quvchilar bilan ishlash, maktabgacha ta'lim va to'garak faoliyati kabi yo'nalishlar bo'yicha taqqoslovchi tahlil keltirilgan. Maqola O'zbekistonning ta'lim tizimini zamonaviylashtirishda global tajribalarni moslashtirishga doir siyosiy yondashuvlarni tavsiya etadi.

Kalit so'zlar: O'zbekiston ta'lim islohoti, Missuri universiteti, pedagogik tayyorgarlik, xalqaro tajriba, muvofiqlashtirish bitimlari, o'qituvchi sertifikatsiyasi, o'quv dasturlari muvofiqligi, maktab va universitet hamkorligi, Missuri oliy ta'limi, global ilg'or amaliyotlar, ta'lim siyosati.



Аннотация: В мае 2025 года Президент Республики Узбекистан Шавкат Мирзиёев объявил о начале масштабных реформ в системе школьного образования, включающих интернационализацию, оптимизацию учебных программ, развитие кадрового потенциала и внедрение инноваций, ориентированных на ученика. Настоящая статья рассматривает опыт Университета Миссури (Mizzou), одного из ведущих государственных вузов США, как практическую модель для реализации таких реформ в Узбекистане. Основываясь на авторском опыте участия в Программе повышения квалификации преподавателей в Mizzou, статья анализирует семь ключевых направлений, в которых образовательные практики Миссури соответствуют приоритетам реформ Узбекистана: подготовка учителей, соглашения о сотрудничестве, работа с одарёнными детьми, дошкольное образование и внеклассная деятельность. Работа предлагает сравнительный и политико-ориентированный анализ возможностей адаптации международных передовых практик в узбекскую образовательную среду для подготовки нового поколения кадров.

Ключевые слова: реформа образования в Узбекистане, Университет Миссури, педагогическая подготовка, интернационализация, соглашения о сотрудничестве, сертификация учителей, согласование учебных программ, школьно-вузовское взаимодействие, высшее образование Миссури, мировые передовые практики, образовательная политика

INTRODUCTION

On May 15, 2025, President Shavkat Mirziyoyev of Uzbekistan chaired a national videoconference titled “A New Stage of Reforms in School Education.” The address outlined a transformative vision: to nurture an educated, healthy, and patriotic generation by overhauling the country’s educational infrastructure, from preschool to university. The President emphasized internationalization, quality assurance, practical training, and merit-based advancement across the sector.

As one of 37 Faculty Enrichment Program (FEP) fellows, I recently completed an academic internship at the University of Missouri (Mizzou), USA. The experience provided firsthand insight into how a leading public research university can act as an anchor institution for national education policy, community development, and workforce readiness. In light of President Mirziyoyev’s remarks, this article explores how Mizzou’s practices can serve as a detailed model for Uzbekistan’s ambitious reforms.

LITERATURE REVIEW

Efforts to reform Uzbekistan’s education system increasingly underscore the importance of adapting and localizing global best practices. In this context, studying advanced foreign models particularly those of U.S. universities such as the University of Missouri provides both theoretical and practical insights into successful educational transformation.

Ball (2008) and Marginson (2011) emphasize the importance of “policy borrowing” and “policy learning” in global education reform. Their work suggests that for reforms to be effective, nations must adapt rather than simply adopt international practices. In Uzbekistan’s case, this underscores the necessity of contextualizing foreign models to meet national educational, cultural, and policy needs. Boyer (1990), in his influential work *Scholarship Reconsidered*, identifies four major missions of the university: teaching, research, service, and integration. The University of Missouri (Mizzou) exemplifies this model through its strong programs in teacher education, curriculum development, and community partnership. These characteristics position Mizzou as a compelling reference point for systemic reform in Uzbekistan. Yuldasheva (2023) highlights that Uzbekistan’s “Education Strategy 2030” prioritizes international collaboration, curriculum modernization, and comprehensive school-to-university alignment. According to her research, partnerships with global institutions can accelerate the professional development of teachers and introduce innovative pedagogical models into the national system. Guskey (2002) investigates the impact of professional development programs, arguing that real improvement in teaching effectiveness depends on context-driven and practical training. Programs like the Faculty Enrichment Program at Mizzou align with this evidence, offering immersive, research-based experiences that could significantly strengthen Uzbekistan’s teacher training ecosystem. Sergiovanni (2001) introduces the concept of “community-based leadership” to advocate for strong, value-driven ties between schools and higher education institutions. He argues that student outcomes are best improved through pedagogical consistency and moral coherence between K–12 education and higher education institutions—a model that Mizzou has successfully implemented through articulation agreements and integrated programs.

RESEARCH METHODOLOGY

This study employed a qualitative comparative case study design to examine how the University of Missouri’s educational practices can inform and support Uzbekistan’s ongoing school education reforms. The



research methodology integrated both primary observational data and secondary document analysis, framed by a policy transfer lens.

ANALYSIS AND RESULTS

1. Reorganizing Pedagogical Education: From Institutions to Ecosystems

Uzbekistan plans to reconfigure pedagogical universities, such as transforming the Tashkent State Pedagogical University into a National Pedagogical University and launching new faculties aligned with global trends. Mizzou's College of Education and Human Development offers a comprehensive example. Mizzou partners directly with community colleges, public schools, and technical institutes to deliver aligned, practical, and research-driven teacher training.

Faculty-School Collaboration: Mizzou ensures that nearby public schools serve as practice-based teaching labs. Future teachers gain hands-on experience, are mentored by in-service educators, and are evaluated on real classroom performance. Uzbekistan's initiative to link pedagogical universities with nearby schools mirrors this.

