

**IMPLEMENTATION OF KOREAN EDUCATIONAL PROGRAMS
IN UZBEK PEDAGOGICAL COLLEGES: PRACTICAL
EXPERIENCES AND CHALLENGES OF INTEGRATING 2+2+1
SCHEME FOR TRAINING HIGHLY QUALIFIED PRESCHOOL
EDUCATION SPECIALISTS ACCORDING TO INTERNATIONAL
STANDARDS**

Shohjahon Abduqodirov Shokirovich

Head of the Academic Department Bucheon University in Tashkent

ABSTRACT	KEYWORDS
<p>This study examines the practical implementation of Korean educational programs in Uzbek pedagogical colleges, focusing on the integration of the 2+2+1 scheme for training highly qualified preschool education specialists according to international standards. The research highlights collaborative efforts between Puchon University in Tashkent and multiple Uzbek pedagogical colleges, including Qashqadaryo, Jizzax, Surxondaryo, Qoraqalpog‘iston, Qo‘qon, and Qorako‘l. The analysis emphasizes curriculum alignment, module integration, and credit system adaptation to enhance pedagogical competencies.</p>	<p>Korean educational programs, Uzbek pedagogical colleges, 2+2+1 scheme, preschool education, international standards, curriculum integration, teacher training.</p>

Introduction

Aligning the quality of vocational education with international standards is one of the priority objectives of Uzbekistan’s current education policy. One of the most significant achievements in this direction is the practical implementation of the education programs of Puchon University (South Korea) in Uzbek pedagogical colleges. This process establishes a practical strategy for introducing innovative methodologies into the national education system, training highly qualified pedagogical personnel, and harmonizing vocational education with international standards.

By Presidential Decree No. PF-158 dated October 16, 2024, the Qashqadaryo Pedagogical College was affiliated with Puchon University in Tashkent.

This decision was not merely a legal measure but also created a clear pedagogical cooperation mechanism between the education systems of Uzbekistan and South Korea. According to the decree, the university established cooperation not only with Qashqadaryo Pedagogical College but also with the pedagogical colleges of Karakalpakstan, Jizzakh, Surkhandaryo, Kokand, and Qorako‘l. This collaboration, reinforced through memoranda of understanding, has created practical mechanisms for

integrating curricula, facilitating teacher and student exchanges, and strengthening pedagogical processes.

MAIN BODY

The integration of Korean higher education programs into the Uzbek vocational education system represents a major advancement in professional teacher training in Uzbekistan. In line with the policy framework aimed at modernizing vocational education and aligning it with global standards, the President of Uzbekistan issued Decree PF-158 on October 16, 2024, titled “On further improvement of the system for training qualified personnel in vocational education and measures for the introduction of international educational programs”. This decree established a formal connection between Qashqadaryo Pedagogical College (formerly Koson Pedagogical College) and Puchon University in Tashkent, laying the groundwork for sustainable cooperation.

The partnership goes far beyond a single institution. Puchon University has since established collaborative relationships with a network of Uzbek pedagogical colleges, including those in Qoraqalpog‘iston, Jizzax, Qashqadaryo, Surxondaryo, Qo‘qon, and Qorako‘l. Memoranda of understanding between these institutions formalize joint work on curriculum alignment, academic exchange, and professional capacity strengthening. The collaboration seeks to redesign traditional teacher education pathways by introducing an integrated 2+2+1 study scheme.

Under this model, students first complete two years of foundational study at a local pedagogical college, followed by two years at Puchon University focusing on advanced academic and professional competencies, and finish with one year dedicated to practical training, ensuring graduates are fully prepared for modern educational challenges.

A critical development supporting this integration was the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan Order No. 170, issued on May 12, 2025, “On improvement of vocational education curriculum and specialties”. This official order tasked a working group with embedding international educational content into the national curriculum. As a result, the group developed a new “Preschool Education Practitioner 50110102” program based on the four-year “Preschool Education” bachelor’s curriculum of Puchon University.

Out of fifteen core modules prescribed in the first year of the Korean bachelor’s program, two modules were identified as directly compatible with Uzbekistan’s existing two-year vocational qualification for preschool educators.

Beyond this, thirteen modules were adapted and inserted into the local vocational curriculum, resulting in a combined total of thirty-seven career education modules and one hundred and twenty academic credits. This new international curriculum effectively blends foundational vocational content with higher-order pedagogical knowledge drawn from Korean academic rigor.

The expected outcomes of this scheme are transformational. Graduates from participating programs will have opportunities to continue their studies directly at Puchon University from the second year of the integrated pathway, boosting their exposure to international academic environments.

