

**O‘ZBEKISTON RESPUBLIKASI HUQUQNI MUHOFAZA QILISH
AKADEMIYASI HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.31/31.12.2020.Yu.67.01 RAQAMLI ILMIY KENGASH**

**O‘ZBEKISTON RESPUBLIKASI HUQUQNI
MUHOFAZA QILISH AKADEMIYASI**

ABDULLAYEVA MALIKABONU ERKIN QIZI

**XALQ TA’LIMI SOHASIDA KORRUPSIYANI
OLDINI OLISH MASALALARI**

12.00.12 – Korruptsiya muammolari (yuridik fanlar)

**Yuridik fanlar bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Toshkent – 2023

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Dissertatsiya mavzusining dolzarbligi va zarurati. Dunyoda korrupsiyaning oldini olish, xususan ta'lim sohasida korrupsiyaga qarshi kurashish eng dolzarb masalalardan biri hisoblanadi. Korrupsiyaviy jinoyatlarning bevosita maktab o'quvchilari ko'z o'ngida yoki ularning ishtirokida sodir etilishi ularning ongida korrupsiyaning normal holat sifatida shakllanishiga sabab bo'ladi. Transparency International xalqaro tashkilotining hisobotiga ko'ra, bugungi kunda jahonda ta'limning barcha bosqichlarida korrupsiyaga to'qnash kelishimiz mumkin¹. Jahon banki tomonidan amalga oshirilgan tadqiqotda esa, maktablarda korrupsiya darajasi yuqori ekanligi, birgina darsda ishtirok etmagan o'qituvchilar uchun asossiz ish haqi hisoblash darajasi butun dunyoda o'rtacha 11 foizdan 30 foizgachani tashkil etishi aniqlangan². Shu bilan birga, "Inson huquqlari umumjahon deklaratsiyasi", "Iqtisodiy, ijtimoiy va madaniy huquqlar to'g'risida"gi xalqaro pakt hamda boshqa xalqaro hujjatlarda bolalarning sifatli ta'lim olishda teng huquqlarga ega ekanligi belgilab berilgan bo'lsa-da, ushbu huquq muttasil buzilib kelinmoqda. Bularning barchasi, xalqaro maydonda ta'lim sohasida korrupsiyaning oldini olish masalalariga alohida e'tibor qaratilishi lozimligini ko'rsatib bermoqda.

Jahonda xalq ta'limi sohasida korrupsiyaning oldini olish, xususan, bolalarni o'qishga qabul qilish jarayonlarida shaffoflikni ta'minlash, o'qituvchilar bilan mehnat munosabatlarida korrupsiyaviy omillarni aniqlash va bartaraf etish masalalariga oid ilmiy tadqiqotlarni bajarish muhim ahamiyat kasb etmoqda. Jumladan, o'qituvchilarni ishga qabul qilish va ularga ish haqi to'lashda soxtakorliklarga yo'l qo'yish orqali budjet mablag'larining o'zlashtirilishiga qarshi kurashish, maktab o'quvchilarining bevosita korrupsiyaviy munosabatlar ishtirokchisiga aylanib qolishining, umuman olganda, xalq ta'limi sohasida korrupsiyaviy omillarni aniqlash va ularning oldini olishga qaratilgan tashkiliy-huquqiy chora-tadbirlarni belgilash sohasida tadqiqotlar o'tkazishga alohida ahamiyat berilmoqda.

Respublikamizda korrupsiyaga qarshi kurashishga qaratilgan qonunchilik bazasini takomillashtirish, davlat boshqaruvining muayyan sohalarida kesimida, xususan, xalq ta'limi sohasida korrupsiyaning oldini olish va unga qarshi kurashishga qaratilgan keng qamrovli islohotlar amalga oshirilmoqda. O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5712-son Farmoniga muvofiq, xalq ta'limi tizimida korrupsiyaga qarshi kurashishning ta'sirchan mexanizmini yaratish bo'yicha tizimli chora-tadbirlar amalga oshirilmoqda. Farmonda belgilanganidek, "umumta'lim muassasalariga bolalarni qabul qilish, shuningdek, o'quv jarayonida turli shakldagi korrupsiya elementlariga barham berish bo'yicha samarali mexanizmlarni joriy qilish talab

¹ Global Corruption Report: Education - Publications. <https://www.transparency.org/en/publications/global-corruption-report-education>.

² The Hidden Cost of Corruption: Teacher Absenteeism and Loss in Schools. <https://blogs.worldbank.org/education/hidden-cost-corruption-teacher-absenteeism-and-loss-schools>.

etilmoqda”³. Shu sababli, xalq ta’limi sohasida korrupsiyaning oldini olish mavzusida ilmiy-amaliy tadqiqotlarni amalga oshirish bugungi kunning dolzarb vazifalaridan biri hisoblanadi.

O‘zbekiston Respublikasining “Korrupsiyaga qarshi kurashish to‘g‘risida”gi (2017), “Ta’lim to‘g‘risida”gi (2020) Qonunlari, O‘zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi “2022–2026 yillarga mo‘ljallangan Yangi O‘zbekistonning Taraqqiyot strategiyasi to‘g‘risida”gi PF-60-son, 2023-yil 28-fevraldagi “2022–2026 yillarga mo‘ljallangan Yangi O‘zbekistonning Taraqqiyot strategiyasini “Insonga e’tibor va sifatli ta’lim yili”da amalga oshirishga oid Davlat dasturi to‘g‘risida”gi PF-27-son, 2022-yil 11-maydagi “2022–2026 yillarda maktab ta’limini rivojlantirish bo‘yicha milliy dasturni tasdiqlash to‘g‘risida”gi PF-134-son Farmonlari, Vazirlar Mahkamasining 2017-yil 15-martdagi “Umumiy o‘rta ta’lim to‘g‘risidagi nizomni tasdiqlash haqida”gi 140-son, 2022-yil 1-iyundagi “Xalq ta’limi tizimida davlat xizmatlari ko‘rsatishni yanada takomillashtirish to‘g‘risida”gi 295-son qarorlari hamda mavzuga oid boshqa normativ-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu dissertatsiya tadqiqot ishi muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining asosiy ustuvor yo‘nalishlariga mosligi. Dissertatsiya tadqiqoti respublika fan va texnologiyalari rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma‘naviy-ma‘rifiy rivojlantirishda innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishi doirasida bajarilgan.

Muammoning o‘rganilganlik darajasi. Korrupsiya va uning mohiyati, uning shakllari va unga qarshi kurashishga oid samarali mexanizmlar masalalari milliy olimlarimiz tomonidan muayyan darajada tadqiq qilingan. Jumladan, korrupsiyaga oid ilmiy-nazariy muammolar B.D.Axrarov, R.A.Zufarov, Q.Tojiboyev, Q.R.Abdurasulova, Y.V.Kolenko, B.I.Ismoilov, T.I.Kenjayev, M.Y.Muxammadiyeva, A.P.Allabergenov va M.X.Sulaymanov kabi olimlar tomonidan tadqiq qilingan.

Shu bilan birga, ta’lim sohasida korrupsiyaning oldini olish masalalari I.Djurayev, N.Sobirova, Z.Qo‘chqorov, D.Qulliyev, R.I.Mirzayev kabi tadqiqotchilar tomonidan o‘rganilgan. Shuningdek, “Yuksalish” umummilliy harakati hamda Korrupsiyaga qarshi kurashish agentligi tomonidan “Mintaqaviy muloqot” xalqaro nodavlat tashkiloti ekspertlari bilan hamkorlikda tashkil etilgan “O‘zbekistonda birinchi antikorrupsiya laboratoriyalarini yaratish” loyihasi doirasida N.Ro‘ziqulov va L.Stayshyunayte tomonidan boshlang‘ich maktabga qabul qilishda korrupsiya xavf-xatarini baholash bo‘yicha tadqiqot amalga oshirilgan hamda tadqiqot yakunlari bo‘yicha yakuniy hisobot tayyorlangan bo‘lib, mazkur tadqiqot xalq ta’limi tizimida korrupsiyaning oldini olish masalalariga bag‘ishlangan yagona salmoqli tadqiqot hisoblanadi.

³ O‘zbekiston Respublikasi Prezidentining 2019 yil 29 aprelidagi “O‘zbekiston Respublikasi xalq ta’limi tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5712-son Farmoni // Qonun hujjatlari ma’lumotlari milliy bazasi, 29.04.2019 y., 06/19/5712/3034-son; Qonunchilik ma’lumotlari milliy bazasi, 24.07.2021 y., 06/21/6268/0700-son; 11.05.2022 y., 06/22/134/0407-son; 13.06.2023 y., 06/23/92/0366-son

MDH tarkibiga kiruvchi mamlakatlar olimlaridan S.V.Alekseyev, T.S.Demchenko, I.S.Kupriyanov, E.O.Leontyeva va L.V.Loginova kabi olimlar o‘z tadqiqot ishlarida ta’lim sohasida korrupsiya muammolari masalalariga to‘xtalib o‘tganlar.

Shuningdek, mazkur tadqiqot mavzusi chet el olimlaridan J.Hallak, M.Poisson, N.Bennet, M. Bettina, D.Chapman, J.Deliversky, M.Kirya, S.P.Heyneman, T.Ogrodzinska, S.Tanaka, I.Wysmułek kabi olimlar tomonidan o‘rganilgan⁴.

Biroq, xalq ta’limi tizimida korrupsiyaning oldini olishning umumiy va o‘ziga xos xususiyatlari, tizimda korrupsiyani keltirib chiqaruvchi omillar, sohada korrupsiyaning oldini olish bo‘yicha xalqaro standartlar va ilg‘or xorijiy tajriba hamda ularni O‘zbekiston sharoitida qo‘llashning maqsadga muvofiqligi va samaradorligi kabi masalalar tadqiqot predmeti sifatida kompleks tarzda o‘rganilmagan.

Dissertatsiya tadqiqotining dissertatsiya bajarilayotgan oliy ta’lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog‘liqligi. Dissertatsiya mavzusi O‘zbekiston Respublikasi Huquqni muhofaza qilish akademiyasi ilmiy-tadqiqot ishlari rejasiga kiritilgan bo‘lib, “Korrupsiya muammolari” ustuvor yo‘nalishi doirasida amalga oshirilgan.

Tadqiqotning maqsadi xalq ta’limi sohasida korrupsiyaning oldini olish masalalari bo‘yicha kompleks ilmiy-nazariy va amaliy tadqiqotlar o‘tkazish, muammoli masalalar yuzasidan O‘zbekiston Respublikasining amaldagi qonunchiligi normalari hamda huquqni qo‘llash amaliyotini takomillashtirishga oid ilmiy asoslangan taklif va tavsiyalar ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

xalq ta’limi sohasida korrupsiyaning oldini olish tushunchasi, maqsad va vazifalarini o‘rganish;

xalq ta’limida korrupsiyaga qarshi kurashish faoliyatining huquqiy asoslarini tahlil qilish;

xalq ta’limi tizimidagi korrupsiyaning turlari va shakllari bo‘yicha bildirilgan nazariyalar va tasniflarni qiyosiy jihatdan o‘rganish va mualliflik tasnifini ishlab chiqish;

xalq ta’limida ma’muriy boshqaruv va mehnat munosabatlari bilan bog‘liq korrupsiyaviy omillarni tahlil qilish;

maktabga qabul qilish va o‘quv faoliyatini tashkil etishda korrupsiyaviy omillarni tahlil qilish;

xalq ta’limi tizimida moliya-xo‘jalik faoliyatidagi korrupsiyaviy omillar tahlilini amalga oshirish;

xalq ta’limi sohasida korrupsiyaning oldini olishga oid xorijiy davlatlar tajribasini o‘rganish va ularni O‘zbekiston sharoitida joriy etish imkoniyatlarini tahlil qilish;

xalq ta’limi sohasida korrupsiyaning oldini olishda zamonaviy axborot texnologiyalaridan foydalanish samaradorligi va istiqbollarini o‘rganish;

⁴ Ushbu mualliflarning ilmiy ishlari foydalanilgan adabiyotlar ro‘yxatida keltirilgan

xalq ta'limi sohasida korrupsiyaning oldini olishga oid milliy qonunchilik va huquqni qo'llash amaliyotini takomillashtirishga qaratilgan taklif va tavsiyalar ishlab chiqish.

Tadqiqot obyekti xalq ta'limi sohasida korrupsiyaning oldini olishga oid ijtimoiy-huquqiy munosabatlar tizimi hisoblanadi.

Tadqiqot predmeti xalq ta'limi sohasida korrupsiyaning oldini olishning nazariy va huquqiy asoslari, mazkur sohada mavjud bo'lgan ma'muriy boshqaruv, mehnat munosabatlari, maktabga qabul qilish, o'quv va moliya-xo'jalik faoliyati bilan bog'liq korrupsiyaviy omillar, shuningdek ayrim xorijiy davlatlarning ilg'or tajribasi asosida xalq ta'limi sohasida korrupsiyaning oldini olish mexanizmlarini takomillashtirish masalalaridan iborat.

Tadqiqot usullari. Tadqiqot olib borishda tizimli-tuzilmaviy, qiyosiy-huquqiy, mantiqiy, ilmiy manbalarni kompleks tadqiq etish, statistik ma'lumotlar tahlili kabi usullardan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

tajribali umumiy o'rta ta'lim muassasalari direktorlaridan iborat bo'lgan Direktorlar kengashlarini tuzish hamda maktab direktorlarini lavozimiga tayinlash vakolatini mazkur Direktorlar kengashlari tavsiyasiga asosan tegishlicha Qoraqalpog'iston Respublikasi Maktabgacha va maktab ta'limi vazirligi, viloyatlar va Toshkent shahri maktabgacha va maktab ta'limi boshqarmalari tomonidan ochiq tanlov asosida amalga oshirish tartibini qonunchilikda belgilash lozimligi asoslantirilgan;

ta'lim berishga mo'ljallangan binolar va inshootlarni ta'lim sohasidan tashqari boshqa maqsadlar uchun yuridik va jismoniy shaxslarga berilishini taqiqlanishini qonunchilikda mustahkamlash asoslantirilgan;

xalq ta'limi tizimida pedagog xodimlarning mutaxassisligi bo'yicha zamonaviy bilim va ko'nikmalarni rivojlantirish hamda ish faoliyati samaradorligini oshirish va rag'batlantirish maqsadida Markaz direktori va to'garak rahbarlarining mehnati ularning faoliyat samaradorligini baholash mezonlari (KPI) asosida direktor jamg'armasi hamda Xalq ta'limi vazirligi huzuridagi Xalq ta'limi sohasida islohotlarga ko'maklashish jamg'armasi mablag'lari hisobidan har oyda qo'shimcha rag'batlantirishning huquqiy mexanizmlarini shakllantirish asoslantirilgan;

xalq ta'limi tizimidagi xodimlarni qayta tayyorlash va ularning malakasini oshirish jarayoniga ta'limning kredit-modul tizimini joriy qilish orqali malaka oshirish muassasalarining mansabdor yoki vakolatli shaxslarining baholash tizimiga aralashish (inson faktorini) imkonini cheklashga, baholash tizimini esa avtomatik tarzda chiqarish imkonini beruvchi tizimni shakllantirish va uni huquqiy tartibga solish lozimligi asoslantirilgan;

“Uzluksiz kasbiy ta'lim” maxsus elektron platformani yuritishni tashkil qilish, malaka oshirish tashkilotlari bilan birgalikda qayta tayyorlash hamda malaka oshirish kurslari o'quv modullari kontentini markazlashtirilgan tarzda ishlab chiqish va platformaga kiritish bo'yicha vazifalarni yuklash orqali o'quv modullarini platformaga kiritish hamda imtihonlarni elektron tizim orqali topshirish natijalariga ko'ra, uni yakunlash imkoniyatini yaratish orqali imtihon oluvchilarning

korrupsiyaviy harakatlarni amalga oshirish imkoniyatini cheklash tizimini joriy etishni qonunchilikda aks ettirish zarurligi asoslantirilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

maktab direktori va o'qituvchi lavozimiga nomzodlarni tanlab olish jarayonlarini to'liq onlayn kuzatib borish orqali shaffof tanlov mexanizmlarini yaratish maqsadga muvofiqligi asoslantirildi;

korrupsiyaga qarshi kurashish va uning oldini olishda maktablarda boshlang'ich sinflardan boshlab maktab o'quvchilariga yuksak axloqiy ta'lim berish tizimini joriy etish, korrupsiyaga qarshi kurash bo'yicha ta'lim moduli (o'quv dasturi)ni ishlab chiqish zaruriyati ilmiy asoslantirildi;

maktabga bolalarni qabul qilishdan boshlab, to ularning bilimni baholashgacha bo'lgan barcha jarayonlarni raqamlashtirish bo'yicha aniq ilmiy asoslantirilgan yechimlar ishlab chiqildi va ilgari surildi;

bolalarni maktablarga ta'lim tili bo'yicha qabul qilishda korrupsiyaning oldini olishga oid mexanizmlar ishlab chiqildi;

o'qituvchilarning soxta hujjatlar orqali ishga joylashishi, shuningdek, mavjud bo'lmagan o'qituvchilarga yoki o'tilmagan darslar uchun oylik ish haqi hisoblanishi holatlari O'zbekistonda kuzatilgan real misollar asosida tahlil qilindi hamda ularning oldini olish bo'yicha yechimlar ilgari surildi.

