

KONFERENSIYALAR COM

ANJUMANLAR PLATFORMASI

**XIX RESPUBLIKA ILMIY-
AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-
FANI: INSON UCHUN
INNOVATSION G'OYA
VA YECHIMLAR**

OKTYABR, 2026

ISSN 3093-8791

ELEKTRON NASHR:

<https://konferensiyalar.com>



Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.
XIX Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.
2-jild, 19-son (13-oktyabr, 2026-yil).– 191 bet.

Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

Elektron nashr: <https://konferensiyalar.com>

ISSN: 3093-8791 (onlayn)

Konferensiya tashkilotchisi: "Scienceproblems Team" MChJ

Konferensiya o'tkazilgan sana: 2026-yil, 9-oktyabr

Mas'ul muharrir:

Isanova Feruza Tulqinovna

Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XIX Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

Barcha huquqlar himoyalangan.

© Scienceproblems team, 2026-yil

© Mualliflar jamoasi, 2026-yil

THE LEGAL INSTITUTIONALIZATION OF SELF-DIRECTED LEARNING IN HIGHER EDUCATION: A HISTORICAL-LEGAL COMPARATIVE EXPERIENCE

Bekchanov Yashnarbek Jumanazar o'g'li

Urganch State University named after Abu Rayhan Beruniy

Lecturer, Department of Law, Faculty of History and Law

Google Scholar: https://scholar.google.com/citations?hl=en&user=np0_IYAAAAI

ORCID: <https://orcid.org/0009-0004-6276-5081>

Email: bekchanovyashnarbek@gmail.com

Tel: 97-195-01-10

Urgench, Uzbekistan

Annotation. The article analyzes the process of the formation of self-directed learning as a legal institution in comparison with the experience of CIS countries. Most post-Soviet states began building their education-law systems from the Soviet administrative-command model, yet each chose its own path toward turning self-directed learning into a legal institution. Uzbekistan's transition to the credit-module system is compared with the experience of Russia and Kazakhstan. The article shows that Russia follows an institutional-autonomy model, Kazakhstan a centralized-normative model, and Uzbekistan an intermediate variant. It finds that in all three states the quantitative dimension of independent work was regulated before the qualitative one, that the concept of independent work is understood differently, and that civil-law protection practice remains underdeveloped. The comparative-legal method allows a functional comparison of the normative acts of the three countries. On this basis, proposals are made for balancing institutional autonomy with national accreditation and quality control. The study argues for creative adaptation rather than mechanical transplantation of ready-made models.

Key words: self-directed learning, legal institutionalization, comparative legal analysis, CIS educational law, credit-module system, post-Soviet legal space.

OLIIY TA'LIMDA MUSTAQIL TA'LIMNING HUQUQIY INSTITUTLASHUVI: TARIXIY-HUQUQIY QIYOSIY Tajriba

Bekchanov Yashnarbek Jumanazar o'g'li

Abu Rayhon Beruniy nomidagi Urganch davlat universiteti

"Tarix va huquq" fakulteti Huquq kafedrasi o'qituvchisi

Annotatsiya. Maqolada mustaqil ta'limning huquqiy institut sifatida shakllanish jarayoni MDH mamlakatlari tajribasi bilan qiyoslangan holda tahlil qilinadi. Postsovet davlatlarining ko'pchiligi mustaqillikdan keyin ta'lim huquqi tizimini sovet ma'muriy-buyruqbozlik modelidan boshlab qurgan, biroq mustaqil ta'limni huquqiy institutga aylantirishda har biri o'z yo'lini tanlagan. O'zbekistonning kredit-modul tizimiga o'tish tajribasi Rossiya va Qozog'iston tajribasi bilan solishtiriladi. Rossiyada institutsional mustaqillikka asoslangan, Qozog'istonda markazlashgan-me'yoriy model qo'llangani, O'zbekiston esa oraliq variantga yaqinligi ko'rsatiladi. Uch davlatda ham dastlab mustaqil ishning miqdoriy jihati, keyinroq sifat jihati tartibga solingani, "mustaqil ish" atamasi turlicha tushunilgani, fuqarolik-huquqiy himoya amaliyoti rivojlanmagani aniqlanadi. Qozog'iston tajribasida mustaqil ishning ikki toifaga bo'linishi, O'zbekistonda esa bunday bo'linish yo'qligi ta'kidlanadi. Qiyosiy-huquqiy usul uch davlat me'yoriy hujjatlarini funksional solishtirish imkonini beradi. Natijalar asosida institutsional erkinlikni milliy akkreditatsiya va sifat nazorati bilan muvozanatlashtirish bo'yicha takliflar beriladi. Tadqiqot tayyor modellarni mexanik ko'chirish emas, ularni milliy sharoitga ijodiy moslashtirish zarurligini asoslaydi.