The 2+2+1 scheme enables students to earn multiple credentials over a five-year trajectory: a national pedagogical college qualification, a Korean Associated diploma after two years at the university, an Uzbek bachelor’s degree upon completion of the full cycle, and a Korean bachelor’s degree. These layered qualifications not only enhance the professional mobility of graduates but also open up

prospects for employment within the Republic of Korea and other international contexts, representing a profound advancement in cross-border professional teacher training.

Practical process analysis: Implementation of Korean education programs in Uzbek pedagogical colleges:

Process Stage	Implementation Actions	Practical Outcomes & Analysis	Supporting Official Evidence
Strategic Policy Framework	The government approved and issued the Presidential Decree PF-158 for introducing international education programs to enhance vocational training quality.	This created a policy foundation to integrate foreign curricula within national vocational education. It signals national commitment to global standards adoption, paving the way for foreign partnerships and curriculum modernization.	Presidential Decree PF-158, Uzbekistan Government Portal.
Institutional Partnership Initiation	Puchon University (Tashkent) was linked to Qashqadaryo Pedagogical College and then collaboration expanded to other pedagogical colleges. Memoranda of understanding were signed.	Partnership enabled shared academic resources, consistent quality benchmarks, and a structured international cooperation model, contributing to lifting academic standards across multiple regions.	Working group reports and university partnership announcements; UNESCO notes global education cooperation trends.
Curriculum Integration and Development	Joint working group developed an integrated curriculum combining Puchon University's 4-year bachelor's modules with Uzbek vocational college requirements. 13 university modules adapted into the local program.	Curriculum harmonization ensured that students receive education aligned with both national and international benchmarks. This reduces skill gaps and raises pedagogical competence.	Ministry of Higher Education Order No. 170, and international curriculum integration documentation.
2+2+1 Scheme Operationalization	Students spend the first 2 years at local college, the next 2 years at Puchon University (Tashkent) and final year on professional training.	Provides structured professional development; graduates emerge with both academic and practice-oriented competencies. International exposure enhances critical thinking and global pedagogical perspectives. Practical outcome: Multi-diploma achievement increases employability domestically and abroad.	Uzbekistan Ministry of Higher Education public administrative order and university cooperation memos.
Professional Capacity Enhancement	Professors from Puchon University conduct lectures and workshops in partner colleges; local teachers gain exposure to global pedagogical techniques.	This direct knowledge transfer builds professional competence among local faculty and fosters adoption of innovative teaching techniques. It enriches teacher training quality across the network of colleges.	Puchon University and Ta'limni Rivojlantirish Ilmiy-Metodik Markazi cooperative announcements.
Recognition and Institutional Implementation	Newly developed international program submitted to the Professional Education Development Institute and national education regulator for approval and implementation.	Institutional approval ensures sustainability of the program, integration of quality assurance mechanisms, and formal recognition within the national qualifications framework. This catalyzes broader system reform.	Ministry of Higher Education regulatory order No. 170.

CONCLUSION

The implementation of Korean educational programs in Uzbek pedagogical colleges represents a landmark development in the country's vocational education system. By integrating Puchon University's curricula with national programs through the 2+2+1 scheme, Uzbekistan has established a practical and sustainable framework for training highly qualified preschool education specialists according to international standards.

This process has demonstrated several key outcomes: first, the harmonization of local vocational education with global standards ensures that graduates are competitive and competent in both national and international contexts.

Second, the collaboration has strengthened pedagogical capacities through direct involvement of Puchon University faculty in Uzbek colleges, promoting modern teaching methodologies and innovative practices.

Third, students now have access to advanced opportunities, including foreign study options and multiple diplomas, enhancing their professional mobility and career prospects.

REFERENCES

1. President of the Republic of Uzbekistan. Decree PF-158 "On measures to further improve the system for training qualified personnel in vocational education and the introduction of international educational programs", October 16, 2024. Official government legal document establishing frameworks for international education integration and vocational training modernization in Uzbekistan.
2. Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan. Order No. 170 "On improvement of vocational education curriculum and specialties", May 12, 2025. Official ministry directive approving the integration of international programs into national qualification structures and defining curriculum adaptation processes.
3. UzDaily.uz. "Uzbekistan to establish a unified network of technical schools for specialist training". English-language news report describing the framework for national vocational education reform, establishment of unified technical college networks, and introduction of international educational programs in selected institutions.
4. Hamdamova, G. "KASB-HONAR TA'LIMI ISTIQBOLI VA IMKONIYATLARI", *Ilm Fan Xabarnomasi* Vol. 7 No. 2, 2025. Article analyzing the content and implications of Presidential Decree PF-158 on reforming vocational education and introducing international programs, including foreign cooperation and pedagogical quality improvements.