Tadqiqot natijalarining ishonchliligi. Tadqiqot natijalari milliy qonunchilik va xalqaro huquq normalari, rivojlangan davlatlar tajribasi, qonunni qo'llash amaliyoti, statistik ma'lumotlar, ijtimoiy so'rovlar va tegishli hujjatlar bilan rasmiylashtirilgan. Tadqiqot davomida olingan ilmiy va nazariy xulosalar, taklif va tavsiyalar aprotatsiyadan o'tkazilgan hamda ularning natijalari milliy va xorijiy nashrlarda e'lon qilingan. Olingan natijalar vakolatli davlat hokimiyati organlari tomonidan tasdiqlangan va amaliyotga joriy qilingan.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Dissertatsiya ishining ilmiy ahamiyati shundan iboratki, muallif tomonidan ishlab chiqilgan xalq ta'limi sohasida korrupsiyaning oldini olishga oid ilmiy-nazariy xulosalar, ishlab chiqilgan taklif va tavsiyalar kelgusidagi ilmiy faoliyatda, korrupsiya muammolari bilan bog'liq fanlarni nazariy jihatdan boyitishga hamda yangi ilmiy tadqiqotlar olib borish imkoniyatini yaratishga xizmat qiladi.

Tadqiqot natijalarining amaliy ahamiyati shundaki, ulardan xalq ta'limi sohasiga oid qonunchilikni takomillashtirish hamda huquqni qo'llash amaliyotini rivojlantirishda, surishtiruvchi, tergovchi, prokuror va sudlar faoliyatida, oliy yuridik ta'lim muassasalarining o'quv jarayonida, xususan, "Korrupsiyaga qarshi kurashishning umumiy asoslari", "Korrupsiya jinoyatlarini aniqlash va tergov qilish" hamda "Korrupsiyaning oldini olish muammolari" modullari doirasida o'quv mashg'ulotlari o'tkazishda, shuningdek, o'quv, uslubiy adabiyotlar tayyorlashda, ilmiy tadqiqot ishlarini olib borishda foydalanish mumkin.

Tadqiqot natijalarining joriy qilinishi. Mazkur tadqiqot natijasida ishlab chiqilgan takliflar asosida:

tajribali umumiy o'rta ta'lim muassasalari direktorlaridan iborat bo'lgan Direktorlar kengashlarini tuzish hamda maktab direktorlarini lavozimiga tayinlash

vakolatini mazkur Direktorlar kengashlari tavsiyasiga asosan tegishli Qoraqalpog‘iston Respublikasi Maktabgacha va maktab ta‘limi vazirligi, viloyatlar va Toshkent shahri maktabgacha va maktab ta‘limi boshqarmalari tomonidan ochiq tanlov asosida amalga oshirish tartibini belgilash bilan bog‘liq takliflardan O‘zbekiston Respublikasi Prezidentining 2023-yil 26-maydagi “Maktabgacha va maktab ta‘limi vazirligi hamda uning tizimidagi tashkilotlar faoliyatini samarali tashkil etish chora-tadbirlari to‘g‘risida”gi PF-79-son Farmoni bilan tasdiqlangan Maktabgacha va maktab ta‘limi sohasida islohotlarni chuqurlashtirish va tizim faoliyatini transformatsiya qilish bo‘yicha Yo‘l xaritasining 10-bandini ishlab chiqishda foydalanilgan (O‘zbekiston Respublikasi Vazirlar Mahkamasining 2023-yil 29-sentabrdagi 12-15-81-son dalolatnomasi). Mazkur taklif maktab direktorlarini lavozimiga tayinlashning ochiq tanlov shaklini qonunchilikda aks etishiga xizmat qiladi;

ta‘lim berishga mo‘ljallangan binolari va inshootlarini ta‘lim sohasidan tashqari boshqa maqsadlar uchun yuridik va jismoniy shaxslarga berilishi taqiqlanishi bilan bog‘liq takliflardan O‘zbekiston Respublikasi Prezidentining 2022-yil 11-maydagi “Maktabgacha va maktab ta‘limini rivojlantirishga oid qo‘shimcha chora-tadbirlar to‘g‘risida”gi PQ-241-son qarorining 11-bandini ishlab chiqishda foydalanilgan (O‘zbekiston Respublikasi Vazirlar Mahkamasining 2023-yil 29-sentabrdagi 12-15-81-son dalolatnomasi). Mazkur taklif maktab bino va inshootlarini noqonuniy ravishda ijaraga berishni taqiqlash orqali korrupsiyaviy holatlarni oldini olishni qonunchilikda mustahkamlashga xizmat qiladi;

xalq ta‘limi tizimida pedagog xodimlarning mutaxassislik bo‘yicha zamonaviy bilim va ko‘nikmalarni rivojlantirish hamda ish faoliyati samaradorligini oshirish va rag‘batlantirish maqsadida Markaz direktori va to‘garak rahbarlarining mehnati ularning faoliyat samaradorligini baholash mezonlari (KPI) asosida direktor jamg‘armasi hamda Xalq ta‘limi vazirligi huzuridagi Xalq ta‘limi sohasida islohotlarga ko‘maklashish jamg‘armasi mablag‘lari hisobidan har oyda qo‘shimcha rag‘batlantirish bilan bog‘liq takliflardan O‘zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 17-iyuldagi “Xalq ta‘limi vazirligi tizimida o‘quvchi-yoshlarni kelajak kasblariga tayyorlash markazini tashkil etish chora-tadbirlari to‘g‘risida”gi 390-son qarorining 7-qismini ishlab chiqishda foydalanilgan (O‘zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 10-noyabrdagi 12/21-84-son dalolatnomasi). Mazkur taklif xalq ta‘limi tizimida pedagog xodimlarning mutaxassislik bo‘yicha zamonaviy bilim va ko‘nikmalarni rivojlantirish hamda ish faoliyati samaradorligini oshirish va rag‘batlantirishning huquqiy mexanizmlarini shakllantirishga xizmat qiladi;

xalq ta‘limi tizimidagi rahbar, pedagog va mutaxassis xodimlarni qayta tayyorlash va ularning rahbar, pedagog va mutaxassis xodimlarni qayta tayyorlash va ularning malakasini oshirish jarayoniga tinglovchining alohida o‘quv modullari bo‘yicha o‘qitish va ballarda ifodalangan o‘zlashtirishini o‘z ichiga olgan ta‘limning kredit-modul tizimini joriy qilish yuzasidan taklifidan Vazirlar Mahkamasining 2022-yil 17-yanvardagi “Xalq ta‘limi xodimlarining uzluksiz kasbiy rivojlantirish tizimini tashkil etish tartibi to‘g‘risidagi nizomni tasdiqlash haqida”gi 25-son

qarorining 1-bandini ishlab chiqishda foydalanilgan (O‘zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 18-apreldagi 12/21-24-son dalolatnomasi). Mazkur taklif tegishli malaka oshirish muassasalarining mansabdor yoki vakolatli shaxslarining baholash tizimiga aralashish (inson faktorini) imkonini cheklashga, baholash tizimini esa avtomatik tarzga o‘tishiga hamda uni huquqiy tartibga solishga xizmat qiladi;

A.Avloniy nomidagi Xalq ta’limi muammolarini o‘rganish va istiqbollarini belgilash ilmiy-tadqiqot instituti zimmasiga “Uzluksiz kasbiy ta’lim” maxsus elektron platformani yuritishni tashkil qilish, malaka oshirish tashkilotlari bilan birgalikda qayta tayyorlash hamda malaka oshirish kurslari o‘quv modullari kontenti markazlashtirilgan tarzda ishlab chiqish va platformaga kiritish bo‘yicha vazifalarni yuklash to‘g‘risidagi Vazirlar Mahkamasining 2022-yil 17-yanvardagi 25-son qarori bilan tasdiqlangan Xalq ta’limi xodimlarini uzluksiz kasbiy rivojlantirish tizimini tashkil etish tartibi to‘g‘risidagi namunaviy nizomning 12-bandini tayyorlashda inobatga olingan (O‘zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 18-apreldagi 12/21-24-son dalolatnomasi). Mazkur taklif o‘quv modullarini platformaga kiritish orqali qayta tayyorlash va malaka oshirish jarayonini imtihonlarini elektron tizimdan topshirish natijalariga ko‘ra uni yakunlash imkoniyatini berdi. Bu esa, ushbu jarayonlarda imtihon oluvchilarning korrupsiyaviy harakatlar amalga oshirish imkoniyatini cheklashning qonuniy asoslarini yaratishga xizmat qiladi.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 6 ta (2 ta xalqaro, 4 ta respublika) ilmiy-amaliy anjumanlarda muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e‘lon qilinganligi. Dissertatsiya mavzusi bo‘yicha 14 ta ilmiy ish, shu jumladan, xalqaro jurnallarda 4 ta, OAK ro‘yxatidagi ilmiy jurnallarda 5 ta ilmiy maqola, xalqaro konferensiyalarda 2 ta, milliy konferensiyalarda 3 ta maqola hamda 2 ta tezislar chop etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya ishi kirish, to‘qqizta paragrafdan iborat bo‘lgan uchta bob, xulosa va foydalanilgan adabiyotlar ro‘yxatidan iborat. Dissertatsiya hajmi 156 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Dissertatsiyaning **kirish (dissertatsiya annotatsiyasi)** qismida tadqiqot mavzusining dolzarbligi va zarurati, tadqiqotning respublika fan hamda texnologiyalari rivojlanishining asosiy ustuvor yo‘nalishlariga mosligi, tadqiq etilayotgan muammoning o‘rganilganlik darajasi, dissertatsiya mavzusining dissertatsiya bajarilayotgan oliy ta’lim muassasasining ilmiy-tadqiqot ishlari bilan bog‘liqligi, tadqiqotning ilmiy yangiligi va amaliy natijasi, tadqiqot natijalarining ishonchliligi, ilmiy va amaliy ahamiyati, ularning joriy qilinishi, natijalarning aprobatsiyasi, e‘lon qilinganligi va dissertatsiyaning hajmi va tuzilishiga oid ma’lumotlar berilgan.

Dissertatsiyaning birinchi bobi “**Xalq ta’limi sohasida korrupsiyaning oldini olishning nazariy va huquqiy asoslari**” deb nomlanib, uning “Xalq ta’limi sohasida

korrupsiyaning oldini olish tushunchasi, maqsad va vazifalari” mavzusidagi birinchi paragrafida xalq ta’limi sohasida korrupsiyaning oldini olish tushunchasi, maqsad va vazifalari tahlil etilgan.

Ta’lim sohasidagi “korrupsiya” tushunchasiga dastlabki ilmiy yo‘nalishdagi ta’rifni S. Heyneman bergan bo‘lib, uning fikriga ko‘ra, ta’limda korrupsiya shaxsiy va moddiy manfaat uchun vakolatni suiste‘mol qilish hisoblanadi. F. Anekyariko va D. Djeykobs ta’lim sohasidagi korrupsiyaga moddiy manfaat uchun vakolatni suiste‘mol qilish sifatida ta’rif bergan bo‘lsa, A. Osipian, ta’lim sohasida korrupsiyani davlat yoki korporativ ishonchni suiste‘mol qilish orqali taqiqlangan moddiy yoki nomoddiy boyliklar olishdagi munosabatlarni tartibga solish uchun yaratilgan norasmiy aloqalar tizimi deb ta’riflagan. Dissertant tomonidan mazkur ta’riflar tahlil qilinib, ular ayrim jihatlari bo‘yicha bir-birini to‘ldirsa-da, xalq ta’limi sohasidagi korrupsiya tushunchasini umumiy ma‘nodagi korrupsiya tushunchasidan farqlovchi xususiyatlarni ochib berilmagan, degan xulosaga kelingan.

Shuningdek, tahlillar natijasida dissertant tomonidan “xalq ta’limi sohasida korrupsiya” tushunchasiga nisbatan quyidagicha mualliflik ta’rifi taklif etildi: *“Xalq ta’limi sohasidagi korrupsiya – xalq ta’limi sohasida faoliyat yurituvchi shaxsning maktab ta’limi sohasida ma‘muriy boshqaruv, ta’lim jarayoni, mehnat munosabatlari, moliya-xo‘jalik faoliyatida xizmat yoki mansab mavqeidan, shaxsiy manfaatlarini yoxud o‘zga shaxslarning manfaatlarini ko‘zlab moddiy yoki nomoddiy foyda olish maqsadida qonunga xilof ravishda foydalanishi (harakat yoki harakatsizlik) shuningdek, bunday nafni qonunga xilof ravishda taqdim etish, biron noqonuniy afzallikni va’da qilish, taklif etish hisoblanadi”*.

Shuningdek, tadqiqotchi tomonidan xalq ta’limi sohasidagi korrupsiyaviy xavf-xatar tushunchasiga nisbatan quyidagicha mualliflik ta’rifi berildi: *“Xalq ta’limi sohasidagi korrupsiyaviy xavf-xatarlar – bu xalq ta’limi sohasidagi davlat organlari, ta’lim muassasalari (davlat yoki xususiy) xodimlari, o‘qituvchi va o‘quvchilar va boshqa subyektlar faoliyati jarayonida yuzaga keladigan, korrupsiyaga oid huquqbuzarliklarni sodir etish imkonini yaratadigan holatlar, omillar va harakatlardir”*.