Curriculum Alignment: Through Missouri's CORE 42 framework, teacher training institutions must align syllabi with statewide educational outcomes. Uzbek reforms to reduce redundant disciplines and optimize coursework can learn from this alignment logic.

Certification and Licensure: In Missouri, all teacher preparation programs must meet state board standards, ensuring consistency and mobility. Uzbekistan's new evaluation and certification mechanisms for teachers and universities can adapt similar regulatory frameworks.

2. Internationalization of Faculty: Global Exposure, Local Relevance

The President announced that all pedagogical university professors would undergo international training within three years. Mizzou emphasizes international faculty development through:

Global Fellowships: Professors routinely take sabbaticals or short-term research exchanges abroad, often funded by competitive grants.

Visiting Scholar Programs: Mizzou hosts faculty from developing countries, allowing for mutual learning and curriculum co-development. Uzbekistan could partner with U.S. universities to host faculty for semester-long joint teaching residencies.

Continuous Professional Development: Mizzou's faculty development programs include micro-credentials, online certifications, and research publication support—resources that Uzbekistan could emulate through its new Center for Pedagogical Mastery.

3. Creating Pathways for Gifted Youth: Merit-Based Excellence and Global Access

President Mirziyoyev unveiled the "Gifted Presidential Youth" program and the new International School named after Al-Biruni. Mizzou supports gifted students through clear academic pathways:

Early College Access: Missouri high school students can take dual-credit college courses at community colleges and transfer those to Mizzou. Uzbekistan can introduce similar programs for elite students in Presidential and specialized schools.

Honors Programs: Mizzou's Honors College provides tailored curricula, research mentorship, and overseas study opportunities. Uzbekistan's gifted students could benefit from a national honors curriculum aligned with top global universities.

Advising and Placement: Mizzou has dedicated counselors for competitive university admissions (e.g., Ivy League). Uzbekistan's plan to assign 208 Presidential school advisors to public schools echoes this model. These advisors could be trained at institutions like Mizzou.

4. Early Education and Holistic Development: From Preschool to Purpose

Uzbekistan plans to reach 100% preschool readiness and embed critical thinking and STEAM skills from early years. Mizzou's early childhood education strategy focuses on:

Integrated Curriculum: Early childhood educators use research-based curricula that combine literacy, numeracy, social skills, and exploratory science.

Family and Community Engagement: Parent-teacher collaborations and community centers help track child development milestones. Uzbekistan's kindergartens could include such wraparound services.

Teacher Training: Mizzou provides undergraduate and graduate degrees in Early Childhood Education, with built-in practicum components. Uzbekistan's upskilling of preschool educators can mirror this structure.

5. Educational Technology and Safe Content

Uzbekistan created a Center for Development of Children's Content. Mizzou integrates media literacy and safe digital practices into school and teacher training curricula:

Digital Citizenship Education: Students learn how to consume and evaluate digital information critically.



Content Creation Programs: Mizzou students and faculty co-develop educational media, games, and simulations. Uzbekistan can support content production through university-media studio partnerships.

Platform Regulation: Mizzou researchers collaborate with public institutions on studies of internet safety and media influence. Uzbekistan's new Center can evolve into a research hub for culturally appropriate digital education.

6. Transfer Pathways and Vocational Alignment

A major issue raised by President Mirziyoyev was the disconnect between private university offerings and real school needs especially in STEM teacher preparation. Missouri's transfer ecosystem offers a model:

2+2 Articulation Agreements: Mizzou guarantees university admission for community college graduates meeting academic requirements. Uzbekistan can adopt this system for regional colleges feeding into pedagogical universities.

Program-Level Alignment: Detailed guides ensure that every course at a community college matches the content at Mizzou. Uzbek institutions can similarly align course outcomes across levels.

Reverse Transfer Systems: Students who do not complete a four-year degree can still earn an associate degree based on credits completed. Uzbekistan can implement a credential accumulation model.

7. Extracurricular and Summer Enrichment: Learning Beyond the Classroom

Uzbekistan's reforms include expanded after-school programs, sports, and youth travel. Mizzou supports such development through:

Student Organizations: Mizzou's student unions and clubs provide platforms for leadership and personal growth. These can inspire clubs in "Barkamol Avlod" centers.

Summer Camps and Educational Tours: Mizzou runs STEM and leadership camps for K-12 students. Uzbekistan's plan for 1 million schoolchildren to travel domestically can be tied to curriculum themes.

Athletics and Wellness: Physical and mental well-being are embedded in school activities. Uzbekistan's integration of sports and arts under one youth development system is well-aligned.

CONCLUSION: FROM VISION TO PRACTICE

Uzbekistan is at the cusp of a bold educational transformation. President Mirziyoyev's roadmap addresses every link in the education chain from early childhood and teacher training to elite student development and institutional internationalization. The University of Missouri's collaborative, inclusive, and data-driven ecosystem presents a practical model for many of these reforms.

To realize this vision, Uzbekistan must invest in multi-level articulation agreements, educator certification, research-informed teacher training, and global faculty exchanges. The integration of vocational and academic pathways, development of digital content, and emphasis on soft and critical skills must become pillars of the new system. If these strategies are synchronized, Uzbekistan can build an education system that not only responds to local needs but competes globally.

In the words of President Mirziyoyev: "On the path to building a New Uzbekistan, we must create all conditions to educate a healthy, intellectual, and patriotic generation." Institutions like the University of Missouri demonstrate that this goal is not only achievable, but replicable—with commitment, planning, and partnerships.

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