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The Practical–Constructive Necessity of Developing the Quality of Education in Presidential Schools in New Uzbekistan

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Abstract: This article examines the practical and constructive necessity of improving the quality of education in Presidential schools in the context of New Uzbekistan's development strategy. Special attention is given to the role of Presidential schools as innovative educational institutions that serve not only as centers for nurturing gifted students but also as experimental platforms for the modernization of the national education system. The study highlights key directions for enhancing education quality, including the implementation of international standards, integration of STEAM-based and competency-based approaches, and the application of advanced assessment systems such as Cambridge Assessment. Furthermore, the article analyzes the importance of data-driven management and evidence-based decision-making in ensuring effective educational governance.

Keywords: Interdisciplinary integration, assessment systems, critical thinking, artificial intelligence, data-driven management principle, project-based activities, professional reflection.

Introduction: In the Development Strategy of New Uzbekistan, the development of human capital has been identified as a priority area. In this process, the modernization of the education system and bringing its quality indicators to the level of international standards has become an urgent task. In this context, Presidential schools, as an innovative educational model, serve not only to support gifted students but also as an experimental platform for the entire national education system, acting as a locomotive of reform. Therefore, the issue of improving the quality of education in Presidential schools is considered a practical and constructive necessity. Notably, starting from

December 2025, the Agency adopted the Program for the implementation of the project “One Generation – One Path” in Presidential schools.

This program defines the procedure for implementing the “One Generation – One Path” project in Presidential schools and aims to transfer their experience to general secondary schools in the regions. The objective of the program is the systematic introduction of advanced practices implemented in Presidential schools—such as modern pedagogical approaches, interdisciplinary integration, assessment systems, and student academic and personal development—into general education schools of the Fergana region.

The main tasks of the program include strengthening cooperation between Presidential and general education schools; organizing interdisciplinary projects involving students of grades 7–9; conducting methodological seminars and master classes for teachers; providing methodological support to schools with low academic performance; and developing students’ critical thinking, teamwork, and social responsibility. The participants include the administration and teachers of the Fergana Presidential School, students of grades 7–9, selected teachers and students of general schools in the Fergana region, as well as representatives of the regional Department of Preschool and School Education.

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The theoretical foundation of this study is grounded in contemporary approaches to educational management, quality assurance, and competency-based education within the context of global educational reforms. In modern education systems, management is increasingly considered a strategic mechanism for ensuring sustainable quality and institutional effectiveness rather than merely an administrative function (Bush, 2011; Hallinger, 2011). In this regard, the concept of data-driven management plays a central role, emphasizing decision-making processes based on empirical evidence, systematic monitoring, and analytical evaluation (Marsh, Pane, & Hamilton, 2006).

From a theoretical perspective, this study is also informed by the principles of competency-based education, which prioritize the development of learners’ critical thinking, problem-solving abilities, collaboration skills, and lifelong learning competencies (Mulder, 2014; OECD, 2018). Scholars argue that competency-based approaches enable alignment between curriculum content, instructional practices, and assessment systems with real-world demands, thereby enhancing educational relevance and effectiveness.

Another key theoretical underpinning is evidence-based education, which promotes the use of scientifically validated methods in both teaching and educational management (Davies, 1999; Slavin, 2002). According to this approach, institutional strategies and educational policies should be informed by reliable data, research findings, and measurable outcomes. The integration of formative and summative assessment systems supports continuous feedback and objective evaluation of students’ academic progress (Black & Wiliam, 1998). International assessment frameworks such as Cambridge Assessment further reinforce these principles by emphasizing analytical and applied knowledge evaluation.

The literature also highlights the importance of aligning educational systems with international standards in the context of globalization. Adoption of international curricula and benchmarking practices improves transparency, comparability, and quality assurance across education systems (Schleicher, 2019; OECD, 2020). However, researchers also point out challenges related to the integration of international standards into national contexts, including curriculum adaptation, teacher preparedness, and methodological coherence (Fullan, 2007).

In addition, the concept of innovative learning environments is widely discussed in contemporary research. Such environments integrate digital technologies, interdisciplinary approaches, project-based learning, and inquiry-based instruction, contributing to the development of higher-order thinking skills (OECD, 2013; Hattie, 2009). However, effective implementation requires a balance between infrastructure, pedagogy, and teacher capacity.

Human resource management is another crucial dimension emphasized in the literature. Teacher quality is consistently identified as one of the most significant factors influencing student achievement (Darling-Hammond, 2000). Continuous professional development, reflective practice, and collaborative models such as Lesson Study and Peer Observation are considered essential for enhancing teaching effectiveness and sustaining educational quality (Timperley, 2008).