Birinchi bobning **“Xalq ta’limi tizimida korrupsiyaning oldini olish va unga qarshi kurashishning huquqiy asoslari”** deb nomlangan ikkinchi paragrafida sohani tartibga solishga qaratilgan 5 ta qonun, 10 ta qonunosti hujjatlari, shu jumladan, 4 ta bevosita xalq ta’limi sohasida korrupsiyani oldini olishga qaratilgan normativ-huquqiy hujjatlar, 1 ta Prezident farmoyishi, 10 ga yaqin ichki lokal hujjatlari tahlil etilgan bo‘lib, tadqiqotchi tomonidan bugungi globallashuv jarayonida korrupsiyaning shiddat bilan avj olishi va uni dunyo bo‘ylab tarqalishi, ushbu illatni oldini olish va unga qarshi kurashishning huquqiy asoslarini yaratishda milliy huquq normalarini xalqaro huquq normalari va standartlariga asosan ishlab chiqish zarurligi, korrupsiyaga qarshi faqatgina milliy huquqiy institut va mexanizmlar orqali qarshi kurashishning imkoni yo‘qligi to‘g‘risidagi xulosaga kelingan.

“Xalq ta’limi tizimidagi korrupsiyaning tasniflanishi” deb nomlangan uchinchi paragrafda muallif tomonidan xalq ta’limi sohasida mavjud bo‘lgan

korruptsiyani tasniflash bo'yicha milliy va xalqaro darajadagi olimlar tomonidan ko'plab mezonlar keltirib o'tilganligi, mazkur holat, ya'ni, korruptsiyani tasniflashda aniq bir mezonga emas, balki turli mezonlarga asoslanishi korruptsiyaning asl sabablarini va uni yuzaga keltiruvchi omillarni aniqlashimizga, uning mohiyatini teranroq anglashga va natijada, xalq ta'limi sohasida korruptsiyaning oldini olish va unga qarshi kurashishda eng maqbul yechimlarni ishlab chiqishga yordam beradi, degan xulosa ilgari surilgan.

Dissertant tomonidan xalq ta'limi sohasidagi korruptsiyani yuzaga keladigan yo'nalishiga ko'ra, mulkchilik shakliga ko'ra, yuzaga kelish bosqichiga ko'ra, tuzilishiga ko'ra, hamda subyektlari doirasiga ko'ra tasniflash maqsadga muvofiqligi haqida xulosaga kelindi.

Ikkinchi bobning birinchi paragrafi **“Xalq ta'limida ma'muriy boshqaruv va mehnat munosabatlari bilan bog'liq korruptsiyaviy omillar tahlili”** deb nomlanib, muallif xususiy maktablarni tashkil etish uchun litsenziya olishdagi noaniq talablar va korruptsiogen normalar mavjudligi, jumladan, faoliyatni litsenziyalash pasportida keltirilgan umumiy o'rta ta'lim tashkilotining hududini ko'klamzorlashtirish, kamida 50 % hududda Wi-Fi zonalar tashkil etish kabi turlicha talablarni amalga oshirish murakkabligi, bu holat esa, korruptsiyaviy harakatlar orqali uni yashirish uchun harakat qilinishiga olib keladi, degan xulosaga kelgan. Dissertant xalq ta'limi sohasida yuzaga kelishi mumkin bo'lgan korruptsiyaviy omillar sifatida xalq ta'limi sohasi xodimlarining ish haqi past darajada bo'lib qolayotganligini qayd etib, O'zbekiston Respublikasi Prezidenti huzuridagi Statistika agentligi tomonidan e'lon qilingan 2022-yil uchun o'rtacha ish haqiga oid statistik ma'lumotlarga ko'ra, ta'lim sohasida faoliyat yuritayotgan xodimlar eng kam ish haqi olish bo'yicha ikkinchi o'rinda (2,7 mln so'm) ekanligini asos qilib ko'rsatadi.

Shuningdek, muallif o'qituvchilik lavozimi uchun ishga qabul qilish bo'yicha tanlovlarning ochiq-oshkora va shaffof o'tkazilmasligi, o'quv soatlarini taqsimlashning aniq mexanizmlari ishlab chiqilmaganligi, mazkur masalalarning har taraflama maktab direktoriga bog'liq bo'lib qolayotganligi, maktab xodimlarini ishga qabul qilishda ularning hujjatlarini tekshirishga yetarlicha e'tibor qaratilmasligi sababli soxta diplom bilan ishga kirish holatlari uchrayotganligi, “arvoh o'qituvchilar”, ya'ni, haqiqatda mavjud bo'lmagan o'qituvchilar uchun oylik ish haqi hisoblash, shuningdek, mavjud o'qituvchilarga ular tomonidan o'tilmagan dars uchun pul to'lanishi, maktab direktori lavozimiga muqaddam sudlangan shaxslarning tayinlanayotganligi kabi holatlarni xalq ta'limida ma'muriy boshqaruv va mehnat munosabatlari bilan bog'liq yuzaga keladigan korruptsiyaviy omillar sifatida talqin qiladi. Mazkur paragrafda keltirib o'tilgan sohaga oid muammolar (sohada korruptsiyani keltirib chiqaruvchi omillar) dissertatsiyaning so'nggi bobida takliflarni ishlab chiqishda asos bo'lib xizmat qiladi.

Ikkinchi bobning ikkinchi paragrafi **“Maktabga qabul qilish va o'quv faoliyatini tashkil etishda korruptsiyaviy omillar tahlili”** deb nomlanib, mazkur paragrafda dissertant tomonidan maktab direktorlari tomonidan qo'shimcha kvotalar uchun nomzodlar aynan qaysi mezonlar asosida ko'rib chiqilishi aniq

belgilanmaganligi sohada korrupsiyaning yuzaga kelishiga sabab bo'lishi, qo'shimcha kvota asosida maktabga qabul qilingan birinchi sinf o'quvchilarining ro'yxati (mandat) ochiq e'lon qilinmasligi sababli, mazkur masalaga mas'ul bo'lgan maktab direktorlarida qo'shimcha kvota asosida qabul jarayonlarida nohalollikka yo'l qo'yilishi va hujjatlarni soxtalashtirish uchun imkoniyat yuzaga kelishi, bolalarni maktablarga asosiy va qo'shimcha kvotalar bo'yicha qabul qilish haqida ota-onalarda batafsil va unifikatsiyalangan axborotning mavjud emasligi, maktabga qabul qilish tartibining mazmun-mohiyatini sodda, xalqchil tilda yetarli darajada yetkazib berilmasligi hamda axborot yetkazib berishning samarasiz tizimi korrupsiyaviy xavf-xatarlarni keltirib chiqarishi to'g'risidagi xulosalar asoslantirilgan.

Shuningdek, ota-onalarda o'z farzandini xorijiy tilda, jumladan, rus tilida o'qitiladigan sinflarga joylashtirishga bo'lgan ehtiyojning mavjud talab (rus tilida o'qitiladigan sinflar kvotalari)dan ko'ra yuqori ekanligi, bunday talabning yuqoriligi ota-onalarni o'z maqsadlariga pora berish yo'li bilan erishishga undashi, davlat maktablari o'qituvchilarining yuqori ish yuklamasi va past darajadagi ish haqi bilan ishlashi ularda o'z kasblariga bo'lgan sadoqatning hamda halollik darajasining pasayishiga va oqibatda o'quvchilarning ota-onalaridan sovg'a-salomlar yoki pul ko'rinishidagi pora olib, ta'lim jarayonida ularning farzandlariga alohida yaxshiroq e'tibor qaratishlariga sabab bo'lishi haqida xulosaga kelingan.

Dissertant o'quvchilarni baholash jarayonida, jumladan joriy nazorat, oraliq nazorat va bosqichli nazorat shaklidagi imtihonlarni o'tkazish jarayonlariga korrupsiyaning oldini olishga qaratilgan mexanizmlar, jumladan, ishlarni o'quvchining ism-familiyasi bilan emas, balki maxsus raqamlagan holda olish kabi mexanizmlar joriy etilmaganligi ushbu jarayonlarda korrupsiyaning kelib chiqishiga sabab bo'ladi, deb hisoblaydi. Muallif tomonidan fan olimpiadalarini o'tkazish jarayonlarining shaffof emasligi, jumladan ularning onlayn shaklda translyatsiya qilib borilmasligi mazkur jarayonlar ustidan jamoatchilik nazoratini olib borish imkoniyatini yo'qqa chiqarib, ushbu sohada korrupsiyani keltirib chiqarish uchun muhim omil bo'lib xizmat qiladi, degan xulosaga kelingan.

Ushbu bobning **“Xalq ta'limi tizimida moliya-xo'jalik faoliyatidagi korrupsiyaviy omillar tahlili”** deb nomlangan uchinchi paragrafida dissertant O'zbekiston Respublikasi Bosh prokuraturasi tomonidan taqdim etilgan korrupsiyaviy jinoyatlarga oid rasmiy statistik ma'lumotlar va xalq ta'limi sohasida 2021-yildan shu kungacha sodir etilgan korrupsiyaviy jinoyatlar tavsifini batafsil tahlil qilgan. Tahlillar natijasida muallif xalq ta'limi tizimida moliya-xo'jalik faoliyatidagi korrupsiyaviy omillarni bartaraf etish maqsadida, moliyalashtirishda shaffoflikni va samaradorlikni ta'minlash uchun hamma foydalanishi mumkin bo'lgan PETS mexanizmi va samaradorlikni baholash imkonini beruvchi boshqa zamonaviy elektron yechimlar joriy etilgan ochiq ma'lumotlar elektron platformasini joriy qilish lozimligi, xalq ta'limi tizimidagi qurilish ishlariga mas'ul bo'lgan texnika nazorati mutaxassislarini qayta o'qitish, obyektlarni yangidan qurish, rekonstruksiya qilinishi bilan bog'liq ishlarda haqiqatda bajarilgan ishlarni ko'rsatuvchi ma'lumotlarni muntazam ravishda bosqichma-bosqich ekspertizadan

o‘tkazishni nazarda tutuvchi tashkiliy choralar ko‘rish kerakligi, maktablarning budjetdan tashqari mablag‘larini, ota-onalar va homiylardan tushgan moliyaviy yordam mablag‘larini, ko‘rsatilgan xizmatlarni (uzaytirilgan kun guruhlari, qo‘shimcha mashg‘ulotlar, repetitorlik) realizatsiya qilishdan tushadigan mablag‘larni hisobga olish va sarflash masalalarini qonun hujjatlari asosida normativ tarzda tartibga solish lozimligi haqidagi takliflarni ilgari suradi.

Dissertant xalq ta’limi tizimidagi moliya-xo‘jalik faoliyatini markazlashtirilgan shakldan individual shaklga o‘tkazishni, ya’ni, har bir ta’lim muassasalarining moliyaviy mustaqilligi bo‘lishini ta’minlash zarurligini bildiradi. Shuningdek, xalq ta’limi tizimida faoliyat ko‘rsatuvchi barcha xodimlar uchun ish haqini ularning erishgan yutuqlari va halol-vijdonan mehnat qilgan xodimlarga qo‘shimcha ustama (rag‘batlantirish) to‘lovlari belgilash, xalq ta’limi tizimida “KPI” tizimini bosqichma-bosqich joriy qilish lozimligi, budjetdan ajratiladigan mablag‘larni maqsadli ishlatilishi ustidan doimiy idoraviy va moliyaviy nazorat olib borilishini ta’minlash maqsadga muvofiqligi haqida xulosaga keladi.

Dissertatsiyaning uchinchi bobi **“Xalq ta’limi sohasida korrupsiyaning oldini olish mexanizmlarini takomillashtirish masalalari”** deb nomlangan bo‘lib, ushbu bob ham uch paragrafdan iborat.

Bobning **“Xalq ta’limi sohasida korrupsiyaning oldini olishga oid ayrim xorijiy davlatlar tajribasining qiyosiy huquqiy tahlili”** deb nomlangan birinchi paragrafida dissertant Shvetsiya, Singapur, Yaponiya, Janubiy Koreya, Indoneziya kabi davlatlar qonunchilik tajribasi va amaliyotini o‘rgangan.

Dissertant tahlillar natijasiga ko‘ra, Shvetsiya va Yaponiya kabi davlatlarning tajribasidan kelib chiqib, korrupsiyaga qarshi kurashish va uning oldini olishda maktablarda boshlang‘ich sinflardan boshlab maktab o‘quvchilariga yuksak axloqiy ta’lim berish tizimini joriy etish lozimligini ilgari surgan. Misol uchun, Yaponiyada bolaga tarbiya berish davlat boshlang‘ich va o‘rta umumta’lim maktablarining o‘quv dasturida “dotoku keiku”, ya’ni, axloqiy tarbiyani o‘rgatishga qaratilgan aniq fanlar orqali amalga oshiriladi.

Muallif tomonidan Shvetsiya tajribasiga asosan maktablarda bolalarning yozma ishlarini tekshirishni raqamlashtirish lozimligi, bunda identifikatsiya kodlari berish yo‘li bilan shifrlangan ishlar avtomatik ravishda tegishli pedagog xodimlarga tekshirish uchun yuborilishi, mazkur amaliyot maktablarda yozma ishlarni tekshirishning va ularni baholashning xolisligini ta’minlashga xizmat qilishi ta’kidlanadi.

Shuningdek, dissertant Singapur tajribasidan kelib chiqib, maktab va ota-onalar o‘rtasida faol va doimiy hamkorlik aloqalarini o‘rnatish va ularni yanada mustahkamlash maqsadida **“Ota-ona va maktab hamkorligi”** (School-parent partnerships) deb nomlangan maxsus dastur ishlab chiqish maqsadga muvofiqligini bildiradi.

Indoneziya davlati tajribasini o‘rganish natijasida muallif kam ta’minlangan va yordamga muhtoj oila farzandlari uchun **“Halollik do‘koni”** (Honesty Shop) hamda **“Halollik oshxonasi”** (Honesty Canteen) kabi bepul yoki arzonlashtirilgan do‘konlar va ovqatlanish xonalari tashkil etishni taklif qiladi.

Uchinchi bobning ikkinchi paragrafi **“Xalq ta’limi sohasida korrupsiyaning oldini olishda zamonaviy axborot texnologiyalaridan foydalanishning huquqiy asoslarini takomillashtirish”** deb nomlanib, unda muallif bugungi kunda zamonaviy axborot texnologiyalaridan xalq ta’limi sohasida korrupsiyaning oldini olish maqsadida foydalanishning joriy holati hamda uni takomillashtirish masalalarini tahlil etgan. Dissertant shaffof raqamli texnologiyalarni ko‘proq qo‘llash korrupsiyaviy xavf-xatarlarni aniqlashda, ularni oldini olishda foydalanish uchun eng samarali vosita ekanligini qayd etib, korrupsiyaning oldini olishda qo‘llaniladigan zamonaviy texnologiyalarning funksional imkoniyatlarini hisobga olgan holda, ularni shartli ravishda quyidagi modellarga ajratib ko‘rsatadi:

davlat organlari ishining ochiqligini ta‘minlash va korrupsiyaviy jinoyatlar sodir etilganligi to‘g‘risidagi ma‘lumotlarni yig‘ish uchun yangi raqamli platformalarni shakllantirish (oshkoralik modeli);

mansabdor shaxslarning mansab vakolatlarini suiste‘mol qilganliklari to‘g‘risidagi ma‘lumotlarni tezkor ravishda olish uchun davlat idoralari va davlat xizmatlari iste‘molchilari o‘rtasida qayta aloqa platformalarini yaratish (teskari aloqa modeli);

elektron hujjat aylanuvi tizimi va ommaviy axborotni raqamli himoya qilish (hujjat aylanuvining ochiqligi modeli);

ehtimoliy korrupsiya xatarlarini baholash va manfaatlar to‘qnashuvini aniqlashning raqamlashtirilishi (raqamli muvofiqlik modeli);

qaror qabul qilish jarayonida korrupsiya holatlariga duchor bo‘lishi mumkin bo‘lgan shaxslarning minnatdorlik izhorini kamaytirish (qaror qabul qilish tizimini avtomatlashtirilganlik modeli);

mansabdor shaxslar va davlat xizmatlari iste‘molchilari o‘rtasida to‘g‘ridan-to‘g‘ri aloqani istisno qiluvchi davlat xizmatlaridan onlayn tarzda to‘g‘ridan-to‘g‘ri foydalanishni joriy etish (to‘g‘ridan-to‘g‘ri kirish modeli);

faoliyati davomida korrupsiyaviy holatlarga duchor bo‘lishi mumkin bo‘lgan shaxslarning va ularning oila a‘zolarining moliyaviy faoliyatini nazorat qilish (moliyaviy monitoring modeli).

