



THE PRIMARY DIFFERENCE BETWEEN AMERICAN AND UZBEK EDUCATION SYSTEMS

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Annotation: The 11-year mandatory education system in Uzbekistan was replaced by a system more analogous to the US, with grades 1-4 for elementary school, 5–9 for middle school, and 9–11 for lyceum/college. After that, students might choose to attend college or find work. This adjustment was most likely implemented to provide students with more options for their study and align the educational system with global standards. One of the most effective methods to achieve these goals is to introduce a credit-module system of instruction in higher education, even though the transition takes time.

Keywords: *mandatory, credit-module, individual, primary school, middle school, college/lyceum, international standard.*

Comparing the education systems of the United States and Uzbekistan. Here's a breakdown of the key points from both systems:

United States Education System:

Kindergarten: Typically attended at age 5.

Elementary School: Grades 1-5, ages 6-11.

Middle School: Grades 6-8, ages 12-14.

High School: Grades 9-12, ages 15-19.



Private School: Optional alternative to public education.

Uzbekistan Education System:

Primary School: Begins at age 6, lasts for 4 years with no specific leaving examination.

General Secondary School: 5 years, from ages 10 to 15.

Upper Education: Choice between 2 to 3 years at either general or technical vocational schools.

- General Schools: Provide a certificate of completed secondary education, enabling entry to university.
- Technical Vocational Schools: Award a diploma of specialized secondary education.

In the United States, the education system commonly uses Grade Point Average (GPA) as a method for evaluating students' academic performance. The GPA system is based on a four-point scale, where students are assigned a numerical value for their grades, which are then averaged to calculate their overall GPA.[1]

There are two main types of grading systems used in US universities:

Numerical Grading System: In this system, students' grades are assigned numerical values on a scale typically ranging from 0 to 4, with corresponding letter grades. For example: A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0.0. Intermediate grades may also be included, such as A-, B+, etc., which are usually assigned values between the standard numerical values. Letter Grading System: This system assigns letter grades to students' performance, typically ranging from A to F, with



each letter corresponding to a specific grade point value. For example: A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0.0.

In this system, plus (+) and minus (-) modifiers may be added to indicate grades slightly above or below the standard letter grade.[1]

The academic grading system in Uzbekistan follows a numerical scale, where grades are assigned based on performance. Here's a breakdown of the grading system:

5 (Excellent = A): This is the highest grade and indicates exceptional performance. It is typically awarded to students who demonstrate outstanding understanding of the subject matter and excel in their academic work.

4 (Good = B): This grade is given to students who perform well above average. They demonstrate a strong understanding of the material and consistently produce high-quality work.

3 (Satisfactory = C): This grade indicates that the student's performance meets the basic requirements of the course. While satisfactory, it may suggest room for improvement or areas where the student could enhance their understanding or skills.

2 (Unsatisfactory = F): This is the lowest passing grade and indicates that the student's performance is below the acceptable standard. It suggests that the student has not met the requirements of the course and may need to retake the course or seek additional support to improve their performance.

It's important to note that Uzbekistan's numerical grading system usually does not include a grade one. Instead, final grades are based on a number of criteria, including test results, papers turned in, attendance, and participation in



class. This allows for a thorough evaluation of the student's performance throughout the course.

If we discuss the quote, it illustrates how Uzbekistan's educational system is changing, especially when it comes to higher education. In order to bring the nation's higher education system into compliance with international norms, a credit-module system is being developed. In addition to emphasizing individual learning, this approach seeks to develop in pupils the ability to learn for the rest of their lives.

The President's proposal to designate 2020 as the "Year of Science, Enlightenment, and Digital Economy" demonstrates the government's commitment to transforming education and promoting scientific development, enlightenment, and digital literacy. The introduction of the credit-module system and the grant of financial independence to universities are significant turning points in this respect. This offers a more all-encompassing strategy to improve the quality and relevance of education in Uzbekistan, empowering students to take on the challenges of the modern global economy and foster creativity and scientific and technological growth. In actuality, using a credit-module system in higher education may be an effective tactic for accomplishing a variety of learning goals. The following benefits of this approach, which is swiftly becoming the standard globally, include:

Flexibility: Students can select from a range of modules according to their interests and professional aspirations using a credit-module system. Students can customize their education to meet their unique needs and goals because to this flexibility.

Transferability: Within a credit-module system, credits are usually transferable between institutions, both within and across national borders. This



makes it easier for students to move about and study abroad or transfer to another university.

Acknowledgment of Previous Learning: The credit-module system offers a structure for acknowledging and validating previous knowledge and expertise. Students can obtain credit for information and skills they have acquired outside of formal academic contexts through work experience, military service, or non-traditional forms of education.

Lifelong Learning: The credit-module system promotes lifelong learning by placing an emphasis on the credits that accrue over time. Throughout their lives, students can expand on their knowledge and skills, adjusting to new possibilities and difficulties in both their personal and professional lives.

Quality Assurance: An uniform process for evaluating and accrediting educational programs is offered by the credit-module system. This promotes uniformity and quality among various programs and institutions, strengthening the legitimacy and standing of higher education as a whole.

The Semester Credit Hours (SCH) system is widely utilized in academic institutions throughout the United States. According to this method, a credit usually entails a weekly burden of one hour spent in class and two hours spent working outside of it over the course of a semester. With this setup, students are guaranteed a workload that is balanced between in-class work and independent study.[3]

In the US, students typically need to complete between 120 and 130 credit hours to receive a bachelor's degree. Although the exact program and institution will determine this requirement, it is a general rule for undergraduate degrees. The



credit hour requirements for Master's degrees might vary depending on the school and subject of study, but they usually range from 30 to 64 credit hours. Since master's programs are more specialized and assume that students already have a foundational understanding of their profession, they frequently require fewer credits than bachelor's programs. These credit-hour requirements give students a way to monitor their progress toward earning their degrees and make sure they have completed the coursework required to earn the certification they want. The credit system used by the UK higher education system normally assigns one credit for every ten notional hours of study. With the use of this technique, educational institutions can calculate the credit worth of modules or programs by taking into account the approximate amount of time that students will need to spend studying. For instance, a module might be given 15 credits if it were deemed to require 150 notional hours of learning. Similarly, 40 credits would be awarded to a module that calls for 400 notional hours of study. In a thirty-week academic year, a student is supposed to put in 1200 hours of study time. Given that 120 credits are equal to one year, a credit would be worth roughly 10 hours of study. Because the credit-hour system offers a consistent means of measuring and allocating academic burden, students are better able to comprehend the demands and specifications of their courses. Additionally, it makes credit transferability easier between UK and foreign institutions. [4]

In conclusion, US institutions primarily employ both letter and numeric grading schemes, and students' GPAs are determined by the grades they earn in their courses. In order to be considered for awards or scholarships, to be admitted to graduate programs or professional institutions, and to determine one's academic status, these GPAs are crucial. Technical Vocational Schools: Provide a secondary education diploma with specialization. Despite variations in the format and length of education, both nations appear to place a high priority on mandatory education.



It looks that Uzbekistan's educational system has changed, with universities using the credit module system. It is evident that although compulsory education is a top priority in both nations, there are significant variations in the structure and length of the educational program, as well as in the choices for post-compulsory education. These parallels shed light on the ways that educational systems differ throughout the world and how national systems are customized to fit the demands of their respective populations.

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