



## In secondary schools: problem, analysis, and recommendations

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### ABSTRACT

The article is devoted to the research work carried out in secondary schools of Mingbulak, Namangan, Uchkurgan districts of Namangan region, and Ulugnor district of Andijan region.

The text of the article focuses on the activities, problems, and solutions of secondary schools analyzed the results of interviews and questionnaires with school principals and teachers and made appropriate recommendations and conclusions.

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## O'rta ta'lim maktablarda: muammo, tahlil va tavsiyalar

#### Kalit so'zlar:

Namangan viloyati,  
Mingbuloq,  
Uchqo'rg'on,  
Andijon viloyati,  
Ulug'nor,  
umumta'lim maktablari,  
“Barkamol avlod”,  
so'rov,  
suhbat,

### ANNOTATSIYA

Maqola Namangan viloyatining Mingbuloq, Namangan, Uchqo'rg'on tumanlari hamda Andijon viloyatining Ulug'nor tumanidagi umumta'lim maktablari olib borilayotgan ilmiy-tadqiqot ishlariga bag'ishlangan.

Maqola matnida umumta'lim maktablarining faoliyati, muammolari va yechimlariga alohida e'tibor qaratilib, maktab direktorlari va o'qituvchilari bilan o'tkazilgan suhbat va so'rovlar natijalari tahlil qilinib, tegishli tavsiya va xulosalar berildi.

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tizim.

## **В общеобразовательных школах: проблема, анализ, рекомендации**

### **АННОТАЦИЯ**

**Ключевые слова:**

Наманганская область,  
Мингбулак,  
Учкурган,  
Андижанская область,  
Улугнор,  
общеобразовательные  
школы,  
«Баркамол авлод»,  
опрос,  
интервью,  
указы и постановления,  
система

Статья посвящена исследовательской работе, проведенной в общеобразовательных школах Мингбулакского, Наманганской, Учкурганской областей Наманганской области и Улугнорской области Андижанской области.

В тексте статьи основное внимание уделяется деятельности, проблемам и решениям общеобразовательных школ, анализируются результаты интервью и анкетирования директоров и учителей школ и делаются соответствующие рекомендации и выводы.

**Introduction.** If we look at the history of the developed countries of the world, we can see that the reforms aimed at changing the life of society in them began, first of all, with the education system. Because it is difficult to change a person, a society, without changing the conditions of schools, the educational process in the school.

The basis of education and upbringing, the foundation of the future of our people is the school, and the improvement of this system is one of the most important issues of today.

It is known that during the difficult transition years, the spiritual and educational environment in schools, the decline of the prestige of the teaching profession, insufficient attention to the education of teachers of the new era, the development of pedagogy, the introduction of innovative educational technologies have caused a number of difficulties.

In recent years, great work has been done in our country to effectively address these problems and radically improve the system of training. The President and the Cabinet of Ministers have adopted decrees and resolutions on the public education system, strengthened the legal and regulatory framework for reforms in this area, and as a result, increased attention to teachers.

Over the past 3 years, teachers' salaries have been increased by an average of 2.5 times to stimulate the work of teachers. Clear motivational criteria have been set to encourage the work of teachers working in remote areas. That is, they are paid up to 50 percent extra. This practice has made it possible to attract more than a thousand teachers who are in short supply in remote areas. While retiring teachers continue their pedagogical activities, their state pensions are retained and their full salaries are paid. Such ongoing reforms lead to a further increase in the attention and responsibility of teachers to the profession.

However, despite the positive changes, there are still problems in the education system, the material and technical base of schools is outdated, and the knowledge and skills of some teachers do not meet modern requirements.

In this regard, in our opinion, the need to create a system that meets modern requirements in the field of education based on the in-depth study of international trends

and existing problems, the need to update teaching forms and methods, educational standards, textbooks, and manuals, applying best practices in secondary school management solving problems of improvement, preparation of relevant proposals and conclusions is one of the important issues of today.