Kalit so'zlar: mustaqil ta'lim, huquqiy institutlashuv, qiyosiy huquqiy tahlil, MDH ta'lim huquqi, kredit-modul tizimi, postsovet huquqiy makon.

DOI: <https://doi.org/10.47390/ydif-y2026v2i19/n32>

The majority of post-Soviet states embarked, after gaining independence, on building their national education-law systems from a similar starting point - the Soviet administrative-

command model of education [3]. Despite this shared historical starting point, each state has chosen its own distinctive path toward transforming self-directed learning into a legal institution. The purpose of this thesis is to conduct a comparative analysis of Uzbekistan's experience against that of the Russian Federation and the Republic of Kazakhstan, in order to identify common patterns and national particularities. The practical value of such a comparative analysis lies in the fact that the experience of states sharing a common historical root, yet following divergent paths, provides a ready-made "testing ground" for the improvement of national legislation - allowing the positive and negative outcomes of approaches already tested elsewhere to be assessed in advance. The comparative-legal method occupies a central place in this research, enabling a functional comparison of the normative acts of the three countries.

Main part. To properly orient the comparative-legal analysis, it is first necessary to establish the common initial conditions of the three states. All three belonged to the same legal family (the Soviet-socialist legal tradition) and achieved independence with the same institutional legacy - a centralized ministry-of-education system and a unified state educational standard. The subsequent divergence in their development paths may therefore be regarded as having emerged under the influence of external factors (the degree of international integration, economic potential, political choice) - a circumstance that enhances the scholarly value of the comparative analysis.

In the Russian Federation, the legal institutionalization of independent work accelerated from the late 1990s onward, in the context of accession to the Bologna Process (from 2003). The Federal Law "On Education" (2012) established students' independent work as a mandatory component of the teaching workload, though its precise norms (the ratio of hours) were delegated to each institution's internal instructional-methodological documents [2] - a model based on institutional autonomy rather than centralized normative regulation.

In the Republic of Kazakhstan, by contrast, an opposite tendency was observed: the regulations on the introduction of credit technology (from 2004 onward) established a fixed share of independent work (up to two-thirds of the total credit volume) in a centralized manner, at the state level [6]. While this model constrained institutional freedom, it served to ensure a uniform standard nationwide.

Uzbekistan's experience is closer to an intermediate variant between these two models. The 2020 Regulation on the introduction of the credit-module system established the place of independent work within the credit system, yet left its precise percentage ratio to the curricula of individual institutions [1]. The new 2026 Regulation on Higher Education further develops this trajectory by granting institutions broader academic and organizational autonomy - indicating a tendency to converge toward the Russian model [5].

A comparison of the three countries' experience reveals an important common pattern: in all three states, the legal institutionalization of independent work proceeded in two stages - first, its quantitative dimension (hours, credits) was regulated through the transition to a credit system, and only later was its qualitative dimension (monitoring mechanisms, liability) developed. This sequence is not coincidental: quantitative regulation is technically simpler and faster to implement, whereas qualitative regulation requires the accumulation of institutional experience.

As a differentiating factor, the degree of centralization was identified: Kazakhstan adopted a centralized-normative model, Russia an institutional-autonomy model, while Uzbekistan, initially closer to the Kazakh model, is now shifting toward the Russian model following the 2026 reforms. The legal consequence of this shift is the likelihood of significant quality differentiation emerging among institutions in the provision of self-directed learning, which in turn requires the strengthening of national accreditation and quality-control systems.

A more detailed comparison of the normative acts of the three countries also reveals that the very concept of "independent work" has been named and understood differently: in Russia, the term "самостоятельная работа обучающихся" covers all forms of a student's extracurricular activity, whereas in Kazakhstan a distinction is drawn between two separate categories - "студенттің өздік жұмысы" (SӨZh), the student's entirely independent work, and "оқытушы жетекшілігімен студенттің өздік жұмысы" (OSӨZh), independent work conducted under faculty supervision. This distinction carries practical significance, as it also differentiates the degree of faculty liability: for OSӨZh, the faculty member bears full responsibility, whereas for SӨZh, their responsibility is limited to providing general methodological guidance. No such division currently exists in Uzbekistan's regulatory framework - this represents a concrete and readily adaptable element of experience that could prove useful for the future improvement of national legislation.

