

## DEVELOPMENT OF PEDAGOGICAL SCIENCE IN KARAKALPAKSTAN DURING THE YEARS OF INDEPENDENCE

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### ABSTRACT

This article analyzes the development stages of pedagogical science in Karakalpakstan during the years of independence. The author divides this process into three main stages: 1991–2000, 2001–2010, and 2011–2023. Each stage is examined based on the number of defended dissertations, research directions, and emerging pedagogical ideas. The study highlights reforms in the education system, challenges in training scientific personnel, and measures taken to enhance scientific potential. The article also evaluates the current state of pedagogical science and outlines future development prospects based on scientific analysis.

**Keywords:** Pedagogy, Karakalpakstan, independence period, education system, scientific potential, pedagogical technologies, academic staff training, dissertations, educational reforms, continuous education.

### INTRODUCTION

During the years of independence, large-scale reforms have been implemented in Uzbekistan across economic, cultural, and scientific spheres. Special attention has been given to the development of education and pedagogical science as a priority of state policy. The issue of educating a spiritually mature, knowledgeable, and intellectually capable younger generation has become increasingly important.

In the Republic of Karakalpakstan, pedagogical science has also entered a new stage of development. The scope of scientific research has expanded, the number of scholars has increased, and new scientific schools have been formed. The purpose of this article is to analyze the dynamics of pedagogical science development in Karakalpakstan, identify existing problems, and propose solutions for further improvement.

Today, significant achievements have been made in the development of the economy, culture, and science in our country. Especially in the field of pedagogical science, fundamental transformations have taken place, and the spiritual education of youth has been given special attention. Pedagogical science has been developing comprehensively, and the number of scholars engaged in its research has increased and matured. New pedagogical ideas have emerged.

We have analyzed the development of pedagogical science in Karakalpakstan by dividing it into three stages.

### MAIN PART

During the first decade of independence (1991–2000), 12 researchers defended their dissertations. Among them, in the specialty “Theory of Pedagogy and History of Pedagogical Thought” (code 13.00.01), 1 Doctor of Pedagogical Sciences, Professor U. Aleuov, and 9

Candidates of Pedagogical Sciences (I. Allanayazov, G. Jumashova, U. Seitjanova, I. Pirniyazov, P. Abdimuratov, R. Seitimbetova, F. Babashev, A. Tilegenov, and others) successfully defended their dissertations [1].

In the second decade (2001–2010), in the same specialty (13.00.01), 10 Candidates of Pedagogical Sciences (M. Pazylova, P. Berdanova, S. Romanova, T. Kudaybergenova, T. Zhiemuratov, R. Aleuova, R. Nurzhanova, R. Torezhanova, K. Seitmuratov, A. Bekimbetova) defended their dissertations. Their research emphasized the importance of providing education based on the national characteristics of the Karakalpak people and offered scientific-theoretical and practical recommendations on educating the younger generation as spiritually mature, knowledgeable, morally rich, and intellectually developed individuals [2].

At the same time, in the later years of independence (2011–2023), a number of scientific studies have been carried out in our country aimed at raising a healthy, well-rounded younger generation, introducing a modernized education system, improving the content, forms, and methods of the educational process, implementing advanced pedagogical technologies, and enriching the quality of education. In particular, scholars have conducted extensive work in improving didactics and pedagogical technologies.

However, an analysis of the period 2011–2018 shows that within 8 years only 1 Doctor of Sciences and 3 Candidates of Sciences defended their dissertations. This negatively affected the scientific indicators of pedagogical science in Karakalpakstan. This situation can be explained by various factors, such as family responsibilities preventing women from leaving their children for extended periods, and men being unable to leave their jobs for long durations. As a result, at best one or two dissertations were defended per year, and sometimes none at all.