Uchinchi bobning uchinchi paragrafi **“Xalq ta’limi sohasida korrupsiyaning oldini olishga oid milliy qonunchilik va huquqni qo‘llash amaliyotini takomillashtirish masalalari”** deb nomlangan bo‘lib, unda X.Palacios, A.Bonxote, G.Sanches va P.Kinyones kabi olimlarning fikrlari tahlil qilinib, maktab ta’limi tizimida korrupsiyaning oldini olish choralarining barcha davlatlar uchun universal bo‘lgan aniq bir modeli mavjud emasligi, har bir davlat o‘z qonunchiligi, jamiyatning qarashlari va huquqiy ongi hamda boshqa holatlarni inobatga olgan holda eng maqbul yechimlarni ishlab chiqishi kerakligi haqidagi qarash ilgari suriladi.

Dissertantning fikricha, maktab ta’limi tizimida korrupsiyaga qarshi kurashishga qaratilgan samarali boshqaruvga erishish uchun shaffoflik, hisobdorlik hamda siyosiy iroda va ishonchni uyg‘unlashtirish zarur. Bunda, islohotlarni quyidagi asosiy qoidalarga amal qilgan holda amalga oshirish maqsadga muvofiq:

Shaffof tartibga solish tizimlarini yaratish va ularga amal qilinishini doimiy ravishda ta'minlab borish:

1. Korrupsiyaga qarshi kurashish uchun ta'limga ajratiladigan resurslarni taqsimlash, ajratish va ulardan foydalanish bo'yicha turli manfaatdor tomonlar o'rtasida mas'uliyat va majburiyatlarning aniq chegarasini belgilovchi normalar, shaffof ma'muriy tartib-taomillar va korrupsiyaga qarshi siyosat asoslarini belgilash zarur.

2. Yuqorida sanab o'tilgan normalar va tartib-taomillar qoidalarini ishlab chiqishda noto'g'ri amaliyotlarning (masalan, korrupsiyaning va korrupsiyaviy omillarning) qonuniylashtirilmasligiga alohida e'tibor berish kerak. Aksincha, institutlar va shaxslarni yanada mas'uliyatli, shaffof va «meritokratik» qilish, samarali ish faoliyatini mukofotlash choralari kerak. Shu bilan birga, manfaatlar to'qnashuvi va tanish-bilishchilik kabi xavflarning oldini olish masalalariga ham alohida e'tibor qaratish kerak.

3. Moliya-xo'jalik faoliyatini yuritish bilan bog'liq qoidalar, shu jumladan, xarid tartib-taomillarini standartlashtirish, xodimlarni boshqarishning yagona qoidalarini ishlab chiqish, maktab va mahalliy hokimiyat tomonidan moliyaviy hisobotlarni tayyorlash bo'yicha o'zaro kelishilgan formatni qabul qilish tizimda shaffoflikni oshirishga katta hissa qo'shadi.

4. O'qituvchilik kasbiga qo'yiladigan axloqiy me'yorlar va xulq-atvor qoidalarini ishlab chiqish yanada qulay ta'lim muhitini yaratishga, shu bilan birga, kelajak avlod tomonidan sifatli ta'lim olish va yetuk axloqiy qadriyatlarni egallashga bevosita yordam beradi.

Hisobdorlikni kuchaytirish maqsadida boshqaruv imkoniyatlarini kengaytirish:

1. Menejment, buxgalteriya hisobi, monitoring va audit bo'yicha ko'nikmalarni takomillashtirish maktab ta'limi tizimidagi korrupsiyani kamaytirishning asosiy talablari hisoblanadi. Shuningdek, korrupsiyaga qarshi jamoaviy immunitetni shakllantirishda nafaqat ma'muriy xodimlarni balki boshqa manfaatdor tomonlar, shu jumladan, ota-onalar, o'qituvchilar va tegishli fuqarolik jamiyati institutlarining ham korrupsiyaga qarshi tayyorgarligini oshirish lozim bo'ladi.

2. Zamonaviy axborot texnologiyalari vositalari, shu jumladan, avtomatlashtirilgan tizimlardan foydalanish boshqaruvda shaffoflikni ta'minlash va nazorat funksiyasini amalga oshirishning samaradorligini oshirishda muhim vosita hisoblanadi. Zero, bu kabi vositalar tizimning to'g'ri ishlashiga nisbatan individual aralashuvlarni kamaytirishga yordam beradi.

3. Maktab resurslari va ma'lumotlarini nazorat qilish mexanizmlari ma'muriy xodimlardan mustaqil bo'lishi kerak. Ayniqsa, tashqi audit o'zining avtonomligi, betarafliigi, muntazamligi va ishonchliligi bilan ajralib turishi kerak. Shundagina, har qanday kamchilik erta aniqlanishi va uni bartaraf etish choralari darhol ko'rilishi mumkin. Korrupsiyani keltirib chiqarishi mumkin bo'lgan har qanday katta-kichik xatolar va kamchiliklar intizomiy va boshqa turdagi jazolar qo'llanilishi tahdidi orqali cheklanishi lozim.

4. Korrupsiyalashgan muhitda ta'lim boshqaruvini markazlashtirishdan chekinish, ya'ni, vakolatlarni o'rta va quyi bo'g'in (viloyat va tuman bo'linmalari, maktablar)ga o'tkazish, odatda, markaziy apparatdagi korrupsiyaviy amaliyotlarning imkoniyatlarini cheklashga yordam beradi. Shu bilan birga, vakolatlarning quyi bo'g'inlarga o'tkazilishi imkoniyatlari faqatgina aniq me'yorlar (funktsiyalarni amalga oshirishning aniq tartib-taomillari) belgilanganda hamda maktab ta'limi tizimini boshqarishda samaradorlikni oshirishga yordam bergan taqdirdagina ko'rib chiqilishi kerak.

Boshqaruv jarayonlarida daxldorlik hissini oshirish:

1. "Pastdan yuqoriga" yondashuvi, ya'ni, ijtimoiy safarbarlik va nazorat tamoyiliga asoslangan islohotlar strategiyasi shaffoflikni oshirish va javobgarlikni kuchaytirishga yordam beradi. Zero, mazkur yondashuv quyi darajada tizim vakillarining ishtirokiga hamda siyosatni ishlab chiqishda va uni amalga oshirishda manfaatdor tomonlarning bevosita ishtirokini ta'minlashga ko'proq e'tibor qaratadi.

2. Jamiyat vakillarining yetarlicha axborotga egaligi yoxud axborot olish tartib-taomillarining qulayligi jamoatchilik nazorati va daxldorlikni shakllantirishda muhim ahamiyatga ega hisoblanadi. Shu sababli, bunday axborotlarni taqdim etishga mas'ul bo'lgan ma'lumot manbalari – maktablar nafaqat firibgarlikni aniqlay olishlari, balki o'zlarining vakolatlarini hamda o'z manfaatlarini himoya qilish mexanizmlarini ham yetarli darajada bilishlari lozim.

3. Chuqurlashtirilgan monitoring, shu jumladan, kasb yuzasidan o'z-o'zini nazorat qilish (universitetlar tomonidan "odob-axloq kodekslari"ni qabul qilish, darsliklarni ishlab chiqarishda halol hamkorlikni yo'lga qo'yish kabi) ijtimoiy faollikni va nazoratni rag'batlantirish hamda korrupsiyaviy xavf-xatarlarni kamaytirishga hissa qo'shishi mumkin.

4. O'qituvchilarning xulq-atvor kodekslarini ishlab chiqish va joriy etishda o'qituvchilarning bevosita ishtiroki ta'minlanishi lozim. Shu orqali, o'qituvchilarning mazkur qoidalarga rioya qilishga bo'lgan mas'uliyati va daxldorligini oshirish mumkin. Yuqoridagilarga erishish maqsadida xabardorlikni oshirishga qaratilgan mashg'ulotlarni tashkil etish, faol ma'lumot almashishni yo'lga qo'yish, salohiyatni oshirish va "yalpi ishtirokni ta'minlash"ga qaratilgan choralarni kuchaytirish lozim.

X U L O S A

"Xalq ta'limi sohasida korrupsiyani oldini olish masalalari" mavzusidagi dissertatsiya bo'yicha olib borilgan tadqiqot natijasida nazariy va ilmiy-amaliy ahamiyatga ega bo'lgan quyidagi xulosalarga kelindi:

I. Ilmiy-nazariy xulosalar:

1. Qonunchilikda korrupsiya tushunchasi berilgan bo'lsa-da, xalq ta'limi sohasida ushbu atamaning ta'rifi mavjud emasligi, uni qo'llashda turli xil noaniqliklar va tushunmovchiliklarni keltirib chiqarmoqda. Ushbu holatlarni inobatga olib, "xalq ta'limi sohasida korrupsiya" tushunchasiga quyidagi mualliflik

ta'rifi berildi:

“Xalq ta’limi sohasidagi korrupsiya – xalq ta’limi sohasida faoliyat yurituvchi shaxsning maktab ta’limi sohasida ma’muriy boshqaruv, ta’lim jarayoni, mehnat munosabatlari, moliya-xo‘jalik faoliyatida xizmat yoki mansab mavqeidan, shaxsiy manfaatlarini yoxud o‘zga shaxslarning manfaatlarini ko‘zlab moddiy yoki nomoddiy foyda olish maqsadida qonunga xilof ravishda foydalanishi (harakat yoki harakatsizlik) shuningdek, bunday nafni qonunga xilof ravishda taqdim etish, biron noqonuniy afzallikni va’da qilish, taklif etish hisoblanadi”.

2. Korrupsiyaviy xavf-xatar tushunchasi turli sohalarda qo‘llanib kelingan bo‘lsa-da, ushbu tushunchaga nazariy ta’rif berilmagan. Tadqiqot davomida xalq ta’limi sohasidagi korrupsiyaviy xavf-xatar tushunchasiga ta’rif berildi:

“Xalq ta’limi sohasidagi korrupsiyaviy xavf-xatarlar – bu xalq ta’limi sohasidagi davlat organlari, ta’lim muassasalari (davlat yoki xususiy) xodimlari, o‘qituvchi va o‘quvchilar va boshqa subyektlar faoliyati jarayonida yuzaga keladigan, korrupsiyaga oid huquqbuzarliklarni sodir etish imkonini yaratadigan holatlar, omillar va harakatlardir”.

Ta’rifni shakllantirishda turli yonashuvlar mavjudligi ko‘rsatilib, tadqiqot uchun mos yondashuv tanlab olindi va tushuncha amaliy misollar yordamida oydinlashtirildi.

3. Xalq ta’limi sohasidagi korrupsiyani o‘nlab mezonlar asosida tasniflash mumkin bo‘lib, bizningcha, quyidagi asosiy mezonlar asosida tasniflash maqsadga muvofiq bo‘ladi: yuzaga keladigan yo‘nalishiga ko‘ra: ma’muriy boshqaruv va mehnat jarayonidagi korrupsiya, o‘quv jarayonidagi korrupsiya, davlat xaridlari va qurilish jarayonlari bilan bog‘liq korrupsiya; mulkchilik shakliga ko‘ra: xususiy maktablar va davlat maktablaridagi korrupsiya; yuzaga kelish bosqichiga ko‘ra: siyosiy (vazirlik darajasidagi) korrupsiya, mahalliy (hududiy darajadagi) korrupsiya, maktab darajasidagi korrupsiya; tuzilishiga ko‘ra: oddiy korrupsiya, murakkab korrupsiya; subyektlari doirasiga ko‘ra: xususiy yetkazib beruvchi va ma’muriyat o‘rtasidagi korrupsiya, maktab xodimlari va ma’muriyat o‘rtasidagi korrupsiya, o‘quvchi (vakili) va ma’muriyat o‘rtasidagi korrupsiya, ma’muriyat o‘rtasidagi o‘zaro korrupsiya, o‘quvchi (vakili) va o‘qituvchilar o‘rtasidagi korrupsiya.

4. Xalq ta’limi sohasida sohani boshqarishga oid noto‘g‘ri qarorlarni qabul qilish korrupsiyani keltirib chiqaruvchi omillardan biri sifatida asoslantirib berildi. Bu kabi qarorlar davlat hisobidan yangi maktablarni qurishda ehtiyoj yuqori bo‘lgan hududlarga ustuvorlik bermaslik va (yoki) yangi maktabga ehtiyoj bo‘lmagan joyda maktablarni qurish (masalan, birinchi navbatda o‘zi tug‘ilgan joydagi maktabga bo‘lgan ehtiyojni qondirish), shuningdek maktablarning moddiy-texnik bazasini yaxshilashda tengsizlikka yo‘l qo‘yish (masalan, yuqori lavozimli rahbarning turmush o‘rtog‘i tomonidan boshqariladigan maktabga birinchi navbatda va keragidan ortiq pul ajratish) kabi shakllarda namoyon bo‘lishi mumkin.

II. O‘zbekiston Respublikasi qonunchiligini takomillashtirishga oid takliflar:

5. Vazirlar Mahkamasining 2022-yil 1-iyundagi 295-son qarori bilan tasdiqlangan “Bolalarni davlat umumiy oʻrta taʼlim muassasalariga qabul qilish hamda oʻquvchilarni bir umumiy oʻrta taʼlim muassasasidan boshqasiga oʻtkazish boʻyicha davlat xizmatlari koʻrsatishning maʼmuriy reglamenti”ning tegishli 6 va 7-bandlariga bolalarni maktabga qabul qilishga oid quyidagi oʻzgartirishlarni kiritish taklif etiladi:

– “maktablarda asosiy va qoʻshimcha kvotalarning aniq soni boʻyicha barcha davlat va maktabgacha taʼlim muassasalariga maʼlumotlarni taqdim etish tartibini joriy etish taklif etiladi. Bunda, qabul kvotasining aniq soni haqida elektron taʼlim platformasiga maʼlumotlarni doimiy kiritib borish nazarda tutiladi”;

– “maktab direktorlari tomonidan bolalarni qoʻshimcha kvotalar asosida maktabga qabul qilishning aniq mezonlarini ishlab chiqish”;

– “qoʻshimcha kvota asosida maktabga qabul qilingan birinchi sinf oʻquvchilarining roʻyxati (mandat) ochiq eʼlon qilish tizimini joriy qilish”.

