

Comparison of Educational Reforms in Germany and Uzbekistan

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Abstract: Nowadays, every society pays great attention to the development of the private education system, because it plays an important role in ensuring the stable socio-economic development of the country by purposeful formation of the next generation. Different countries have different approaches to the organization of education based on specific historical, cultural and social conditions. In the years of independence, based on the real demands of the economy and social life, great work was done and is being done to modernize the higher education system in our country, to introduce modern forms and technologies of teaching, and to improve specialization areas for training specialists. Decision No. PQ2909 of the President of the Republic of Uzbekistan dated April 20, 2017 "On measures for the further development of the higher education system" corresponds to the priority tasks of the fundamental improvement of the higher education system and the socio-economic development of our country in this case, it was adopted in order to fundamentally revise the content of personnel training, to create the necessary conditions for the training of highly qualified specialists at the level of international standards. In this decision, it is necessary to strengthen the professional skills of professors and teachers, to improve the qualifications of pedagogical staff, as well as to improve their qualifications at foreign partner higher educational institutions, to receive master's and doctoral studies, and to undergo retraining at the base higher educational institutions of our republic. and skill development was set as the main task in improving the quality and efficiency of education. A number of higher education institutions of the country have established cooperative relations with the leading scientific and educational institutions of the USA, Great Britain, France, Germany, Italy, the Netherlands, Russia, Japan, South Korea, China and other similar countries is important. In order to conduct a comparative study of lexical units related to the educational system, similarities and differences in the structure, organization, curricula and programs of educational institutions in Germany and Uzbekistan were first identified. The analysis of these two systems provides an in-depth understanding of the educational approaches and strategies adopted in the target countries, as well as an assessment of their effectiveness and relevance in achieving educational goals.

Keywords: educational system, curriculum, teaching methods, assessment, educational standards, examination, educational policy.



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The research aims to examine and analyze the existing legal and regulatory documents governing the education systems of Germany and Uzbekistan, as well as the official curricula and programs. This includes evaluating educational stages, the structure and content of existing subjects, teaching methods, and their effectiveness in meeting contemporary demands and challenges. Based on the points mentioned above, it can be concluded that understanding the similarities and differences in the education systems of the two countries will provide valuable insights and help develop relevant recommendations for targeted reforms in the education systems of both nations.

Germany is one of the global centers of science and culture. It has produced renowned scientists and creators such as Goethe, Hegel, Beethoven, Nietzsche, and Einstein, whose contributions have made the country famous worldwide. Germany is home to scientific schools with roots that trace back centuries. In internationally recognized German educational institutions, special emphasis is placed on fostering independent thinking and a broad worldview. Characteristics often associated with the German people, such as strict discipline and reliability, are initially cultivated in educational institutions.

The Federal Republic of Germany is located in the heart of Europe, bordered by nine neighboring countries. Its national territory covers 357,000 km². Germany has an approximate population of 83 million, making it the most populous country in the European Union. Over 19 million residents have a migration background, including more than 9 million foreign nationals and over 9.8 million German citizens. The state and official language is German, with special regulations for the use of the Sorbian (Wendish) language in Brandenburg and Saxony. The current constitution of Germany, *Das Grundgesetz*, was adopted on May 23, 1949, with amendments introduced in 1954, 1956, 1990, 1993, and 1994. The head of state is the Federal President. The 1949 Constitution (R1) established the continuation of the traditional federal structure, particularly in the fields of education, science, and culture. In areas of so-called cultural sovereignty, the primary responsibility for legislation and administration lies with the federal states. Federalism ensures fairness within Germany's historically developed regional structure and serves as a key element of power distribution, guaranteeing diversity, competition, and proximity to citizens in a democratic state. In addition to federalism, the educational system of the Federal Republic of Germany (*das Bildungs- und Erziehungswesen*) is founded on the principles of ideological and social pluralism.

The Kultusministerkonferenz (KMK), or the Standing Conference of the Ministers of Education and Cultural Affairs, serves as the main governing body of the German education system. It unites education ministers from various federal states and acts as a coordinating body for collaboration among regions, aligning policies in education and culture across Germany.

In Uzbekistan, a similar role is performed by the Cabinet of Ministers, which oversees several ministries responsible for education and culture. The KMK is tasked with developing and standardizing education, facilitating the exchange of best practices, and addressing critical educational issues with unified approaches. Its scope includes:

- ✓ Educational standards,
- ✓ Examinations,
- ✓ Recognition of qualifications,
- ✓ Vocational education,
- ✓ Foreign languages,

- ✓ Scientific research,
- ✓ Other aspects of education.

In Germany, the KMK plays a vital role in advancing education, ensuring standardization, and fostering cooperation across various federal states. In Uzbekistan, similar tasks are carried out under the centralized administration of the Cabinet of Ministers, which oversees multiple ministries dedicated to education and culture.

By addressing issues like educational standards, exams, and vocational training, the KMK ensures cohesive and collaborative approaches to Germany's diverse education systems, contributing to its comprehensive development.

The KMK (Standing Conference of the Ministers of Education and Cultural Affairs) comprises the education and science ministries of Germany's 16 federal states, known as *Länder Kultus- und Wissenschaftsministerien*. During its regular meetings, the KMK discusses pressing issues and develops recommendations necessary for shaping education policy across federal states. The KMK plays a significant role in coordinating and fostering collaboration among the diverse education systems within Germany, contributing extensively to the comprehensive development of the nation's education sector.

Each federal state in Germany has its own Ministry of Education and Science (*Länder Kultus- und Wissenschaftsministerien*), which is responsible for developing and implementing educational policies and scientific programs within its respective region. These ministries ensure that educational initiatives are tailored to regional needs while maintaining alignment with national goals.

Through its collaborative efforts, the KMK serves as a unifying body that bridges the diversity of Germany's education systems, promoting consistent standards and fostering innovative approaches to advance the country's education and scientific landscape.

Conclusion

The education system in Germany is organized federally and managed by individual states (*Bundesländer*), each of which has its own education laws and policies. In contrast, Uzbekistan's education system is centralized and governed by national authorities. This structural difference leads to certain distinctions in the lexical units reflecting the education systems, their management, and organization.

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