**The main part.** In order to study the problems of general secondary education and extracurricular education in the country, research was conducted in a number of districts of Namangan region, and the views of school principals were studied:

**1. In Mingbulak district of Namangan region,** there are 51 secondary schools with 22,811 students, 1,926 teachers, and an average of 12 students per teacher.



An attempt was made to study the problems in the schools with the help of the heads of the secondary schools in the district, and 46 school principals of the district, that is, 90% of school leaders participated in surveys on a variety of topics.

In addition, interviews were conducted with the head of public education and school principals, and suggestions on shortcomings and existing problems in the region were studied:

The following problems can be identified as a result of the research:

1. Of the 51 secondary schools in Mingbulak district, 50 are Uzbek-language schools, and only one is a Russian-language school. According to the instructions for the Russian-based school, only children from this region will be admitted to school, due to the fact that the admission of children who do not speak Russian has a negative impact on the quality of education and there are cases of falling behind in the program;

2. On the appointment of school principals (According to the order, a candidate for school director must defend the school development program in the district (city) council of people’s deputies) Among the deputies of the District Council of People’s Deputies there are objections to the issue of reasonable assessment of the program due to the lack of specialists who have competence and experience in the field of public education;

3. About 35 out of 51 secondary schools in the district have completely obsolete laboratory equipment, 10 schools, 20% do not have gyms, it was pointed out that there are problems such as negatively affecting the quality of education in the school and the image of the school. In order to solve this problem, it is necessary to develop measures to solve the problem with the help of the Department of Public Education and sponsors;

II. There are 36 secondary schools, 30,093 students, 1,890 teachers in Namangan district, and 16 students for 1 teacher.



As a result of the study of secondary schools in this district, the following problems and suggestions can be identified:

1. Primary school teachers are paid lower tuition rates because some classes, such as music, fine arts, physical education, and Russian, are taught by specialists (previously taught by only one teacher) because their tuition is less than one hour (18 hours). is considered, so there is a risk that experienced teachers will leave the school;

2. It is obvious that the deputy principals of the school are forced to teach due to the relatively low salary, and when he is busy with organizational work, the class hours are empty – this in itself has a negative impact on the quality of lessons. For this reason, it can be argued that it is advisable to increase the monthly salaries of school deputy principals.

**III.** There are 47 secondary schools in Uchkurgan district, the outskirts from the center of the region. There are 28,694 students, 2,369 teachers, and an average of 12 students per teacher.



during an interview with school principals and the head of the public education department in the area:

1. Organize day-long groups for primary school students, taking into account the conditions of rural schools in the border area far from the center and the difficulties in providing employment for parents;

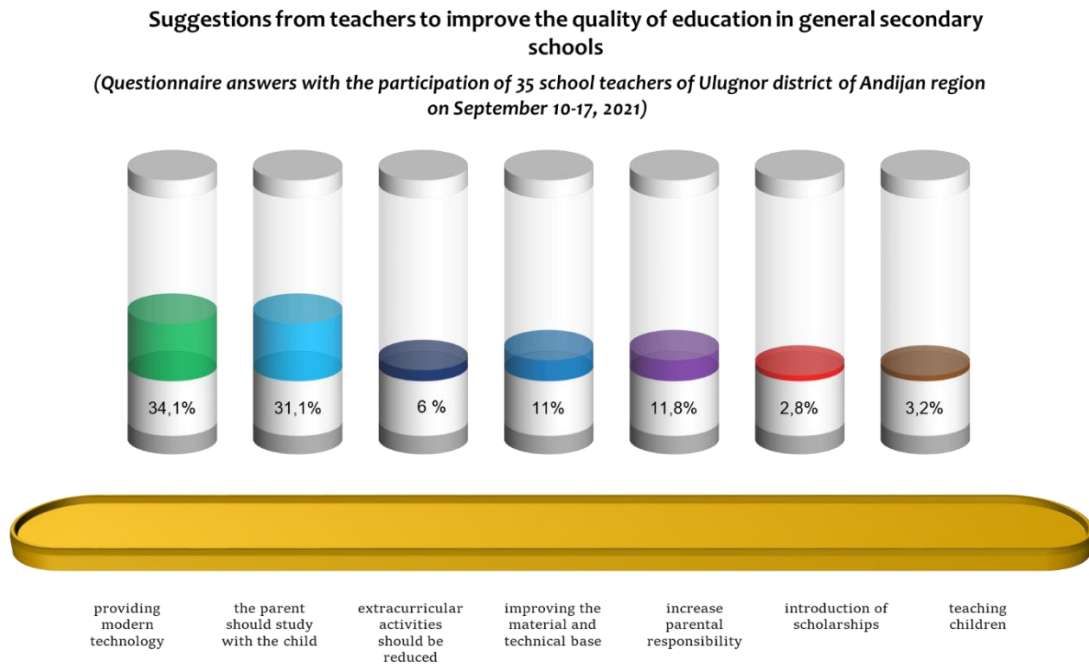
2. Problems were identified, such as the fact that the majority of graduates of schools have difficulty teaching students and are not ready from a pedagogical and psychological point of view.