6. Vazirlar Mahkamasining 2022-yil 21-fevraldagi 80-son qarori bilan tasdiqlangan “Maxsus elektron tizim orqali ayrim faoliyat turlarini litsenziyalash tartibi toʻgʻrisida”gi yagona nizomning 2-ilovasidan xususiy maktablarni tashkil etish uchun litsenziya olishdagi noaniq talablar va korrupsiogen normalar, jumladan, faoliyatni litsenziyalash pasportida keltirilgan va turlicha talqin qilish mumkin boʻlgan umumiy oʻrta taʼlim tashkiloti hududini “koʻkalamzorlashtirish” talabini chiqarib tashlash taklif etiladi. Shuningdek, “kamida 50 % hududda Wi-Fi zonalar tashkil etish” talabi faqatgina oʻquv binosi emas, balki tomorqa yer maydonlari, stadionlar va oʻyin maydonlariga ham tatbiq etilishi, biroq mazkur maydonlarda Wi-Fi zonalarini tashkil etish uchun zarurat mavjud emasligini inobatga olib”, mazkur jumlaning “oʻquv binolarining kamida 50 % hududida Wi-Fi zonalar tashkil etish” deb qayta tahrirlash taklif etiladi.

7. Vazirlar Mahkamasining 2017-yil 15-martdagi 140-son qarori bilan tasdiqlangan “Umumiy oʻrta taʼlim toʻgʻrisida”gi nizomning 43-bandidan bolalarni umumtaʼlim muassasasining 1-sinfiga qabul qilishda “bolaning sogʻligʻi toʻgʻrisidagi tibbiy maʼlumotnoma (086/U forma)” taqdim etish tartibini bekor qilish maqsadga muvofiq. Bunda, bolalarni maktabga qabul qilish vaqtida tibbiy maʼlumotnoma oʻrniga maxsus tibbiy koʻrikni tashkil etish imkoniyatlarini koʻrib chiqish taklif etiladi”.

8. Bolalarni maktablarga qabul qilish rejasiga nomutanosib ravishda, yaʼni, ularni mikrohudud yoki yosh chegarasiga amal qilinmasdan qabul amalga oshirilmoqda. Sinflarda oʻquvchilar sonining belgilangan meʼyordan oshib ketishi (shahar hududi va tuman markazlarida 25-35 nafargacha, qishloq hududida 20-35 nafargacha belgilangan) dars mashgʻulotlari uchun oʻquv adabiyotlarining yetishmasligiga, oʻqituvchilarning ortiqcha yuklama bilan ishlashiga, natijada esa, taʼlim sifatining keskin pasayib ketishiga olib keladi. “Umumtaʼlim muassasalarida sinflarni komplektlash hamda tarifkatsiya roʻyxatlarini shakllantirish tartibi toʻgʻrisida”gi nizomga (roʻyxat raqami 3271, 2020-yil 30-iyun) tegishli oʻzgartirishlar kiritish orqali sinflarda oʻquvchilar sonining belgilangan meʼyorini

kamaytirish (shahar hududi va tuman markazlarida 20-30 nafargacha, qishloq hududida 20-25 nafargacha) taklif etiladi.

9. O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonunini quyidagi mazmundagi 44¹-modda bilan to‘ldirish taklif etiladi:

“44¹-modda. Umumiy o‘rta ta’lim tizimida rahbarlik lavozimiga tayinlanishni taqiqlovchi holatlar:

Qo‘llanilgan jazo chorasidan, sudlanganlik holati tugallanganligidan yoki olib tashlanganligidan hamda o‘ziga nisbatan amnistiya yoki afv etish akti qo‘llanilganligidan qat’i nazar, qasddan sodir etgan jinoyati uchun ilgari hukm qilingan shaxslarning umumiy o‘rta ta’lim tizimida rahbarlik lavozimiga tayinlanishi taqiqlanadi”.

10. O‘zbekiston Respublikasining “Korrupsiyaga qarshi kurashish to‘g‘risida”gi Qonunining “Ta’lim muassasalarida korrupsiyaga qarshi kurashish sohasidagi huquqiy ta’lim va tarbiya” deb nomlangan 18-moddasi ikkinchi qismida mutaxassislarning malakasini oshirish va qayta tayyorlashni ham davlat ta’limni boshqarish organlari va ta’lim muassasalari korrupsiyaga qarshi kurashish sohasidagi vazifalari sifatida belgilash va shunga ko‘ra mazkur moddaning ikkinchi qismini quyidagi tahrirda o‘zgartirish taklif etildi:

“Davlat ta’limni boshqarish organlari va ta’lim muassasalari korrupsiyaga qarshi kurashish sohasidagi davlat siyosatining asosiy yo‘nalishlarini inobatga olgan holda ta’lim muassasalarida huquqiy ta’lim va tarbiyaga, mutaxassislarni kasbiy tayyorlash, malakasini oshirish va qayta tayyorlash sifatini oshirishga, ta’lim dasturlarini doimiy ravishda takomillashtirib borishga qaratilgan chora-tadbirlarni ishlab chiqadi”.

III. Amaliy (tashkiliy institutsional) takliflar:

11. Qoraqalpog‘iston Respublikasi, viloyatlar va Toshkent shahrida eng tajribali umumiy o‘rta ta’lim muassasalari direktorlaridan iborat bo‘lgan Direktorlar kengashlarini tuzish hamda maktab direktorlarini lavozimiga tayinlash vakolatini mazkur Direktorlar kengashlari tavsiyasiga asosan tegishlicha Qoraqalpog‘iston Respublikasi Maktabgacha va maktab ta’limi vazirligi, viloyatlar va Toshkent shahri maktabgacha va maktab ta’limi boshqarmalari tomonidan ochiq tanlov asosida amalga oshirish tartibini belgilash lozim.

12. O‘qituvchi va maktab direktori lavozimlari uchun tanlovda ishtirok etishga onlayn ariza topshirish va nomzod haqida ma’lumotlarni joylashtirish imkonini beradigan maxsus elektron portalni yaratish hamda nomzodlarni tanlab olish jarayonlarini to‘liq onlayn kuzatib borish orqali shaffof tanlab olish mexanizmlarini joriy etish maqsadga muvofiq.

13. Maktablarga bolalarni onlayn qabul qilish tartibi haqida ota-onalarga ma’lumotlar berish, ularning xabardorligini oshirish maqsadida kompleks chora-tadbirlar dasturini ishlab chiqish. Bunda:

– bog‘chalarda bitiruv guruhlarini tashkil etish orqali, ota-onalar va maktab ma’muriyati ishtirokida uchrashuvlar tashkil etish va boshlang‘ich sinflarga qabul

qilish tartibi to'g'risida tushuntirishlar berish;

– farzandlari bog'chalarga bormaydigan ota-onalar uchun ularning yashash manzillarida maktab ma'muriyati ishtirokida boshlang'ich sinflarga qabul qilish tartibi haqida uchrashuvlar tashkil etish;

– maktablarda “Ochiq eshiklar” kuni tashkil etish orqali ota-onalar uchun maktabga qabul qilish tartibi, hujjatlarni topshirish muddatlari to'g'risida ma'lumotlar berish maqsadga muvofiq.

14. Korrupsiyaga qarshi kurashish va uning oldini olishda maktablarda boshlang'ich sinflardan boshlab maktab o'quvchilariga yuksak axloqiy ta'lim berish tizimini joriy etish (Shvetsiya va Yaponiya tajribasi). Bunda, o'quv dasturlarini qayta ko'rib chiqish orqali korrupsiyaga qarshi kurash bo'yicha ta'lim moduli (o'quv dasturi) ishlab chiqish. O'quvchilarda korrupsiyaga qarshi mustahkam xulq-atvorni shakllantirish maqsadida maktablarda o'quvchilar uchun korrupsiyaga qarshi ta'lim dasturi doirasida “Korrupsiyaga qarshi ta'lim” modulini joriy etish taklif etiladi.

15. Maktablarga bolalarni qabul qilishdan boshlab, ularning bilimini baholashgacha bo'lgan barcha jarayonlarni raqamlashtirish lozim. Bunda, ta'lim muassasasiga qabul qilish uchun yagona elektron hujjat topshirish tizimini yaratish. Bolalarning yozma testlarini baholashning xolisligini ta'minlash maqsadida yozma ishlarni avtomatik ravishda identifikatsiya kodlari berish yo'li bilan shifrlash mexanizmini joriy qilish taklif etiladi. Bunda, identifikatsiya kodlari berish yo'li bilan shifrlangan ishlar avtomatik ravishda tegishli pedagog xodimlarga ularni tekshirish uchun yuboriladi.

16. Bolalarni maktablarga ta'lim tili bo'yicha qabul qilishning aniq mezonlarini belgilash. Bunda, bolaning sifatli ta'lim olishini ta'minlash va bolaning o'z ona tili bo'lmagan tilda o'qishi qiyinchilik tug'dirishini hisobga olib, ular bilan suhbatlar o'tkazish, uning natijasiga qarab mutaxassislar boshchiligida ularni qo'shimcha tayyorgarlikdan o'tkazish.

17. Soxta hujjatlar bilan ishga joylashish holatlarini oldini olish maqsadida, maktab xodimlarini ishga qabul qilishda ularning hujjatlari haqiqiylikini tekshirish shartini qo'yish lozim. Bunda, Oliy ta'lim, fan va innovatsiyalar vazirligining “Oliy, o'rta maxsus va professional ta'lim muassasalarini tugatganlik to'g'risidagi diplom ma'lumotlar bazasi” (<https://diplom.edu.uz/>) imkoniyatlaridan foydalanish taklif etiladi.

18. Maktab direktorlarini rotatsiya qilish tartibining yo'lga qo'yilmaganligi o'z lavozimida uzoq vaqt davomida qolayotgan maktab direktorlari tomonidan korrupsiyaviy jinoyatlarning sodir etilishiga olib kelmoqda. Shu sababli, ayrim rivojlangan davlatlar (Singapur, Yaponiya)ning ilg'or tajribasidan foydalangan holda, maktab direktorlarini har 5 yilda rotatsiya qilish tartibini joriy etish lozim bo'ladi.

19. Maktab o'qituvchilarini tanlab olish va ularning zaxirasini shakllantirishda o'rta maktab bitiruvchilari orasidan eng iqtidorli o'quvchilarni “kelajak o'qituvchilari” sifatida tanlab olish tizimini joriy etish maqsadga muvofiq. Bunda, “kelajak o'qituvchilari” sifatida zaxiraga olingan talabgorlarga o'qituvchi oyligining

30-40 foiziga teng bo'lgan stipendiya hamda kamida uch yil davomida pedagogik bilim berish tizimini yaratish. Maktablarda malakali o'qituvchilar yangi kelgan o'qituvchilarni "shogirdlik"ka olishi orqali murabbiylik tizimi va "ustoz-shogird" an'anasi joriy etiladi.

20. Maktablarda o'quvchilarning ota-onalari bilan faol hamkorlik tizimini yanada takomillashtirish va ular o'rtasida "qayta aloqa tizimi"ni yaratish maqsadida "Ota-ona va maktab hamkorligi" (School-parent partnerships) deb nomlangan maxsus dastur ishlab chiqish maqsadga muvofiq.

21. "Halollik do'koni" (Honesty Shop) va "Halollik oshxonasi"ga (Honesty Canteen) o'xshagan tizim yaratish orqali kam ta'minlangan va yordamga muhtoj oila farzandlari uchun bepul yoki arzonlashtirilgan do'konlar hamda ovqatlanish xonalari tashkil etish.

22. Maktab ta'limi sohasida faoliyat olib borayotgan mutaxassislarni o'qitish va malakasini oshirish tizimini qayta ko'rib chiqish. Bunda, maktab o'qituvchilarini uchta yo'nalish (professional o'qituvchilik faoliyati, ta'lim vazirligida faoliyat yurituvchi mutaxassis va maktab ma'muriyati boshlig'i) bo'yicha qayta tayyorlash kurslarida o'qitish taklif etiladi.

23. Mavjud bo'lmagan o'qituvchilarga yoki o'tilmagan darslar uchun oylik ish haqi hisoblanishi holatlarini oldini olish uchun ish haqi hisoblash bilan bog'liq jarayonlarni to'liq raqamlashtirish. Bunda, maxsus platformani joriy etish orqali dars mashg'ulotlari har kunlik onlayn hisoblab borilishini ta'minlash va to'lanadigan oylik miqdorining o'tilgan darslar miqdori bilan muvofiqligini tekshirib borish lozim.

24. Xalq ta'limi tizimida faoliyat ko'rsatuvchi barcha xodimlar uchun ish haqlarini ularning erishgan yutuqlari va halol vijdonan mehnat qilgan xodimlarga qo'shimcha ustama (rag'batlantirish) to'lovlari belgilash hamda "KPI" tizimini bosqichma-bosqich joriy qilish lozim.

25. Maktablarning ta'lim berishga mo'ljallangan binolari va inshootlarini ta'lim sohasidan tashqari boshqa maqsadlar uchun yuridik va jismoniy shaxslarga berilishi taqiqlanishi lozim. Zero, mazkur tartib maktab bino va inshootlarini noqonuniy ravishda ijaraga berish bilan bog'liq korrupsiyaviy holatlarning oldini olishga xizmat qiladi.

26. Maktablarda sog'lom ovqatlantirishni autsorsing usulida tashkil etish tartibini joriy etish lozim. Zero, bu sohada hisobdorlik va shaffoflikni oshirishga, davlat budjetidan ajratilgan mablag'larning unumli sarflanishiga, mazkur jarayonlar ustidan jamoatchilik nazoratini kengaytirishga yordam beradi.

27. Xalq ta'limi muassasalarida moddiy yordam sifatida yig'iladigan mablag'larning ishlatilishi ustidan jamoatchilik nazoratini ta'minlash uchun "ota-onalar kengashi"ning aniq huquqiy maqomini belgilash kerak.

Maktab direktorlari tomonidan muntazam ravishda ommaviy axborot vositalari orqali kelib tushgan mablag'larni va barcha xarajatlarni doimiy ravishda e'lon qilib borish tartibini joriy etish maqsadga muvofiq.

**SCIENTIFIC COUNCIL AWARDING SCIENTIFIC DEGREES
DSc.31/31.12.2020.Yu.67.01 AT THE LAW ENFORCEMENT ACADEMY
OF THE REPUBLIC OF UZBEKISTAN**

**LAW ENFORCEMENT ACADEMY
OF THE REPUBLIC OF UZBEKISTAN**

ABDULLAEVA MALIKABONU ERKIN KIZI

**ISSUES OF PREVENTION OF CORRUPTION IN THE FIELD OF
PUBLIC EDUCATION**

12.00.12 - Problems of corruption (legal sciences)

**DISSERTATION ABSTRACT
of doctor of philosophy (PhD) on science in law**

Tashkent – 2023

The theme of the dissertation of the Doctor of Philosophy (PhD) was registered at the Supreme Attestation Commission at the Ministers of the Higher education, science and innovations of the Republic of Uzbekistan with number B2021.1.PhD/Yu516

The dissertation was completed at the Law Enforcement Academy of the Republic of Uzbekistan.

The abstract of the dissertation is posted in three languages (Uzbek, English and Russian (resume)) on the website of the Scientific council (www.proacademy.uz) and Information educational portal «Ziyonet» (www.ziyonet.uz).

