

General Trends In The Promotion Of Teacher Prestige In The East

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Abstract: This article analyzes the main directions of strengthening teachers' prestige in Eastern countries. It examines the modernization of the education system, the socio-economic protection of teachers, and the role of national values and cultural traditions in enhancing the status of the teaching profession. Based on the experiences of China, Japan, South Korea, Turkey, and Uzbekistan, common trends in elevating teachers' status are identified.

Keywords: Teacher prestige, Eastern countries, social guarantees, educational reforms, national values.

Introduction: In the spiritual heritage and educational traditions of the peoples of the East, the teacher has always had a high status. In Islamic teachings, the very word "teacher" is mentioned with respect and honor. The educationists of the Jadid period also emphasized that "the teacher is the main force for the development of the nation".

In the 21st century, in the context of globalization, digital technologies, and international competition, the process of reforming the education system is intensifying in Eastern countries. This has raised the issue of increasing the authority and strengthening the status of teachers to the level of state policy.

The article analyzes general trends based on the experiences of China, Japan, South Korea, Turkey, and Uzbekistan.

METHOD

A teacher is not only a provider of knowledge, but also a key figure in educating individuals, shaping social values, and contributing to the spiritual upliftment of the nation. Therefore, strengthening the authority of teachers has been identified as one of the priorities of state policy in developed countries.

Teachers prestige in progress to the following attention to turn to the goal suitable as is considered.

First, to education directed increasing investments (investment in education). In this state by to education large investments introduction policy continue to

introduce and education economic development main factor as first to the place to put necessary This is the case in our republic problem national state in politics and even in 2023 "To the Human attention and qualitative education "year" announcement in the event of also to see possible. Uz next present situation to universities the most great talents attraction to do, to teach adjective increase and impressive research take to go possible gives.

Secondly, academic focus on academic excellence to turn. In this case Uzbekistan universities academician perfection first to the place to put and research and to innovations investment to introduce This is necessary. of the institution reputation, academic and professional in teams the effect increases.

Third, international confession increase (international recognition and visibility). In this universities their own international confession and expression to be to increase attention their directions necessary. This mature foreign universities with cooperation to do, global research in networks participation verb and of the university scientific the results famous foreign in publications to release and international on forums before push through to achieve possible.

In particular, the experience of developed countries shows that the higher the status of teachers in society, the more stable and effective the quality of education and the development of the country.

Historical foundations of teacher authority in Eastern

countries

- In Islamic civilization, the principle of "respect for the teacher" was considered the main moral value.

- In the Confucian teachings, the teacher was honored as a propagator of knowledge and morality in society.

- In Japan, the view of "the teacher is the teacher of the nation" has become a part of the national culture.

The Chinese experience: Teacher support as a public policy priority

- Within the framework of the "Three Pillars Policy", the material supply of teachers has been strengthened.

- Government grants, housing programs and social protection system apply to teachers.

- Mandatory training system has been introduced.

Teacher status in Japan and South Korea

- In Japan, teachers are highly respected in society. Parents and the community share responsibility for the quality of education with teachers.

- The salary of teachers in South Korea is higher than the average salary in the country. This ensures the prestige of the profession.

Turkey's experience: modernization and harmony of national values

- The social status of teachers in Turkey is being strengthened through state reforms.

- Based on national traditions, the teacher is considered as a spiritual educator of the society.

Directions for increasing the prestige of teachers in Uzbekistan

On the Status of Teachers and Trainers adopted in 2019 strengthened the status of teachers in a legal sense.

- The salary of teachers is being gradually increased, material and moral incentives are being taken.

- Based on international experience, the system of retraining and professional development of pedagogic personnel is expanding.

General trends from the experience of Eastern countries

1. Supporting the status of the teacher as a priority of state policy.

2. Strengthening material and social guarantees of teachers.

3. Attracting the most talented personnel to the teaching profession.

4. Implementation of pedagogical reforms based on national values and cultural traditions.

5. To ensure the authority of the teacher in the introduction of innovations and digital technologies in

education.

CONCLUSION

The experience of Eastern countries shows that increasing the authority of teachers is the main factor that ensures the effectiveness of the educational system. Implementation of modern reforms based on national values, strengthening of material and moral support of teachers and raising their reputation in the society is manifested as a general trend.

These experiences are also of great importance for Uzbekistan, because raising the status of teachers is directly related to the sustainable development of the country and the spiritual and moral development of the younger generation.

In conclusion, improving the reputation of higher education institutions and faculty in Uzbekistan is a critical task that requires the joint efforts of all stakeholders. By increasing investment in education, focusing on academic excellence, and increasing international recognition, we can ensure that Uzbek universities and faculty play a decisive role in shaping the future of the country.

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