**IV.** There are 889 teachers teaching 10,602 students in 26 secondary schools of Ulugnor district of Andijan region, and the average number of students per teacher is 12 students.



On September 10-17, 2021, a survey was conducted among 35 school teachers of the district to study the factors that affect the quality of their education. See Figure 1 below.

**Figure 1**



34.1% of respondents advocated the provision of schools with modern technologies, ie the provision of information technology in the teaching process at school.

This means that there are shortcomings in schools, with 31.1% of teachers noting that parents help their children to study together. 6% to reduce extracurricular homework, 11.8% of parents pay attention to the upbringing of children, ie the need to control and spend their free time after school. 11.5% to improve the material and technical base of the school, ie to provide full teaching conditions in each classroom, due to a large number of students in the classrooms and their different levels of knowledge, the proposal to teach children in groups was 3.2%, and 2.8% of respondents suggested the introduction of scholarships to motivate students, ie active students.

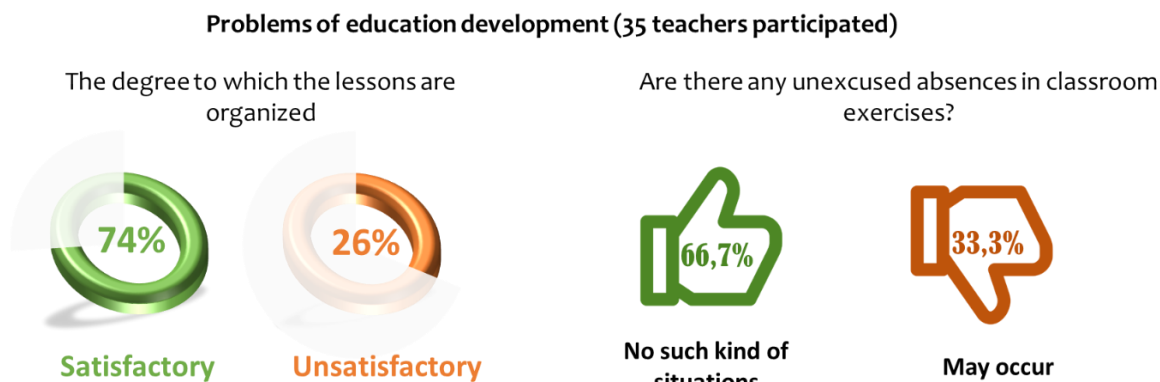
From this study, it can be concluded that:

1. To create full conditions for secondary school teachers to be able to teach quality at school: it is necessary to develop measures to provide presentation technologies;
2. Develop and implement a joint program that will allow secondary schools to communicate with parents on a regular basis;
3. Extracurricular education available in each district for the purpose of effective and professional training of students in their free time (circles organized taking into account the interests of students) -

Carrying out of actions on involvement in “Barkamol avlod” children’s schools;