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The dissertation is available at the Information resource centre of the Law enforcement academy (registered No. 33). (100047, Shahrizabz street, 42, Tashkent, Uzbekistan, e-mail: info@proacademy.uz).

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Introduction of annotation of (PhD) doctor of philosophy dissertation

Relevance and necessity of the topic of dissertation. The prevention of corruption in the world, in particular the fight against corruption in education, is one of the most pressing issues. The fact that corrupt crimes are committed directly in the eyes of schoolchildren or in their presence causes corruption in their minds to form as a normal state. According to a report by Transparency International, today we can face corruption at all stages of education in the world⁵. A study by the World Bank has investigated high levels of corruption in schools, the unreasonable wage calculation rate has been found to be an average of 11 percent to 30 percent through the worldwide⁶. At the same time, although the Universal Declaration of human rights, the International Covenant on Economic, Social and Cultural Rights and other international documents establish that children have equal rights in quality education, this right is constantly being violated. All this indicates that special attention should be paid to the issues of prevention of corruption in the field of education in the international arena.

It has been important in the world to carry out scientific research on the issues of preventing corruption in the field of public education, in particular, ensuring transparency in the processes of enrolling children, identifying and eliminating corrupt factors in labor relations with teachers. Particular importance is attached to conducting research in the field of combating the appropriation of budget funds by hiring teachers and allowing them to commit wage fraud, preventing schoolchildren from becoming participants in direct corrupt relations, in general, identifying corrupt factors in the field of public education, and establishing organizational and legal measures aimed at their prevention.

In our republic, comprehensive reforms are being implemented aimed at improving the legislative framework determined by combating corruption, preventing and combating corruption in the cross section of certain areas of Public Administration, in particular in the field of public education. In accordance with the decree of the president of the Republic of Uzbekistan “On approval of the concept of development of the public education system until 2030” dated April 29, 2019, PD-5712, systemic measures are being implemented to create an impressive mechanism for combating corruption in the public education system. As established in the decree, “it is required to introduce effective mechanisms for the admission of children to secondary institutions, as well as the elimination of various forms of corruption elements in the educational process”. Therefore, the implementation of scientific and practical research on the topic of prevention of corruption in the field of public education is one of the urgent tasks of today.

This dissertation research work will serve to some extent in the implementation of the tasks set by the laws of the Republic of Uzbekistan “On combating corruption” (2017), “On education” (2020), the Decrees “On the development strategy of new Uzbekistan for 2022-2026” PD-60 of January 28, 2022,

⁵ Global Corruption Report: Education - Publications. <https://www.transparency.org/en/publications/global-corruption-report-education>.

⁶ The Hidden Cost of Corruption: Teacher Absenteeism and Loss in Schools. <https://blogs.worldbank.org/education/hidden-cost-corruption-teacher-absenteeism-and-loss-schools>.

“On implementation of the new Uzbekistan development strategy for 2022-2026 in the year of Human attention and quality education” PD-27 of February 28, 2023, “On approval of the national program for the development of school education in 2022-2026” PD-134 of May 11, 2022, the Cabinet of Ministers Resolutions “On approval of the general secondary education Regulation” No. 140 of March 15, 2017, “On further improvement of public services in the public education system” No. 295 of June 1, 2022 and other regulatory legal acts on the topic.

The dependence of the research with the main priority areas of development of science and technology in the republic. Dissertation research was implemented within the framework of the priority direction on the development of science and technology of the Republic I. The priority “ways of formation and implementation of a system of innovative ideas in the social, legal, economic, cultural, spiritual and educational development of an informed society and a democratic state”.

The degree of study of the problem. The issues of corruption and its essence, its forms and effective mechanisms for combating it have been studied to some extent by our national scientists. In particular, scientific and theoretical problems of corruption has been researched by scholars such as B.D.Akhrarov, R.A.Zufarov, K.Tajibayev, G.R.Abdurasulova, E.V.Kolenko, B.I.Ismailov, T.I.Kenjaev, M.Ya.Mukhammadiyeva, A.P.Allabergenov and M.X. Sulaymanov. At the same time, issues of prevention of corruption in the field of education has been studied by researchers such as I. Djurayev, N. Sobirova, Z. Qochqorov, D.Kulliyev, R.I. Mirzayev. Also, N. Rozikulov and L.Stayshyunayte carried out a study on the risk assessment of corruption in primary school admissions and prepared a final report on the results of the study, this study is the only significant study on the issues of prevention of corruption in the public education system within the framework of the project “creation of the first anticorruption laboratories in Uzbekistan”, organized by the national movement “Ascension” and “the Anti-corruption agency in cooperation with experts of the international non-governmental organization”.

Scientists from countries that are part of the CIS S.V.Alekseev, T.S.Demchenko, I.S.Kupriyanov, E.O.Leonteva and L.V Loginova have touched on issues of corruption problems in education in their research work.

Also, the subject of this research is has been studied by foreign scholars such as J. Hallack, M.Poisson, N.Bennet, M. Bettina, D.Chapman, J.Deliversky, M.Kirya, S.P.Heyneman, T.Ogrodzinska, S.Tanaka, I. Wysmułek⁷.

However, such issues as general and specific features of the Prevention of corruption in the public education system, factors that provoke corruption in the system, international standards for the Prevention of corruption in the field and advanced foreign experience and the feasibility and effectiveness of their use in the conditions of Uzbekistan have not been studied in a comprehensive way as a subject of research.

The relevance of the dissertation research to the research plans of the higher education institution where the dissertation was completed. The topic of

⁷ These and other sources are listed in the list of used literature of the dissertation.

the dissertation was included in the plan of the academy of Law enforcement of the Republic of Uzbekistan, carried out within the priority area “problems of corruption”.

The purpose of the study is to conduct comprehensive-scientific and theoretical-practical research on the issues of prevention of corruption in the field of public education, to develop scientifically based proposals and recommendations on improving the norms of current legislation of the Republic of Uzbekistan and law enforcement practices on problematic issues.

Tasks of the research work:

to study the concept, goals and objectives of preventing corruption in the field of public education;

to analyze of the legal framework of anti-corruption activities in public education;

a comparative study of theories and classifications expressed in terms of types and forms of corruption in the public education system and development of author’s classification;

to analyze of corrupt factors related to administrative management and labor relations in public education;

to analyze of corrupt factors in the organization of school admissions and educational activities;

the implementation of the analysis of corrupt factors in financial and economic activities in the public education system;

to study the experience of foreign countries on the prevention of corruption in the field of public education and analyze the possibilities of their introduction in the conditions of Uzbekistan;

to study the effectiveness and prospects of the use of modern information technology in the prevention of corruption in the field of public education;

the development of proposals and recommendations aimed at improving national legislation and law enforcement practices related to the Prevention of corruption in the field of public education.

The object of research is a system of socio-legal relations related to the Prevention of corruption in the field of public education.

The subject of the study consists in the issues of theoretical and legal foundations for the prevention of corruption in the field of public education, administrative management, labor relations, school admissions, corrupt factors related to educational, financial and economic activities, as well as the improvement of mechanisms for the Prevention of corruption in the field of public education.

Research methods. Such methods as systematic-structural, comparative-legal, logical, comprehensive research of scientific sources, analysis of statistical data were used in conducting the research.

The scientific novelty of the study consists of the followings:

In the Republic of Karakalpakstan, regions and Tashkent, it was proposed to establish boards of Directors consisting of directors of the most experienced general secondary educational institutions, as well as to determine the procedure for the

implementation of the authority for appointing school directors to the position of school directors based on the recommendation of the boards of Directors of the Republic of Karakalpakstan;

it has been proposed that educational premises should be prohibited being given to legal entities and individuals for purposes other than the field of education;

in order to develop modern knowledge and skills in the specialty of pedagogical workers in the public education system and to improve and stimulate the effectiveness of work activities, the work of the director and heads of the center was offered monthly additional incentives at the expense of the director's fund and the fund for assistance to reform in the field of public education under the ministry;

it was proposed to introduce a system that allows to limit the possibility of interference (human factor) in the assessment system of officials or authorized persons of professional development institutions by introducing a credit-module system of Education, which includes the training and assimilation of the listener expressed in points on separate educational modules in the process of retraining and improving;

introduction of training modules into the platform by organizing the maintenance of a special electronic platform "continuing professional education" was proposed together with professional development organizations, retraining and loading tasks on the development of a centralized way of developing the content of training modules of training courses and including them on the platform and to create the opportunity to complete it according to the results of the submission of examinations through an electronic system, thereby limiting the possibility of obtaining examinations to carry out corrupt actions;

The practical results of the study include:

the feasibility of creating transparent selection mechanisms was justified by fully online monitoring of the selection processes of candidates for the position of school director and teacher;

in the fight against corruption and its prevention, the need to introduce in schools a system of high moral education of schoolchildren from elementary grades, to develop an educational module (curriculum) on the fight against corruption was scientifically substantiated;

clearly scientifically substantiated solutions have been developed and put forward to digitize all processes, from the admission of children to school to the assessment of their knowledge;

mechanisms have been developed to prevent corruption in the admission of children to schools by the language of education;

the employment of teachers through false documents, as well as the cases of calculating the monthly salary for non-existing teachers or non-passed classes, were analyzed on the basis of real examples observed in Uzbekistan, and solutions for their prevention were put forward.

Reliability of research results. The results of the study are formalized by the norms of national legislation and international law, experience of developed countries, the practice of applying the law, statistics, social surveys and related

documents. Scientific and theoretical conclusions, suggestions and recommendations obtained during the study were approved by approbation, and their results were published in national and foreign publications. The results obtained were approved and put into practice by the competent state authorities.

Scientific and practical significance of research results. The scientific significance of the dissertation work is that the scientific-theoretical conclusions, developed proposals and recommendations on the prevention of corruption in the field of public education, developed by the author, serve to theoretically enrich the disciplines related to future scientific activities, problems of corruption, and to provide the opportunity to conduct new scientific research.

The implementation of research results. Based on the proposals developed as a result of this research:

proposals to form boards of Directors consisting of directors of the most experienced educational institutions of the Republic of Karakalpakstan, regions and the city of Tashkent and to determine the procedure for the exercise of powers to appoint school directors by submitting these boards of Directors, respectively, by the Ministry of Preschool and school education of the Republic of Karakalpakstan, regional and Tashkent city administrations of preschool and school education on the basis of an open competition were used in the development of paragraph 10 of the road map of the President of the Republic of Uzbekistan “On measures to effectively organize the activities of the Ministry of preschool and school education and organizations in its system”, approved by Decree No. 79 of May 26, 2023 “On deepening reforms in the field of preschool and school education” (Act of the Cabinet of Ministers of the Republic of Uzbekistan No. 12-15-81 of September 29, 2023). This proposal serves to prevent corruption in the appointment of school principals to the new position;

proposals related to the prohibition on the transfer of educational premises and facilities to legal entities and individuals for purposes other than the educational goals were used in the development of paragraph 11 of the Decree of the President of the Republic of Uzbekistan “On additional measures for the development of preschool and school education” PD-241 dated May 11, 2022 (Act of the Cabinet of Ministers of the Republic of Uzbekistan No. 12-15-81 dated September 29, 2023). This proposal serves to prevent corruption cases related to the illegal leasing of school buildings and structures;

proposals related to the work of the director of the center and the leaders of the circle was based on the criteria for assessing the effectiveness of their activities (KPI), using monthly proposals related to additional incentives from the funds of the director’s fund and the fund for assistance to reform in the field of public education under the ministry of Public education in order to develop modern knowledge and skills of pedagogical workers in the system of public education and to improve and stimulate the effectiveness of work activities were applied in the development of part 7 of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On measures to establish a center for training students and youth in the system of the ministry of Public education” No. 390 dated July 17, 2022 (Act of the Cabinet

of Ministers of the Republic of Uzbekistan dated November 10, 2022 No. 12/21-84). This proposal serves to develop modern knowledge and skills in the specialty of pedagogical personnel in the system of public education and to improve and stimulate the effectiveness of work activities;

the proposal related to the introduction of a credit-module system of education, which includes the re-training of the head, pedagogue and specialist personnel in the public education system and their assimilation, expressed in points and training of the listener on separate educational modules, into the process of retraining the leader, educator and specialist personnel and their professional development were used in the development of paragraph 1 of the Resolution of the Cabinet of Ministers “On the approval of the regulation on the procedure for the organization of the system of continuous professional development of public education employees” No. 25 dated January 17, 2022 (Act the Cabinet of Ministers of the Republic of Uzbekistan No. 12/21-24 of April 18, 2022). This proposal serves to limit the possibility of interference (human factor) in the assessment system of officials or authorized persons of the relevant professional development institutions, and to automatically issue the assessment system;

proposals concerned on the organization of the running of a special electronic platform “continuous professional education” on the responsibility of the Research institute for the study and determination of prospects for the problems of public education named after A.Avloni, to prepare it together with professional development organizations and to load tasks for the centralized development and inclusion of content of training modules of training courses on the platform were taken into account in the preparation of paragraph 12 of the model regulation “On the procedure for organizing the system of continuous professional development of public education employees” approved by the Resolution of the Cabinet of Ministers No. 25 dated January 17, 2022 (Act of the Cabinet of Ministers of the Republic of Uzbekistan No. 12/21-24 of April 18, 2022). This proposal made it possible to complete the process of retraining and professional development by introducing training modules into the platform according to the results of the submission of their exams from the electronic system. This has served to limit the possibility of imitators taking corrupt actions in these processes.

Approbation of research results. The results of the study were discussed at 6 scientific and practical conferences (2 international, 4 republican).

The publication of the results of the study. 14 scientific works on the topic of dissertation were published, including 4 in international journals, 5 scientific articles in academic journals on the SAC list, 2 articles in international conferences, 3 articles in national conferences and 2 theses.

Structure and size of the dissertation. The dissertation work consists of an introduction, three chapters of nine paragraphs, a conclusion and a list of used literature. The volume of the dissertation is 156 pages.

THE MAIN CONTENT OF THE DISSERTATION

In the introductory part of the dissertation work (annotation of the dissertation), the relevance and necessity of the research topic, correspondence of research to the main priorities of the development of science and technology of the republic, the level of study of the problem under study, the relevance of the dissertation topic to the research work of the higher education institution where the dissertation is completed, goals and objectives of research, object and subject, methods, scientific novelty and practical results, reliability of research results and their scientific and practical significance, introduction, approbation, publication of results, scope and structure of the dissertation are covered.

The first chapter of the dissertation is called “**Theoretical and legal foundations for the prevention of corruption in the field of public education**” and its first paragraph is named “The concept, goals and objectives of the prevention of corruption in the field of public education” analyzes the concept, goals and objectives of the prevention of corruption in the field of public education.

The initial scientific definition of the concept of “corruption” in education was given by S. Heyneman had given that, in his view, corruption in education is an abuse of authority for personal and material good. F. Anekyariko and D. Djejkobs defined corruption in education as the abuse of authority for material gain, while A. Osipian defined corruption in education as a system of informal contacts created to regulate relationships in obtaining material or intangible assets that are prohibited through the abuse of public or corporate trust. The author analyzed the definitions and concluded that while they are complementary in some aspects, the characteristics of public education that distinguish the concept of corruption from the concept of corruption in general sense have not been revealed.

