

THE ISSUE OF NATIONAL EDUCATION IN UZBEK SCHOOLS IN KAZAKHSTAN

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ABSTRACT

This article refers to the activities of the Assembly of the peoples of Kazakhstan, as well as the bilingual and multilingual education circles used in Uzbek schools in Uzbekistan.

KEY WORDS: Year of Kazakhstan Assembly of the peoples of Kazakhstan, harmony of the nation, Uzbek schools bilingual education, multilingual education, Uzbek cultural centers.

INTRODUCTION

It is inevitable that like the leaders of other developed countries of the world, the President of the Republic of Uzbekistan Sh.M.Mirziyoev with the Decree "On measures to further improve interethnic relations and friendly relations with foreign countries" [1] pays special attention to relationships. [2; 25-28] As a proof of this, the first official visit of the President of the Republic of Uzbekistan Sh.M.Mirziyoev to the Republic of Kazakhstan was held on March 22-23, 2017, which marked the beginning of a "new phase of cooperation based on eternal friendship and strategic partnership." [3] Since then, a new page has been opened in the relations between Uzbekistan and Kazakhstan, as well as in the friendly relations between the Uzbek and Kazakh peoples. The fact that in the Republic of Kazakhstan 2018 has been declared the Year of Uzbekistan, in 2019 Uzbekistan will celebrate the Year of Kazakhstan is proof of our opinion. Unity and harmony are now one of the main principles of Kazakhstan's policy. Given the importance of maintaining unity, interethnic harmony and solidarity for a multi-ethnic and multi-religious country like Kazakhstan, NA Nazarbayev clearly defined the basic principles of national policy in the early years of building the foundation of society.

The 137 nations and peoples living in the Republic of Kazakhstan live under the banner of national unity, tolerance, harmony and friendship created by President Nursultan Nazarbayev. Today, the world community (UN) has recognized that President Nursultan Nazarbayev has implemented a brilliant idea of establishing the world's unique model of interethnic harmony - the Assembly of the People of Kazakhstan (APK).

This public institution will play an important role in ensuring stability in Kazakhstan by preserving the language, culture and traditions of all nations and peoples inhabiting Kazakhstan, and further strengthening inter-ethnic and inter-religious harmony. Indeed, a country with stability and peace will inevitably achieve sustainable development, economic growth and high goals. [4; 7]

Born in 1995 as an advisory body to the Office of the President of the Republic of Kazakhstan, the Assembly of the People of Kazakhstan has proved that the "Kazakhstan Model of Interethnic Harmony" has been created over the past 20 years. The granting of constitutional status to this public institution in 2007 further expanded its prestige. The fact that 9 representatives of ethnic groups living in Kazakhstan were elected to the Majlis of the Parliament of the Republic of Kazakhstan by members of the APC through a special type of election testifies to the growing prestige of the Assembly. The deputies elected by the APC will make every effort to strengthen interethnic and interreligious harmony in Kazakhstan.

The issue of national education of Uzbeks in the territory of South Kazakhstan

The territory of South Kazakhstan is a densely populated area of the Uzbek people. Uzbeks in Kazakhstan have lived in this area for centuries and have a unique socio-cultural lifestyle. Like all nations, Uzbeks have all the conditions to live in peace and prosperity in the Republic of Kazakhstan and to take full advantage of all opportunities. The Uzbek national cultural centers, the national theater, more than a dozen national newspapers and magazines, about a dozen creative associations are proof of our opinion. The Kazakh government has also created a number of conditions for Uzbek youth to receive an education. [5; 38]

Today, there are 14 pure Uzbek-language schools and 121 mixed (Uzbek-Kazakh, Uzbek-Tajik and Uzbek-Russian) schools in Turkestan region. More than 100,000 (one hundred thousand) students study in Uzbek-

language schools, and more than 8,900 teachers teach them. Every year, more than 5,000 (five thousand) students graduate. [6] The Uzbek Cultural Center in South Kazakhstan has been cooperating with the Organization for Security and Cooperation in Europe (OSCE) Commissioners on National Minorities Van de Stul, Knut Vollebaek and Astrid Thors since 2005. The main purpose of the agreement is to introduce a system of multilingual and bilingual education in Uzbek-language secondary schools. In this regard, the first project launched in 2003 at the secondary school named after Z. Khusanov in Sayram district has borne fruit. Then, in the 2005-2006 academic year, an adapted model of multilingual and bilingual education was introduced among schools teaching in national languages at the school-gymnasium No. 107 named after Yusuf Saryomy in Sayram district, in cooperation with Simera of Switzerland and Til-Dil of Kyrgyzstan. This model of education is planned to teach in Uzbek-language secondary schools in some subjects in the state language (Kazakh) and the official language (Russian), to create a favorable environment for the formation of communication skills in these languages, along with knowledge in three languages, retraining, complex solution of tasks of educational and methodical provision of multilingual and bilingual education.