Another important comparative aspect concerns the level of development of liability mechanisms. In the Russian Federation, the practice of "educational services contracts" is relatively well developed, and instances exist of students bringing civil-law claims against institutions (including for inadequate educational services), although such cases remain limited in number. In Kazakhstan, such civil-law protection practice is almost entirely absent - disputes are resolved primarily through administrative channels, via oversight bodies within the Ministry of Education and Science system. In Uzbekistan as well, civil-law protection practice remains underdeveloped - a common post-Soviet characteristic among all three states, stemming from a tradition of viewing educational relations through an administrative-legal rather than a civil-legal lens.

Furthermore, when comparing the external evaluation (accreditation) systems of the three states, Kazakhstan's system of independent national accreditation agencies - operating since 2011 in cooperation with international accreditation bodies - stands out as the most developed model. In Uzbekistan, the accreditation system remains at a formative stage, and its degree of independence and international integration lags considerably behind Kazakhstan's experience [4]. This gap acquires particular significance given Uzbekistan's current shift toward institutional autonomy, since as institutional autonomy increases, the robustness of the external quality-control system that balances it must increase correspondingly.

A deeper examination of the three countries' experience also shows that the legal institutionalization of self-directed learning is linked not only to domestic legislation but also to international influencing factors. Russia's accession to the Bologna Process in 2003, and Kazakhstan's membership since 2010, facilitated a faster incorporation of European standards into their internal legal systems. Although Uzbekistan is not formally a member of the Bologna Process, the new 2026 Regulation envisages the alignment of the national credit system with the European Credit Transfer System (ECTS) [5] - which may be regarded as an informal, yet practical, pathway toward international integration.

Conclusion. The comparative analysis leads to the following conclusions: first, the legal institutionalization of self-directed learning in all the countries examined follows a sequence moving from quantitative to qualitative regulation; second, Uzbekistan is shifting along its own path from a centralized model toward a model of institutional autonomy, consistent with the Russian experience; third, such a shift carries the risk of quality divergence among institutions, which necessitates the parallel strengthening of national quality-control mechanisms; fourth, in all three states, the practice of viewing educational relations through a civil-law (and not merely administrative) lens remains underdeveloped - a shared post-Soviet characteristic; fifth, Kazakhstan's independent national accreditation system may be studied as a model of external oversight capable of balancing institutional autonomy in Uzbekistan.

As a practical recommendation, it is proposed that the institutional autonomy granted to higher education institutions in Uzbekistan be balanced, first, by national accreditation standards comparable to the Russian experience; second, by a model of independent accreditation agencies similar to that of Kazakhstan; and third, by the creation of a specialized normative framework for the development of civil-law protection practice in the field of education. In conclusion, it should be emphasized that the value of comparative-legal analysis lies not in the mechanical transplantation of ready-made models, but in understanding the successes and shortcomings of other states' experience and creatively adapting them to the national legal-institutional context. For Uzbekistan, precisely such a critical-creative approach to the experience of post-Soviet partner states offers an opportunity to further and more consistently advance the process of legal institutionalization of self-directed learning.

Adabiyotlar/Literatura/References:

1. Cabinet of Ministers of the Republic of Uzbekistan. Regulation on the Procedure for Introducing the Credit-Module System into the Educational Process at Higher Education Institutions, Resolution No. 824, 31.12.2020.
2. Federal Law of the Russian Federation "On Education in the Russian Federation", No. 273-FZ, 29.12.2012.
3. Huisman J., Smolentseva A., Froumin I. (eds.) 25 Years of Transformations of Higher Education Systems in Post-Soviet Countries. – Cham: Palgrave Macmillan, 2018. – 544 p.
4. Jonbekova D. Quality Assurance in Central Asian Higher Education: A Comparative Analysis. – Almaty: Nazarbayev University Press, 2020. – 180 p.
5. Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan. Regulation on Higher Education, Ministerial Order No. 99, 10.03.2026.
6. Regulation of the Ministry of Education and Science of the Republic of Kazakhstan on the Organization of the Educational Process under Credit Technology, 2004.

YANGI DAVR ILM-FANI: INSON UCHUN INNOVATSION G'OYA VA YECHIMLAR

**XIX RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI
MATERIALLARI**
2026-yil, oktyabr

Mas'ul muharrir: *F.T.Isanova*
Texnik muharrir: *N.Bahodirova*
Diszayner: *I.Abdihakimov*

Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.
XIX Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.
2-jild, 19-son (13-oktyabr, 2026-yil). – 191 bet.

Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

ISSN: 3093-8791 (onlayn)

Elektron nashr: <https://konferensiyalar.com>

Konferensiya tashkilotchisi: "Scienceproblems Team" MChJ

Konferensiya o'tkazilgan sana: 2026-yil, 9-oktyabr.

Barcha huquqlar himoyalangan.
© Science problems team, 2026-yil.
© Mualliflar jamoasi, 2026-yil.