Also, as a result of the analysis, the author proposed the following definition of authorship in relation to the concept of “corruption in the field of public education”:

“Corruption in public education is the unlawful use of a person operating in the field of public education using the service position or career position in financial and economic activities, administrative management, educational process, labor relations illegally in order to obtain material or intangible benefits as well as the provision such outlawed benefit, promises, offers of some illicit advantage”.

The researcher also illustrated the following definition of authorship in relation to the concept of corrupt risk in public education:

“Corrupt risks in public education are situations, factors and actions that make it possible to commit corruption violations, which occur in the process of the activities of public bodies, employees of educational institutions (public or private), teachers and students and other entities in the field of public education”.

The second paragraph of the first chapter, entitled “**Legal foundations for the prevention and fight against corruption in the public education system**”, analyzes 5 laws aimed at regulating the industry, 10 sub-legislative acts, including 4 regulatory legal acts aimed at obtaining corruption directly in the field of public

education, 1 presidential decree, about 10 domestic local documents. The researcher concludes that in today's globalization process, the violent escalation of corruption and its spread around the world made it necessary to develop national norms of law based on the norms and standards of international law in creating the legal framework for preventing and combating this vices, the reason is that it is impossible to fight corruption only through national legal institutions and mechanisms.

During the research carried out by the author, the activities of preventing and combating corruption in the field of public education are regulated through legislation and legislative acts, jury decisions and internal departmental acts of the Ministry of Preschool and school education. In this case, the conclusion is reached that the activities to prevent and combat corruption in this area are regulated through the approval of statutes, directives, regulations, regulations, concepts, strategies, programs ("roadmaps") and other documents.

The third paragraph, entitled "**Classification of corruption in the public education system**", states many criteria have been cited by scholars at the national and international levels regarding the classification of corruption that exists in the field of public education by the author, and the conclusion was put forward that this situation, that is, the fact that in the classification of corruption, it is based not on a specific criterion, but on various criteria, helps us to identify the true causes of corruption and the factors that cause it, to more understand its essence and as a result, to develop the most optimal solutions to prevent and combat corruption in the field of public education.

The author concluded that it is advisable to classify corruption in the field of public education on the basis of basic criterias, such as the direction in which it occurs, the form of ownership, the stage of occurrence, political (ministerial-level) corruption, the structure and the scope of its subjects.

The first paragraph of the second chapter is titled "**Analysis of corrupt factors related to administrative management and labor relations in public education**", which made the author conclude that there are vague requirements for obtaining a license for the establishment of private schools and corrupt norms, including the complexity of implementing various requirements such as greening the territory of the general secondary education organization listed in the activity licensing passport, the establishment of Wi-Fi zones in at least 50% of the territory, which leads to the fact that this leads to attempts to hide it through corrupt acts. According to the statistics published by the Statistical agency under the President of the Republic of Uzbekistan on average wages for 2022, noting that the wages of employees of the public education sector remain low as corrupt factors that may arise in the field of public education, it is based on the fact that employees working in the field of education are in second place (2.7 mln soum).

Also, the author noted that there are cases of getting a job with a fake diploma due to the fact that recruitment contests for a teaching position are not conducted openly and transparently, no clear mechanisms for the distribution of hours of study have been developed, all these issues continue to depend on the school director, insufficient attention is paid to checking their documents when hiring school

employees, calculation of the monthly salary for “ghost teachers”, teachers who do not exist in reality, in particular, it also interprets cases such as the payment of existing teachers for a lesson not passed by them, the appointment of persons who were pre-convicted for the position of school director as corrupt factors arising in connection with administrative management and labor relations in public education. The problems related to the field (factors that cause corruption in the field) mentioned in this paragraph serve as the basis for the development of proposals in the final chapter of the dissertation.

The second paragraph of the second chapter is called “**Analysis of corrupt factors in the organization of school admissions and educational activities**”, the paragraph substantiates the conclusions that imprecise establishment of the criteria for candidates by the school directors for additional quotas causes corruption in the field, the list of first-graders accepted into the school on the basis of the additional quota (mandate) is not publicly announced, the principals of the school responsible for this issue are allowed to be dishonest in the admission processes on the basis of the additional quota and the possibility of falsifying documents, lack of detailed and unified information in parents about the admission of children to schools by basic and additional quotas, the lack of adequate delivery of the content and essence of the admission procedure to the school in a simple language, as well as the inefficient system of information delivery pose corrupt risks.

Also, additional conclusions were made by the fact that the need for parents to settle their child in classes taught in a foreign language, including Russian, is higher than the existing demand (quotas of classes taught in Russian), the high demand of this kind has encouraged parents to achieve their goals through bribery, high workload and low payment for public school teachers cause them to have a decline in loyalty to their profession as well as honesty, and consequently pay special better attention to their children in the educational process by taking bribes from their parents in the form of gifts or money.

The researcher believes that the introduction of mechanisms aimed at preventing corruption in the process of evaluating students, including the processes of conducting examinations in the form of current control, intermediate control and phased control, obtaining cases not by the name and surname of the student, but enumerating, will cause the origin of corruption in these processes. It has been summarized by the author that the non-transparency of the processes for conducting science Olympiads, including their non-translational access in an online form, eliminates the possibility of public control over these processes and serves as an important factor in generating corruption in this area.

In the third paragraph of this chapter, entitled “**Analysis of corruption factors in financial and economic activities in the public education system**”, the author analyzes in detail the official statistics on corruption crimes presented by the Prosecutor General’s office of the Republic of Uzbekistan and the description of corruption crimes committed in the field of public education from 2021 to the present day.

As a consequence of analyses the researcher proposes that in order to eliminate corruption factors in financial and economic activities in the public education system it is necessary to introduce an open data electronic platform, in which the PETS mechanism can be used by everyone and other modern electronic solutions have been introduced that allow one to assess efficiency, to take organizational measures that provide for the regular step-by-step examination of information indicating the work performed in reality in the work related to construction and reconstruction of new premises, the re-education of technical control specialists in charge of construction work in the public education system, to normatively regulate the issues of accounting and spending of extra-budgetary funds of schools, financial assistance funds received from parents and sponsors, funds falling from the realization of the services provided (extended day groups, additional training, tutoring) on the basis of legislation.

The author expresses the need to transfer financial and economic activities in the public education system from a centralized form to an individual one, that is, to ensure the financial independence of each educational institution. He also comes to the conclusion that for all employees operating in the public education system, it is necessary to set wages for their achievements and additional surcharge (incentive) payments to honestly-conscientious employees, gradually introduce the “KPI” system in the public education system and it is advisable to ensure that there is constant departmental and financial control over the targeted use of budgeted funds.

The third chapter of the dissertation is called **“Issues of improving mechanisms for the prevention of corruption in the field of public education”**, this chapter also consists of three paragraphs.

In the first paragraph of the chapter, entitled **“Comparative legal analysis of the experience of certain foreign countries in the field of public education on the Prevention of corruption”**, the researcher explores the legislative experience and practice of countries such as Sweden, Singapore, Japan, South Korea, Indonesia.

According to the results of analysis of the experience of states such as Sweden and Japan, the author considers it vital to introduce a system of high moral education of schoolchildren, starting from elementary grades, in the fight against corruption and its prevention. For example, in Japan, child education is carried out through specific subjects aimed at teaching “dotoku keiku”, that is, moral education, in the curriculum of state primary and secondary schools which are undertaken through the specific subjects aimed at teaching moral education.

It is noted by the author that it is necessary to digitize the verification of written work of children in schools based on the experience of Sweden, in which encrypted work by issuing identification codes is automatically sent to the relevant pedagogical staff for verification, this practice serves to ensure the objectivity of checking written work in schools and their assessment.

Also, the author advises to develop a special program called “School-parent partnerships” based on the experience of Singapore in order to establish active and lasting cooperation between the school and parents and to strengthen them further.

Exploring the experience of the Indonesia, the author suggests setting up free or reduced shops and dining rooms, such as the “Honesty shop” and the “Honesty canteen” for children of low-income and low-assisted families.

The second paragraph of the third chapter is entitled “**Improving the legal framework for the use of modern information technologies in the prevention of corruption in the field of public education**”, in which the author analyzed the current state of use of modern information technologies today in order to prevent corruption in the field of public education, as well as issues of its improvement.

The researcher notes that the increased application of transparent digital technologies is the most effective tool for use in detecting, preventing corruption risks, and, given the functionality of modern technologies used in preventing corruption, conditionally distinguishes them into the following models:

formation of new digital platforms to ensure the openness of the work of state bodies and to collect data on the commission of corrupt crimes (transparency model);

creation of feedback platforms between government agencies and consumers of public services in order to quickly obtain information about the abuse of career powers of officials (feedback model);

electronic document circulation system and digital protection of public information (document turnover openness model);

digitization of probabilistic corruption risk assessment and conflict of interest detection (numerical conformity model);

reducing the appreciation of individuals who may be exposed to corruption in the decision-making process (decision-making system automation model);

introduction of online direct use of public services (direct access model), which excludes direct communication between officials and consumers of public services;

control over the financial activities of individuals and their family members who may be exposed to corrupt circumstances during their activities (financial monitoring model).

The third paragraph of the third chapter is entitled “**Issues of improving national legislation and law enforcement practices related to the prevention of corruption in the field of public education**”, in which the opinions of scientists such as X.Palacios, A.Bonhote, G.Sanchez and V. P. Kinones are analyzed and the view is advanced that there is no clear model of measures to prevent corruption in the school education system that is universal for all states, that each state should develop the most optimal solutions, taking into account its own legislation, views and legal consciousness of society and other circumstances.

The author believes that in order to achieve effective management aimed at combating corruption in the school education system, it is necessary to harmonize transparency, accountability and political will and trust. In this case, it is advisable to carry out reforms following basic rules:

Creating transparent regulatory systems and ensuring that they are followed continuously:

1. To combat corruption, it is necessary to establish norms, transparent administrative procedures and the foundations of anti-corruption policies that determine the exact limit of responsibilities and obligations between different stakeholders in the allocation and use of resources allocated to education.

2. Particular attention should be paid to the non-legalization of improper practices (such as corruption and corrupt factors) when developing the rules of the norms and procedures listed above. On the contrary, measures are needed to make institutions and individuals more responsible, transparent and “meritocratic”, to reward effective performance. At the same time, special attention should also be paid to issues of risk prevention, such as conflicts of interest and familiarity.

3. The rules related to the conduct of financial and economic activities, including the standardization of procurement procedures, the development of uniform personnel management rules, the adoption of a mutually agreed format for the preparation of financial statements by school and local authorities, contribute significantly to increasing transparency in the system.

4. The development of moral standards and rules of conduct for the teaching profession directly contributes to the creation of a more favorable educational environment, while at the same time obtaining quality education and acquiring mature moral values by the future generation.

Expanding management capabilities in order to strengthen accountability:

1. Improving management, accounting, monitoring and audit skills are the main requirements for reducing corruption in the school education system. Also, in the formation of collective immunity against corruption, it will be necessary to increase the anti-corruption training not only of administrative personnel, but also of other stakeholders, including parents’ teachers and related civil society institutions.

2. The use of modern information technology tools, including automated systems, is an important tool in ensuring transparency in management and improving the effectiveness of the implementation of the control function. After all, such tools help to reduce individual interventions in relation to the correct operation of the system.

3. The mechanisms for monitoring school resources and information must be independent of the administrative staff. In particular, external audit should be distinguished by its autonomy, neutrality, regularity and reliability. Only then can any deficiency be detected early and measures to eliminate it be taken immediately. Any major and minor errors and omissions that may cause corruption should be limited through the threat of disciplinary and other types of punishment being imposed.

4. In a corrupt environment, the withdrawal from centralization of educational management, that is, the transfer of powers to the middle and lower branch (provincial and district divisions, schools), usually helps to limit the possibilities of corrupt practices in the central apparatus. At the same time, the possibilities of transfer of powers to the lower branches should be considered only if specific norms

(specific procedures for the implementation of functions) are established and help to improve efficiency in the management of the school education system.

Increasing the sense of inviolability in management processes:

1. The “bottom-up” approach, a reform strategy based on the principle of social mobilization and control, helps to increase transparency and strengthen accountability. After all, this approach focuses more on the participation of system representatives at the lower level and the direct participation of stakeholders in the development and implementation of policies.

2. The fact that representatives of society have sufficient information or the convenience of information retrieval procedures is considered important in the formation of public control and immunity. Therefore, the sources of information responsible for providing such information – schools should be able not only to detect fraud, but also to adequately know their powers and mechanisms for protecting their own interests.

3. In-depth monitoring, including self-control over the profession (such as the adoption of “codes of etiquette” by universities, the establishment of honest cooperation in the production of textbooks), can contribute to the promotion of social activity and control and the reduction of corrupt risks.

4. The direct participation of teachers in the development and implementation of teachers’ Codes of conduct should be ensured. Through this, it is possible to increase the responsibility and immunity of teachers to comply with these rules. In order to achieve the above, it is necessary to organize training aimed at raising awareness, establish active information sharing, increase capacity and strengthen measures aimed at “ensuring gross participation”.

C O N C L U S I O N

As a result of the study on the dissertation “Issues of preventing corruption in the field of public education”, the following conclusions have been drawn that have theoretical and scientific-practical significance:

I. Scientific-theoretical conclusions

1. While the legislation provides for the concept of corruption, the lack of a definition of the term in the field of public education creates various ambiguities and misunderstandings in its use. In view of these circumstances, the concept of “corruption in public education” was given the following author’s definition:

“Corruption in public education is the unlawful use of a person operating in the field of public education using the service position or career position in financial and economic activities, administrative management, educational process, labor relations illegally in order to obtain material or intangible benefits as well as the provision such outlawed benefit, promises, offers of some illicit advantage”.

2. While the concept of corrupt risk has been applied in a variety of fields, the concept has not been given a theoretical definition. During the study, the concept of corrupt risk in the field of public education was described:

“Corrupt risks in public education are situations, factors and actions that make it possible to commit corruption violations, which occur in the process of the activities of public bodies, employees of educational institutions (public or private), teachers and students and other entities in the field of public education”.

It was shown that there are different approaches to the formulation of the definition, a suitable approach was selected for research, and the concept was clarified using practical examples.

3. Corruption in the field of public education can be classified on the basis of dozens of criteria, which, in our opinion, will be advisable to classify on the basis of the following basic criteria: according to the direction in which it occurs: corruption in administrative management and labor process, corruption in the educational process, corruption related to public procurement and construction processes; according to the form of ownership: corruption in private schools and corruption in public schools; according to the stage of occurrence: political (ministerial-level) corruption, local (regional level) corruption, school level corruption; according to the structure: ordinary corruption, complex corruption; according to the scope of its subjects: corruption between private supplier and administration, corruption between school staff and administration, corruption between the reader (representative) and the administration, mutual corruption among the administration, corruption between the student (representative) and the teachers.

4. Making the wrong decisions regarding the management of the industry in the field of public education has been substantiated as one of the factors that cause corruption. Such decisions can manifest themselves in forms such as not prioritizing areas with high need to build new schools at the expense of the state and (or) building schools where there is no need for a new school (for example, meeting the need for a school where he was born), as well as allowing inequality in improving the material and technical base of schools (for example, the allocation of money in the first place and more than necessary to a school run by the spouse of a senior executive) can manifest itself in such forms.