In addition, when asked by 35 teachers how well they organized the lessons, the majority of them, or 74%, answered that they were satisfied. When asked if there was a case of unjustified disruption of classes, 33.3% said it was. See Figure 2

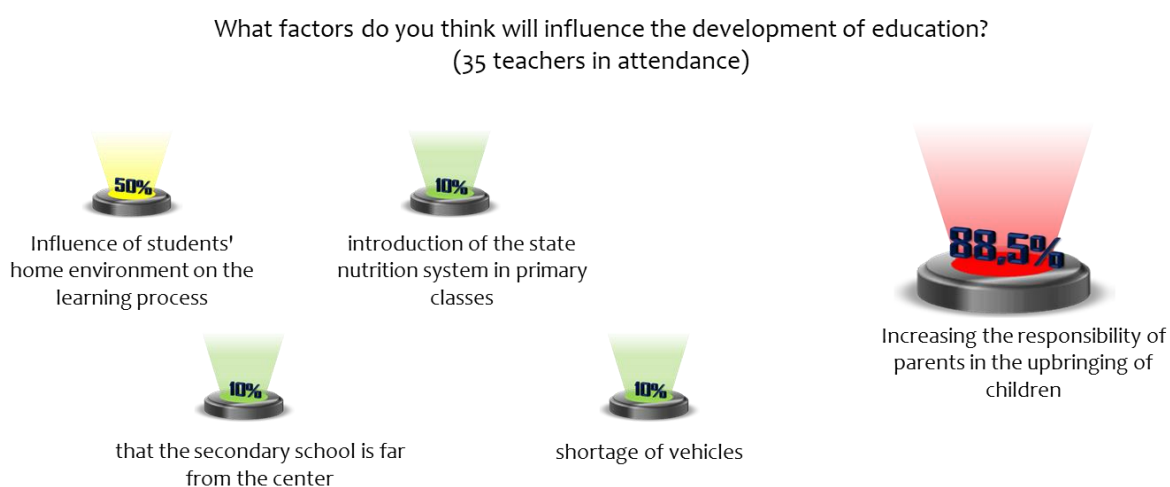
**Figure 2**



It is a good thing that the percentage of teachers being satisfied with the lessons they teach is good, but in order to make a clear conclusion, we plan to study the level of student satisfaction with the lessons in our next study.

The reason for the occasional disruption of classes is that various activities are held at the school. In this study, school teachers also expressed their views on what factors may influence the educational process in the school. See Figure 3

**Figure 3**



50% of respondents said that children’s home and family conditions also have a significant impact, 10% of respondents said that the system of nutrition for primary school students, the organization of extended day groups, 10% of respondents said that the school should have a school bus (because it is a remote area), 88% of them said that it is important to increase the role and responsibility of parents in the upbringing of children.

**Conclusion: As a result of the research, the following suggestions can be made:**

1. Taking into account the requirements of parents of first-graders in Mingbulak district, taking into account the fact that 50 out of 51 secondary schools in Mingbulak district are based on the Uzbek language, and only one is in Russian, we consider it expedient to organize additional Russian-based schools or Russian classes in Uzbek schools with a thorough study of the area;



2. To establish a system of training and certification of class teachers in advanced training courses on the basis of a special program in order to improve cooperation with parents in improving the quality of education in secondary schools;

3. In the appointment of principals of secondary schools, a candidate for director must defend his project on the development of the school in the district (city) Council of People's Deputies, but to develop a system of measures to increase their competence in the field of public education so that the assessment of the project by the deputies is fully justified;

4. Setting class rates for primary school teachers at 16 hours instead of 18 hours, provides teachers with both financial support and the opportunity for the teacher to work on themselves after class;

5. Conditions of rural schools in the border area far from the center, difficulties in providing employment for parents as well as to take measures to organize day-extended groups for primary school and transfer them to state support, taking into account the health of young children;

6. In order to train quality staff for universities and institutes that train teachers, students can be offered to conduct practical classes in secondary schools once a week.

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