Furthermore, the concept of “model schools” is often referenced as a mechanism for systemic educational reform. These institutions function as innovation hubs that generate and disseminate best practices across the education system (Fullan, 2015). In this regard, Presidential schools can be viewed as model institutions

designed to drive innovation and quality improvement within the national education framework.

Overall, the reviewed literature suggests that improving education quality requires a holistic and integrated approach combining effective management, data-driven decision-making, competency-based education, and continuous professional development. These theoretical perspectives provide a solid foundation for analyzing the practical and constructive necessity of enhancing educational quality in Presidential schools in New Uzbekistan.

METHODOLOGY

This study adopts a mixed-methods approach combining qualitative and quantitative techniques to analyze the management of education quality in Presidential schools. A descriptive-analytical research design is used to examine the alignment of national practices with international standards and the application of data-driven management principles.

Data were collected through document analysis of policy and program materials, semi-structured interviews with school administrators and teachers, and analysis of secondary data such as academic performance indicators and assessment results.

The data were analyzed using thematic analysis for qualitative information and descriptive statistics for quantitative indicators, including KPI and student achievement data. A comparative approach was also applied to identify gaps between international best practices and national implementation.

The study sample includes selected Presidential schools and partner general education schools, with participants comprising administrators, teachers, and students. Reliability was ensured through data triangulation, while ethical standards such as informed consent and confidentiality were strictly maintained.

The implementation stages are structured as follows:

Stage I (Preparatory): identification of partner schools, development of schedules and responsibilities, and conducting diagnostic analysis.

Stage II (Practical): open lessons, master classes, interdisciplinary projects, and motivational meetings for students.

Stage III (Analysis and Generalization): evaluation of achieved results, monitoring and assessment, and submission of quarterly reports to the Agency.

Expected outcomes include improvement in the quality of education and academic performance in general schools, development of teachers' professional competencies, and formation of modern skills and social activity among students. The program is financed within the approved budgets of Presidential schools and will be piloted starting from January 2026 under established supervision procedures. It is based on the official order of the Agency for Specialized Educational Institutions under the Ministry of Preschool and School Education of the Republic of Uzbekistan.

First, the practical necessity arises from the fact that, in the context of globalization, the intellectual component of the economy is rapidly increasing. The development of digital transformation, artificial intelligence, biotechnology, engineering, and high-tech industries requires highly qualified specialists who can think creatively, analyze critically, and solve complex problems.

The STEAM-oriented and internationally integrated education model implemented in Presidential schools is aimed precisely at developing such competencies. Therefore, continuous improvement of education quality is not only an internal need but also an external socio-economic demand. Secondly, the constructive necessity requires scientific restructuring of management, methodology, and assessment systems.

The introduction of international assessment standards, particularly mechanisms aligned with Cambridge Assessment, enables the evaluation of students not only at the factual level but also based on analytical and practical skills. However, for such a system to function effectively, pedagogical strategies, teachers' methodological readiness, and monitoring mechanisms must be improved in an integrated manner; otherwise, international programs may remain merely formal.

In New Uzbekistan, the activities of Presidential schools are based on the principle of a "model school." These institutions are expected to serve as centers for developing advanced pedagogical practices and transferring them to general education schools. In this regard, the development of education quality should be implemented through a constructive model integrating goals, content, methods, tools, and outcomes. For example, the application of inquiry-based learning and problem-based learning methods, along with strengthening laboratory and project-based activities, enhances students' research competencies and ensures outcome-oriented education.

Another important aspect of the practical–constructive necessity is the implementation of the data-driven management principle. In Presidential schools, students' academic results, diagnostic test indicators, subject-wise progress dynamics, and teachers' methodological activities should be regularly monitored. Management decisions based on such data

create a scientifically grounded mechanism for improving education quality. For instance, if a decline in average performance in a particular subject is identified, measures such as methodological seminars, internal training sessions, or curriculum revision are implemented. This constructive approach allows for early identification and systematic resolution of problems.

Furthermore, the necessity of improving education quality is closely related to enhancing mechanisms for working with gifted students. Although students with high intellectual potential are selected, fully realizing this potential requires differentiated and individualized approaches. Activities such as individual development plans, Olympiad preparation, participation in international competitions, and engagement in research projects must be systematically organized.

