

## 論文の英文要旨

論文題目

Social Transformation and Education in the modern Uzbekistan

氏 名

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### **Background and Purpose**

After the collapse of the Soviet Union, Uzbekistan has experienced a great transformation of political, economic system along with the social structures. In addition to it, the values and lifestyles of people have already changed. These changes affected the image of people towards education, and it also influenced the role of education in lives of the nation.

About half of the population consists of young people under the age of 25. From the prospective of labor shortage, it seems that there is no big issues in Uzbekistan, that is why people are under the hope of the country's future. On the contrast, as far as the future of the country depends on how the young people are educated and how they have been trained as useful labor forces, the government of Uzbekistan has carried out educational reforms. Especially, the government puts a high priority to the upper secondary education in order to contribute to the economic development.

Along with the other developing countries in the world, Uzbekistan is significantly influenced by the globalization in the process of the modernization with economic development. Moreover, these impacts are also reflected in people's needs and lifestyles.

It's noteworthy to mentions that more than 80% of population in Uzbekistan are Islam believers. However, Uzbekistan historically formed a unique society by means of large impacts from the religion, tradition, and culture.

Taking into consideration things mentioned above, the purpose of this research is (1) to demonstrate the relationship between the social transformation and people's educational consciousness in the post-soviet Uzbekistan, (2) to consider the causes and the interrelationships of educational problems, which brought to the educational reforms, and (3) to suggest a direction for the educational reforms in the future.

## **Summaries of Chapters**

First of all, Chapter 1 talks about the society and education in the period of Soviet Union. Although Islam was shared as the identity religion in Uzbek region, before determining the border by Soviet Union, it was oppressed as a national symbol under socialism. Under those circumstances, the situation made the nation to be split into those who sustained strong identity of Islam and those who kept it formally in order to be in harmony with the governmental policy. Talking about education, it noteworthy to mention that modernized system was adopted. Which meant the separation of education from religion and traditions, and the set of socialism ideology onto the people. In late stage of the Soviet Union era, the big focus was put on education in order to get professional skills.

Chapter 2 is about changes of society in Uzbekistan after the independence. It focuses on the process towards independence after the collapse of the Soviet Union. During that period Uzbekistan chose gradual economic reforms and succeeded to minimize economic dislocation in comparison with other Central Asian countries. Moreover, Islam was liberated from oppression and revived as more diverted than during Soviet Union era. In addition, it is illustrated the economic and social globalization has a tremendous impact on education, as well as the enhancement of social results of the qualitative evaluation and human resource development for the actual situation of the education system, which could be pointed as forthcoming object of the issue.

Chapter 3 begins with detailed explanation of the process and objects of educational reforms which were undertaken by the government after independence. Besides, this chapter analyses the access and opportunities to the new education system and regional gap, also it presents the results and problems of the educational reforms. The reform increased the gross enrollment ratio for both male and female, and deducted the gender gap in upper secondary school. On the other hand, though the gross enrollment ratio of both male and female for the higher education increased at the beginning, it turned to decline in the middle of 2000s and enlarged the disadvantage of female gender gap. That is why, it is clear that the reform succeeded in upper secondary education for the access, but had less achievements in higher education. Comparative analysis among Tashkent and other rural areas makes it ascertained that there is a necessity for preparation of educational environment in rural areas and enrichment of the diversity of vocational schools, and existence of large inequality for educational opportunity between urban area and rural areas.

Chapter 4 considers the viewpoint of the government towards educational reforms. This chapter picks up the problems of the reforms and measures the recognitions that are taken by the

government in each stage of education from preschool to higher level by citing “Education” articles, as well as the governmental newspaper. Moreover, the focus on the employment security for the new school graduates of upper secondary education is actually an urgent issue. It became clear, that the government implements various employment measures, and promotes entrepreneurship to secure employment for the upper secondary education graduates. The author wonders about people’s opinion towards educational reform that are facing such challenges after independence.

Chapter 5 describes the author’s field work, which was done in order to collect people’s opinion about those educational reforms that were mentioned above. This field work was held on three areas; the capital Tashkent, Namangan, and Uchkurgan. It analyzed and divided each elements of educational problems into nine categories. It became clear that people expect education to make their lives to be financially better. In addition, some of females consider education as a way to give them social positions in traditional Uzbek society. Besides, even though that within the educational reforms, it is claimed that upper secondary education is compulsory and free, some people have to give it up to keep their society and family in a traditional way. Moreover, many of the people in rural areas consider education not to be necessary for successful life.

### **Conclusion and forthcoming issues**

Next, the author wants to summarize the main issues about education. First, there is a large difference between educational system and its reality in upper secondary education. Secondly, it is demonstrated, that there is a gap between the educational system and social demand for education. Thirdly, there are regional quality differences and meritocracy among teachers. Fourthly, the big regional gap among parents’ ideas about education and it’s traditional influence. Besides, it was surprisingly found, that there are some people who puts the priority of education on female children. Fifthly, there is a strong volition to study and to satisfy their parents’ expectation among children. However, the situation of employment for graduates is a big issue of the government.

Analysis of 4 gaps in cultural backgrounds that influence education.

- 1: Region; there are characteristical differences among three regions of this field work, where the background issues are suggested.
- 2: Generation; parents have strong sense of responsibility that take big burden to have rites of passage and education for their children. Children fulfill the parents’ expectation

and play their own role in the family.

3: Islam; after the independence, Islam has revived. However, its acceptance differs according to regions and generations. For example, it can be noticed that even though that parents' generation are not under Soviet Union's restrictions anymore, they are tend to be traditional rather than religious. While children's generation tends to keep the religious worship and fast.

4: Gender; gender issues in education are not prescribed by male priority. However, in strongly traditional areas, the image that happiness for women is set in her family still exists.

In conclusion of this research, it is found that there are area uniqueness and gender ideas in educational and social background in Uzbekistan. As a forthcoming issue, it is suggested that the material role of education in Uzbekistan is to carry out internationally autonomous character formation while sustaining traditional identity.