II. Proposals for improving the legislation of the Republic of Uzbekistan:

6. Paragraph 6 and 7 of the administrative regulation of the provision of public services for the admission of children to state general secondary educational institutions and the transfer of students from one general secondary educational institution to another, approved by the resolution of the Cabinet of Ministers No. 295 of June 1, 2022, are proposed to introduce the following amendments regarding the admission of children:

– “in schools, it is proposed to introduce the procedure for providing information to all public and preschool institutions on the exact number of basic and

additional quotas. In this case, it is assumed to constantly enter information on the e-learning platform about the exact number of admission quotas”;

– “development of specific criteria for the admission of children to school by school directors on the basis of additional quotas”;

– “implementation of the open announcement system of the list of first graders (mandate) admitted to the school on the basis of additional quota”.

7. From 2nd Annex of the unified regulation on the procedure for licensing certain types of activities through a special electronic system approved by the Decree of the Cabinet of Ministers No. 80 of February 21, 2022, it is proposed to exclude vague requirements for obtaining a license for the establishment of private schools and corrupt norms, including the requirement for “greening” the territory of a general secondary organization. It is also proposed to re-edit this sentence as “setting up Wi-Fi zones in at least 50% of the area”, taking into account that the requirement “to establish Wi-Fi zones in at least 50% of the educational premises” is not only applied to the educational premises, but also to the ground areas, stadiums and playing fields.

8. In the admission of children to the 1st class of a general educational institution from paragraph 43 of the General Secondary Education Regulation approved by the Decree of the Cabinet of Ministers No. 140 of March 15, 2017, it is advisable to cancel the procedure for presenting “medical certificate of health of the child (086/u form)”. In this case, it is proposed to consider the possibility of organizing a special medical examination in place of a medical certificate at the time of admission of children to school”.

9. Admission is carried out disproportionately to the plan for the admission of children to schools, that is, without following them to the microhood or age limit. Exceeding the established norm in classes (up to 25-35 in urban area and district centers, up to 20-35 in rural area) leads to a lack of educational literature for classes, overloading of teachers, and, as a result, a sharp decrease in the quality of Education. It is proposed to reduce the established norm of the number of students in classes (up to 20-30 in urban area and district centers, up to 20-25 in rural area) by making appropriate amendments to the regulation on the procedure for complementing classes in general educational institutions and the formation of tariffication lists (registration number 3271, June 30, 2020).

10. It is proposed to supplement the Education Law of the Republic of Uzbekistan with article 44¹ of the following content:

“44¹. Circumstances prohibiting the appointment of a leadership position in the general secondary education system.

Regardless of the punishment used, whether the conviction has been completed or removed, and whether an amnesty or act of pardon has been applied to oneself, persons previously convicted of intentional crimes are prohibited from being appointed to leadership positions in the general secondary education system”.

11. In the second part of Article 18 of the law of the Republic of Uzbekistan “On combating corruption in educational institutions”, entitled “legal education and training in the field of combating corruption in educational institutions”, it was

proposed to define the training and retraining of specialists as the tasks of State Educational Management Bodies and accordingly, to change the second part of this article in the following edition:

“State educational management bodies and educational institutions, taking into account the main directions of state policy in the field of combating corruption, develop measures aimed at Legal Education and education in educational institutions, improving the quality of professional training, professional training and retraining of specialists, constantly improving educational programs”.

III. Practical (organizational institutional) proposals:

12. In the Republic of Karakalpakstan, regions and the city of Tashkent, the procedure for establishing the boards of directors consisting of the directors of the most experienced general secondary educational institutions, as well as the appointment of school directors to the post should be determined on the basis of open selection by the Ministry of preschool and school education of the Republic of Karakalpakstan, regions and the city of Tashkent.

13. For the positions of teacher and school director, it is advisable to create a special electronic portal that allows you to submit an online application for participation in the competition and post information about the candidate, as well as to introduce transparent selection mechanisms by fully online monitoring of candidate selection processes.

14. To develop a comprehensive program of measures aimed at providing parents with information about the procedure for online admission of children to schools, increasing their awareness. The followings are advisable:

- by organizing graduation groups in kindergartens, organizing meetings with the participation of parents and school administration and providing explanations on the procedure for admission to primary classes;

- organization of meetings for parents whose children do not attend kindergartens about the procedure for admission to primary classes with the participation of the school administration at their address of residence;

- by organizing an open day in schools, it is advisable to provide information about the procedure for admission to the school for parents, the deadlines for submitting documents.

15. In combating and preventing corruption, the introduction of a system of high moral education of schoolchildren in schools, starting with elementary grades (experience of Sweden and Japan). In this case, the development of the anti-corruption education module (curriculum) by revising the curricula. In order to form strong anti-corruption behavior in students, schools are proposed to introduce the “anti-corruption education” module as part of the anti-corruption education program for students.

16. Commencing from the admission of children to schools, it is necessary to digitize all the processes for assessing their knowledge. In this case, the creation of a single electronic documentation system for admission to an educational institution

is important. In order to ensure the objectivity of the assessment of written tests of children, it is proposed to introduce a mechanism for encrypting written work by automatically issuing identification codes. Additionally, encrypted work by issuing identification codes is automatically sent to the relevant pedagogical staff for their verification.

17. Setting specific criteria for the admission of children to schools by the language of education. It is necessary to ensure a high-quality education of the child and conduct interviews with them, taking into account the difficulty of the child's education in a language that is not his native language, conducting them with additional training, headed by specialists depending on his result.

18. In order to avoid cases of employment with false documents, it is essential to establish a condition for checking the authenticity of their documents when hiring school employees. The "diploma database on completion of Higher, Secondary special and professional educational institutions" of the Ministry of Higher Education, science and innovation (<https://diplom.edu.uz/>) are offered to take advantage of their capabilities.

19. The lack of a rotating procedure for school principals has led to the commission of corrupt crimes by school principals who remain in office for a long time. Therefore, using the advanced experience of some developed countries (Singapore, Japan), it will be necessary to introduce a procedure for rotating school principals every 5 years.

20. In the selection of school teachers and the formation of their reserve, it is advisable to introduce a system of selection of the most talented students from among high school graduates as "teachers of the future". In this case, the creation of a scholarship equal to 30-40% of the teacher's month for applicants who are held in reserve as "teachers of the future", as well as a system for providing pedagogical knowledge for at least three years. In their schools, a mentoring system and a "master-apprentice" tradition are introduced by the entry of qualified teachers into "apprenticeship".

21. In order to further improve the system of active cooperation with the parents of students in schools and create a "feedback system" between them, it is advisable to develop a special program called "School-parent partnerships". In this case, the following works will be carried out within the framework of this program.

22. By creating a system similar to "Honesty shop" and "Honesty canteen", free or reduced-price shops and dining rooms for the children of a family who are low-income and in need of assistance.

23. Revision of the system of training and professional development of specialists working in the field of school education. In this case, it is proposed to train school teachers in retraining courses in three areas (professional teaching activities, a specialist operating in the ministry of education and the head of school administration).

24. Complete digitization of processes related to the calculation of wages to prevent cases of non-existent teachers or the calculation of monthly wages for unassisted lessons. In this case, through the introduction of a special platform, it is

necessary to ensure that the classes are calculated online every day and check the compliance of the monthly amount paid with the amount of the lessons mentioned.

25. For all employees operating in the public education system, it is necessary to set wages for their achievements and additional surcharge (incentive) payments to employees who have honestly worked conscientiously, as well as to gradually introduce the “**KPI**” system.

26. The provision of educational buildings and facilities of schools to legal entities and individuals for purposes other than the educational sphere should be prohibited. After all, this procedure serves to prevent corruption cases related to the illegal rental of school buildings and facilities.

27. In schools, it is necessary to introduce a procedure for organizing healthy nutrition in an outsourcing way. Afterwards, it will help to increase accountability and transparency in this area, make the most of the funds allocated from the state budget, and expand public control over these processes.

28. To ensure public control over the use of funds collected as material assistance in public education institutions, it is necessary to establish the specific legal status of the “Parents’ Council”.

It is advisable to introduce a procedure for the constant publication of funds and all expenses received by school principals through the media on a regular basis.

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УЧЕНЫХ СТЕПЕНЕЙ ПРИ ПРАВООХРАНИТЕЛЬНОЙ АКАДЕМИИ
РЕСПУБЛИКИ УЗБЕКИСТАН**

**ПРАВООХРАНИТЕЛЬНАЯ АКАДЕМИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН**

АБДУЛЛАЕВА МАЛИКАБОНУ ЭРКИН КИЗИ

**ВОПРОСЫ ПРЕДОТВРАЩЕНИЯ КОРРУПЦИИ В СФЕРЕ
НАРОДНОГО ОБРАЗОВАНИЯ**

12.00.12 — Проблемы коррупции (юридические науки)

**АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по юридическим наукам**

Ташкент – 2023 год

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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Целью исследования является проведение комплексных научно-теоретических и практических исследований по вопросам предупреждения коррупции в сфере народного образования, разработка научно обоснованных предложений и рекомендаций по совершенствованию норм действующего законодательства Республики Узбекистан и правоприменительной практики по проблемным вопросам.

Объектом исследования является система общественно-правовых отношений, связанных с предупреждением коррупции в сфере народного образования.

Научная новизна исследования заключается в следующем:

предложено сформировать Советы директоров в составе директоров наиболее опытных общеобразовательных учреждений и определить порядок осуществления полномочий по назначению директоров школ по представлению данных Советов директоров соответственно Министерством дошкольного и школьного образования Республики Каракалпакстан, города Ташкент и областными управлениями дошкольного и школьного образования на основе открытого конкурса;

предложено запретить передачу зданий и сооружений, предназначенных для образования, юридическим и физическим лицам для иных целей, чем образование;

в целях развития современных знаний и навыков по специальности педагогических работников в системе народного образования, а также для повышения эффективности и поощрения трудовой деятельности, предложено на основе Критериев оценки труда (KPI), ежемесячно дополнительно поощрять труд директора Центра и руководителей кружков за счет директорского фонда и Фонда содействия реформированию в области народного образования при Министерстве народного образования;

предложено путем внедрения в процесс переподготовки руководителей, педагогов и специалистов системы народного образования, переподготовки и повышения квалификации руководителей, педагогов и специалистов кредитно-модульной системы образования, включающей обучение слушателей по отдельным образовательным модулям и освоение знаний в баллах, ограничить возможность вмешательства (человеческого фактора) в систему оценивания со стороны должностных лиц или уполномоченных лиц, а также внедрить систему, позволяющую автоматически запускать систему оценивания;

предложена организация ведения специальной электронной платформы «Непрерывное профессиональное образование», путем возложения задачи централизованной разработки совместно с организациями повышения квалификации контента учебных модулей курсов переподготовки и повышения квалификации и их ввода в платформу, создание возможности ввода учебных модулей в платформу, а также их завершения по результатам

сдачи экзаменов через электронную систему, тем самым ограничение возможности принимающих экзамены совершать коррупционные действия.

Внедрение результатов исследования.

предложение по формированию Советов директоров в составе директоров наиболее опытных общеобразовательных учреждений Республики Каракалпакстан, областей и города Ташкента и определению порядка осуществления полномочий по назначению директоров школ по представлению данных Советов директоров соответственно Министерством дошкольного и школьного образования Республики Каракалпакстан, областными и Ташкентскими городскими управлениями дошкольного и школьного образования на основе открытого конкурса, учтено при разработке пункта 10 Дорожной карты “По углублению реформ в сфере дошкольного и школьного образования и трансформации деятельности системы”, утвержденной Указом Президента Республики Узбекистан от 26 мая 2023 года № 79 “О мерах по эффективной организации деятельности Министерства дошкольного и школьного образования и организаций в его системе” (Акт Кабинета Министров Республики Узбекистан от 29 сентября 2023 года №12-15-81). Данное предложение призвано предотвратить коррупцию при назначении директоров школ;

предложение по запрету передачи зданий и сооружений, предназначенных для образования, юридическим и физическим лицам для иных целей, чем образование, учтено при разработке пункта 11 Указа Президента Республики Узбекистан от 11 мая 2022 года УП-241 “О дополнительных мерах по развитию дошкольного и школьного образования” (Акт Кабинета Министров Республики Узбекистан от 29 сентября 2023 года № 12-15-81). Данное предложение призвано предотвратить коррупцию, связанную с незаконной сдачей в аренду школьных зданий и помещений;

предложение в целях развития современных знаний и навыков по специальности педагогических работников в системе народного образования, а также для повышения эффективности и поощрения трудовой деятельности, на основе Критериев оценки труда (KPI), ежемесячно дополнительно поощрять труд директора Центра и руководителей кружков за счет директорского фонда и Фонда содействия реформированию в области народного образования при Министерстве народного образования, учтено при разработке пункта 7 Постановления Кабинета Министров Республики Узбекистан от 17 июля 2022 года № 390 “О мерах по созданию центра подготовки учащейся молодежи к будущим профессиям в системе министерства народного образования” (Акт Кабинета Министров Республики Узбекистан от 10 ноября 2022 года №12/21-84). Данное предложение служит развитию современных знаний и умений по специальности педагогических работников в системе народного образования, а также повышению и стимулированию эффективности трудовой деятельности;

предложение путем внедрения в процесс переподготовки руководителей, педагогов и специалистов системы народного образования, переподготовки и повышения квалификации руководителей, педагогов и специалистов кредитно-модульной системы образования, включающей обучение слушателей по отдельным образовательным модулям и освоение знаний в баллах, ограничить возможность вмешательства (человеческого фактора) в систему оценивания со стороны должностных лиц или уполномоченных лиц, а также внедрить систему, позволяющую автоматически запускать систему оценивания, учтено при разработке пункта 1 Постановление Кабинета Министров Республики Узбекистан от 17 января 2022 года № 25 “Об утверждении положения о порядке организации системы непрерывного профессионального развития работников народного образования” (Акт Кабинета Министров Республики Узбекистан от 18 апреля 2022 года № 12/21-24). Данное предложение служит для ограничения возможности вмешательства (человеческого фактора) должностных лиц или уполномоченных лиц соответствующих учебных заведений в систему оценки, а также для автоматического запуска системы оценки;

предложение о возложении на Научно-исследовательский институт изучения проблем и определения перспектив народного образования имени А.Авлони задач по организации ведения специальной электронной платформы «Непрерывное профессиональное образование», централизованной разработки совместно с организациями повышения квалификации контента учебных модулей курсов переподготовки и повышения квалификации и их ввода в платформу, учтено при подготовке пункта 12 Положения о порядке организации системы непрерывного профессионального развития работников народного образования, утвержденного Постановлением Кабинета Министров от 17 января 2022 года №25 (Акт Кабинета Министров Республики Узбекистан от 18 апреля 2022 года № 12/21-24). Данное предложение путем внедрения на платформу образовательных модулей предоставило возможность завершать процесс переподготовки и повышения квалификации на основе результатов сдачи экзаменов в электронной системе. Это служит ограничению возможности принимающих экзамены совершать коррупционные действия.

Апробация результатов исследования. Результаты исследования обсуждались на 6 научно-практических конференциях (2 международных, 4 республиканских).

Опубликованность результатов исследования. Всего по теме исследования опубликовано 14 научных работ, в том числе 4 в международных журналах, 5 научных статей в академических журналах, включенных в список ВАК Республики Узбекистан, 2 на международных конференциях, 3 на национальных конференциях и 2 тезиса.

Структура и объём диссертации. Диссертационная работа состоит из введения, трех глав, включающих девять параграфов, заключения и списка использованной литературы. Объем диссертации составляет 156 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
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