Another crucial factor is the capacity of teaching staff. The collaboration between local and international teachers enhances educational quality; however, methodological alignment, cultural integration, and professional cooperation mechanisms must be clearly defined. The introduction of models such as “Lesson Study” and “Peer Observation” contributes to constructive development. Creating conditions for teachers’ professional reflection and continuous growth ensures sustainability in education quality.

At the same time, the development of education quality is directly related to infrastructure and resources. Modern laboratories, digital technologies, interactive platforms, and internationally published textbooks enrich educational content. However, effective use of these resources depends on well-developed pedagogical strategies. Thus, constructive necessity involves not only strengthening material resources but also creating mechanisms for their efficient utilization.

The integration of these factors ensures the sustainable improvement of education quality in Presidential schools and enables them to function as a driving force in the development of the national education system. As is well known, New Uzbekistan is actively integrating into the global community, clearly defining its strategic priorities. A vivid example is the establishment of Presidential schools in 2019, where STEAM subjects are taught in English, foreign specialists are involved, and students achieve success in admission to top 1000 universities worldwide.

At the same time, improving education quality in Presidential schools requires a deeper understanding of the concept of “student literacy.” Therefore, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, consistently emphasizes the importance of education and upbringing in his works and speeches.

RESULTS AND DISCUSSION

The analysis revealed several key factors influencing the quality of education in Presidential schools. First, strategic and operational management alignment remains a critical issue. While strategic plans and KPIs exist, their implementation often lacks coherence, resulting in discrepancies between planned objectives and actual outcomes.

Second, the integration of international standards such as Cambridge Assessment with national curricula shows both opportunities and challenges. The schools have successfully introduced STEAM-based and competency-oriented programs; however, curriculum harmonization, teacher preparedness, and dual-standard reporting require continuous attention.

Third, data-driven management has emerged as a pivotal mechanism for improving educational outcomes. Regular monitoring of student performance, diagnostic assessments, and teacher evaluations enables evidence-based decision-making. Data-driven adjustments to teaching methods and resource allocation demonstrate measurable improvements in student achievement and competency development.

Fourth, teacher professional development and human resource management significantly affect education quality. Programs such as Lesson Study, Peer Observation, and internal training enhance pedagogical competence and support innovative instructional methods. Collaborative professional culture further strengthens teacher performance and student outcomes.

Finally, the innovative learning environment—including digital technologies, interdisciplinary projects, and inquiry-based methods—facilitates critical thinking, problem-solving, and creativity among students. Effective implementation depends on the balance between infrastructure, pedagogy, and management support.

Overall, the findings suggest that Presidential schools function as model institutions driving national education reform. Integration of strategic management, evidence-based practices, international standards, and teacher development collectively ensures sustainable improvements in student outcomes and positions these schools as innovation hubs for the broader educational system.

CONCLUSION

This study highlights the practical and constructive necessity of improving education quality in Presidential schools of New Uzbekistan. The findings indicate that

effective educational management requires the integration of strategic planning, data-driven decision-making, competency-based instruction, and continuous teacher development. Presidential schools serve as model institutions, demonstrating best practices that can be transferred to general education schools.

Key conclusions include:

1. Strategic management alignment is essential to bridge gaps between planned objectives and operational outcomes.

2. Integration of international standards enhances educational quality but requires continuous adaptation to national curricula and teacher preparedness.

3. Data-driven management ensures evidence-based decision-making, improving student achievement and pedagogical effectiveness.

4. Professional development and collaboration among teachers directly influence the quality of teaching and student outcomes.

5. Innovative learning environments foster critical thinking, problem-solving, and creativity, contributing to holistic student development.

Based on these conclusions, the following recommendations are proposed:

- Strengthen the coherence between strategic and operational management through clearly defined KPIs and monitoring mechanisms.
- Expand professional development programs, including Lesson Study and Peer Observation, to enhance teacher competencies in line with international standards.
- Institutionalize data-driven management by systematically collecting, analyzing, and applying student and teacher performance data for evidence-based decisions.
- Promote interdisciplinary and project-based learning to develop global competencies, creativity, and problem-solving skills.
- Ensure sustainable integration of innovative technologies and resources while maintaining pedagogical alignment and methodological consistency.

Implementation of these recommendations will contribute to the sustainable improvement of educational quality in Presidential schools and strengthen their role as drivers of national education reform and innovation.

CONCLUSION

In conclusion, in the context of New Uzbekistan, the development of education quality in Presidential schools as a practical–constructive necessity is determined by the following factors: the need to train globally competitive personnel; the implementation of international standards in teaching and assessment; the scientific improvement of management models; systematic work with gifted students; continuous professional development of teachers; and effective use of innovative infrastructure and resources.

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