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**INNOVATIONS IN THE EDUCATIONAL SPACE IN TAJIKISTAN**

***Annotation:** This article is about the Innovation of the educational space in Tajikistan. The article emphasizes that education in the modern world is becoming the most important resource for the economic and social development of countries, improving the welfare and individual development of citizens. The authors also note that despite the support of the Government of the Republic of Tajikistan and the annual growth of budget funding, negative trends continue to develop in the system of higher professional education and there are problems, the solution of which will significantly increase the efficiency of the higher education system and bring qualitative and quantitative indicators closer to the requirements of the labor market.*

***Key words:** education, upbringing, educational space, economic development, university.*

It should be noted, that within the framework of one small article, it is naturally impossible to talk about all the innovation in the educational space of the Republic of

Tajikistan. Therefore, I'd like to give some information about some of the achievements and some of the problems that exist in our education system.

Primarily, I'd like to give some information about first schools, which called (Dabistan) and which were appeared in our country many centuries ago.

According to historical and archaeological research, the first schools (dabistans and dabiristans) appeared among the ancestors of the Tajik people more than three thousand years ago. Aryan culture and religion of Zoroastrianism had a huge impact on the formation of the Tajik philosophy of education. During this period, the unity of education and upbringing was established, institutions of education and the profession of teacher and student were formed.

With the conquest of Central Asia by the Arabs and the establishment of the dominance of the Islamic religion, a synthesis of the Zoroastrian and Islamic philosophy of education takes place. This synthesis at the initial stage (VIII-XI centuries) led to the Renaissance of Tajik science, culture and literature. The Tajik-Persian philosophy of education gave mankind hundreds of great geniuses of science and literature like Rudaki, Ferdowsi, Ibn Sina, Omar Khayyam, Saadi, Hafiz, Beruni, Jami, and others. However, gradually ousting the Aryan-Zoroastrian traditions from education, the Islamic philosophy of education turned the institution of education into a servant of theology.

As we will note, education in the modern world is becoming the most important resource for the economic and social development of countries, improving the welfare and individual development of citizens.

When it comes to providing social protection for people, developing education and healthcare, expanding the network of information technologies, promoting a healthy lifestyle, educating young people and educating specialists who meet the requirements of the time, it is, first of all, very important to prepare favorable conditions for them.

The Government of the Republic of Tajikistan pays special attention to solving problems related to the economic well-being and social well-being of the people of Tajikistan.

The economic development of the country is associated with an increase in the need for qualified personnel for various sectors of the economy. Therefore, the development of the education sector has been declared one of the priority areas of the social policy of our state. Education plays a crucial role in reproducing a skilled workforce and building the potential of a stable society. Providing science, production, management with highly qualified personnel is one of the main tasks of the education system, since intellectual potential becomes a determining factor in the development of society.

International experience, primarily the experience of developing countries, shows that the key resource for the accelerated socio-economic development of a country is the formation of a nation. In modern conditions of the development of a knowledge-based economy, education is becoming one of the factors for the economic success of any state [2, p. 98].

The education system of the Republic of Tajikistan is characterized by a significant scale of coverage of the population, a developed network and a variety of educational institutions, which have been actively undergoing modernization processes in recent years. During the years of independence, while preserving rich traditions, the Republic of Tajikistan has achieved certain successes in the field of education through various reforms, including the following:

- 1) the legal framework of the national education system of the Republic of Tajikistan has been developed and adopted;
- 2) new state educational standards for pre-school, general secondary, primary secondary and higher vocational education have been developed and adopted,
- 3) two-level system of higher vocational education (bachelor's and master's) has been introduced;
- 4) new curricula and programs have been developed and put into practice at all levels of education;
- 5) the foundations of the national system for monitoring the quality of education have been created;
- 6) a national testing center for admission to universities was created;

7) a network of non-state educational institutions has been developed;

8) new generation textbooks and many others have been developed and published.

The education system of the Republic of Tajikistan, like many other CIS countries, includes preschool, primary, basic general and secondary education, primary vocational, secondary vocational and higher vocational education, vocational education after a higher professional institution, as well as special and additional education for children and adults. In universities, students study according to the credit system, that is, according to the Bologna system.

The Government of the Republic of Tajikistan, in order to encourage schoolchildren, students, graduate students and other interested students, annually allocates international scholarships of the President of the Republic of Tajikistan “Durakhshandagon” for education in foreign countries.

The entry of the Republic of Tajikistan into the world community, the signing of international conventions and acts, integration into the world education system, the exchange of students and scientific personnel, the recognition of diplomas and many other tasks related to training and scientific research have opened the way to broad international cooperation, which is necessary comprehensively. develop. Within the framework of the agreements in force in the Republic of Tajikistan in the field of education, quotas are annually allocated to the citizens of Tajikistan to continue their education in the universities of the CIS. The number of interuniversity cooperation agreements within the CIS is increasing.

The number of students from the Commonwealth countries studying in higher educational institutions of the Republic of Tajikistan is growing [1, p. 36].

Despite the support of the Government of the Republic of Tajikistan and the annual increase in budget funding, negative trends continue to develop in the system of higher professional education and there are problems, the solution of which will significantly increase the efficiency of the higher education system and bring qualitative and quantitative indicators closer to the requirements of the labor market. The main problems of further development of higher education include the following;

– higher education is poorly integrated with scientific activity in the republic, which negatively affects the quality of training of specialists and at the same time reduces the potential for the development of scientific research;

– there is no orientation of the system of higher education to the demands of the labor market;

Significant disproportions have also accumulated in higher education: the bulk (52%) are students majoring in the humanities, social sciences, and arts; another 16% is in the natural sciences. Students of engineering and construction specialties make up only 15% of the total number of students. Agriculture is the largest and fastest growing sector of the economy of our country, but the share of students in agricultural specialties is only 3% [4, p. 55].

The modern labor market cannot provide jobs for the majority of university graduates in accordance with the specialty and level of qualification they have received. As a result, higher education in the country is devalued, its quality is falling due to lack of demand, and excess education means inefficient spending. Good specialists leave the country - Tajikistan thus finances the economic development of other countries. The above structural disproportions in the education system of the republic are supplemented by the problems of staffing the education system. Personnel "hunger" is experienced by institutions of all levels of education, but it is most acute in the largest sector - in general education.

However, work is underway to address these issues. We will hope that the existing problems in the field of education of our Republic will be resolved in the coming years.

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