Now graduates of Uzbek-language schools are ready to enter and continue their education in higher and secondary special educational institutions, to serve in industry and other fields. The number of students studying in the central cities of Kazakhstan has increased dramatically. Under the leadership and initiative of the school principal Bahodir Nuraliev, the efforts of creative groups at the school, with the direct participation of scientific adviser, doctor of pedagogical sciences Nematjon Almetov, a system of multilingual and bilingual education was created and continuously improved. The assistance of the OSCE Commissioner on National Minorities in the framework of the Central Asian Education Program is of great importance in the implementation of an adapted model of multilingual and bilingual education, staffing and research. [7; 6]

The experience of multilingual and bilingual education of the school-gymnasium No.107 named after Yusuf Saryomy soon aroused great interest among specialists in the republic and abroad. The director of the school-gymnasium B.Nuraliev spoke about the adapted model of multilingual and bilingual education at the session of the Assembly of the People of Kazakhstan (2009), in prestigious international conferences, symposiums, forums in Vienna, Warsaw, The Hague, Dushanbe, Crimea. With the support of the OSCE Commissioner on National Minorities, teachers from secondary schools in the South Kazakhstan region attended summer schools and training courses on multilingual education in the Issyk-Kul region of Kyrgyzstan from 2008 to 2017. Teachers of school-gymnasium No. 107 conducted trainings for teachers and students in secondary schools of the neighboring Kyrgyz Republic. In general, in 2009-2011, the OSCE Commissioner on National Minorities' project "Development of multilingual and multicultural education in the South Kazakhstan region" introduced multilingual and bilingual teaching methods in 19 schools teaching in Uzbek and Tajik languages in the region. A training manual and a collection of experience have been published. Dozens of articles have been published in prestigious scientific journals of Kazakhstan, as well as Iceland, France, the Russian Federation, the Republic of Turkey, Kyrgyzstan, and in the collections of scientific and practical conferences held in these countries.

Chairman of the regional center of Uzbek culture Ikrom Hashimjanov, teachers of the regional institute of advanced training of teachers Begmat Turdikulov, Mahfuza Musaeva, Elmira Muhiddinova, employee of the city department of education Nurkhon Dusmetova, education department of the region Shahlo Noralieva, an employee of the educational and methodical office of the department, has made a great contribution of widespread introduction of multilingual and bilingual education in Uzbek-language schools in South Kazakhstan region. [8]

Today, several schools are working on this issue and are achieving good results. For example: Z.Khusanov №19 in Shymkent, Oybek №14, Ulugbek №3, Turkestan A.Navoi №13, №20, Kentov M.Kashgari, Sariogach district №114, Sayram district ur7 , №47, "Sultanrabort" and other schools in Tulabi district are among them.

In 2001, at the initiative of activists of the Regional Center of Uzbek Culture of South Kazakhstan, the regional Olympiad in Uzbek language and literature was awarded the status of a republic. As a result, the winners of this subject Olympiad are awarded the "Golden Badge" badge in accordance with the Law of the Republic of Kazakhstan "On Education". We know that the holders of the "Golden Badge" are entitled to

free education at prestigious universities on the basis of state grants. Since 2001, more than 180 Uzbek students have enjoyed such happiness. Also, officials of the national education system of Kazakhstan N. Almetov, B. Turdikulov, N. Dusmetova, Sh. Noralieva, M. Musaeva, B. Nuraliev and others regularly provide practical and methodological assistance to the only Uzbek school in Taraz. [9; 9]

CONCLUSION

If we look at the history of Uzbek schools in Kazakhstan, in Shymkent, Turkestan, Avliyota, Kyzylorda and Sayram, where Uzbeks live, their roots go back to pre-national-territorial borders. But even then, several schools were built in the area.

In the early years, Uzbek schools in Kazakhstan faced a number of challenges, including staffing and textbooks. He was sent to Uzbekistan to improve the skills of national teachers in Uzbek schools. In addition, special courses for teachers have been opened in Turkestan and Shymkent. Due to the need for national pedagogical staff, an Uzbek pedagogical school will be opened in Shymkent.

During the Soviet era, 90% of Uzbek youth in Kazakhstan studied at Uzbek universities. It is at their expense that the issue of national personnel has been resolved. After the collapse of the Soviet Union, their studies in Uzbekistan were limited and they began to study at various universities in the country.

In the former Soviet Union, more attention was paid to the study of Russian, but after independence, the importance of the Kazakh language increased, and Uzbeks in the region faced the problem of preserving the national language. Currently, Uzbek schools in Kazakhstan have a number of problems, such as maintaining the contingent of students and the national language, providing national staff, textbooks, and attracting students to the national test. In this regard, the Kazakh-Uzbek University of Engineering and Humanities, South Kazakhstan State University and South Kazakhstan Pedagogical University assisted in the training of national staff.

Most importantly, Uzbek national cultural centers are currently trying to address the problem of preserving the national language among Uzbeks in Kazakhstan by introducing a bilingual curriculum in Uzbek schools. The result is that Uzbek youth enter higher education and take a worthy place in the socio-political life of Kazakhstan.

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