Therefore, in order to develop pedagogical science in Karakalpakstan and taking these circumstances into account, based on the Presidential Decree No. PF-4958 dated February 16, 2017, measures were taken to improve the training of scientific and pedagogical personnel and enhance scientific potential. Accordingly, a Scientific Council was established at the Nukus State Pedagogical Institute to award academic degrees (DSc and PhD) in the specialties:

- 13.00.01 – Theory and History of Pedagogy. Education Management
- 13.00.02 – Theory and Methodology of Teaching and Upbringing

Indeed, an analysis of 2019–2023 shows a noticeable increase in scientific potential in the field of pedagogy. In the specialty 13.00.01 alone, 3 Doctors of Sciences (DSc) and 42 PhD holders were trained. Among them are M. Aitimbetov, N. Nagmetova, Zh. Asamatdinova, G. Alzhanova, L. Bektursynova, Y. Moyanov, A. Erezhepov, N. Abdimuratova, S. Alauatdinov, A. Kadirekova, E. Tileuov, Zh. Otepbergenov, G. Bekimbetova, A. Allambergenov, Sh. Allanazarova, A. Ainazarova, G. Babasheva, D. Gaipov, A. Dauekeeva, A. Kudainazarov, Yu. Purkhanov, B. Bekniyazov, E. Allambergenov, A. Turekeeva, A. Kurbanbaeva, G. Yusupova, M. Allayarov, E. Orazymbetov, Zh. Bekmanova, L. Ibragimova, M. Pazylova, Z. Kurbaniyazova, R. Khojamuratov, N. Orynbetov, A. Narshabaeva, U. Mamutov, T. Pazylov, and others, who successfully defended their dissertations at the Scientific Council in Karakalpakstan. Additionally, several researchers defended their dissertations in other scientific councils [3].

In Karakalpakstan, during the years of independence, scholars in the field of pedagogy have formed their own scientific schools, each contributing uniquely to the education of future generations.

After gaining independence, the Republic of Uzbekistan underwent fundamental changes in the field of education. In recent years, the number of researchers studying pedagogical science in Karakalpakstan has been steadily increasing, and the field continues to develop dynamically.

Currently, in Karakalpakstan, there are 5 Doctors of Sciences and more than 80 Candidates and PhD holders in the specialty "Theory of Pedagogy and History of Pedagogical Thought." These scholars actively defend dissertations on various contemporary scientific problems. In particular, the Department of Pedagogy and Psychology has made a significant contribution to increasing the scientific potential in training pedagogical personnel.

In the past five years, one doctoral dissertation in psychology (N. Sagindykova) and numerous PhD dissertations in pedagogy have been successfully defended. Among them are works by M. Aitimbetov (2018), Zh. Asamatdinova (2019), L. Bektursynova (2019), G. Alzhanova (2020), S. Alauatdinov (2020), Sh. Allanazarova (2021), A. Ainazarova (2022), Yu. Purkhanov (2022), and others. These achievements indicate that, on average, two new scholars are being added each year.

After independence, fundamental reforms took place in Uzbekistan's education system. In recent years, the number of scholars researching pedagogy has increased significantly, contributing to the rapid development of the field. Currently, in Karakalpakstan, there are 6 Doctors of Sciences and more than 50 Candidates and PhD holders in specialty 13.00.01, and 9 Doctors of Sciences and around 100 Candidates in the field of theory and methodology of teaching and upbringing.

At the same time, one of the pressing issues remains the shortage of textbooks and teaching materials in pedagogy. In particular, there is a lack of educational literature in the Karakalpak language using the Latin script. Most available materials are in Russian, Uzbek, and other languages. Recently, textbooks have also been prepared in Russian, Uzbek, Kazakh, and Turkmen.

## METHODOLOGY

The research is based on the following methods:

- Historical analysis (to study development stages)
- Statistical analysis (to evaluate dissertation trends)
- Comparative analysis (to compare different periods)
- Systematic approach (to identify overall development patterns)
- Content analysis (to examine research works)

In conclusion, taking into account the national mentality, political views, and historical experience of the Karakalpak people, it is necessary to actively involve master's and doctoral students in scientific research to further develop pedagogical science. Only then can the current issues of pedagogy be effectively applied within the system of continuous education and yield tangible results.

In recent years, the number of young researchers has been steadily increasing, which undoubtedly contributes to the growth of scientific indicators in the Republic of Karakalpakstan. These indicators show a significant improvement compared to previous years among departments related to pedagogy in higher educational institutions.

In summary, considering the national mentality and socio-political views of the Karakalpak people, as well as their rich historical and educational traditions, it is essential to strengthen the training of specialists in pedagogy and psychology—from bachelor's to master's and doctoral levels. This will help foster a conscious attitude among youth toward social processes and ensure the effective application of modern pedagogical and psychological knowledge in the continuous education system.

### RESULTS AND DISCUSSION

The findings show that pedagogical science in Karakalpakstan has developed progressively over three stages. The most significant growth occurred after 2017 due to institutional reforms and improved academic infrastructure.

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