

**NORMATIVE LEGAL DOCUMENTS REGULATING INTERNATIONAL
COOPERATION IN THE FIELD OF EDUCATION ON THE BASIS OF REGIONAL
AND BILATERAL AGREEMENTS**

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Annotation: This scientific article considers the importance of legal documents based on regional and bilateral agreements to be higher than universal legal documents in the activities of international cooperation in the field of education.

Keywords: international education system, international educational cooperation, international educational organizations, UNESCO, Erasmus, Tempus, international education code.

The reason for this is that, as mentioned above, universal international norms are more of a recommendatory nature, and the issue of liability in case of violation of these norms is not established. In documents based on regional and bilateral agreements, non-fulfillment of contractual obligations by one or another party leads to serious legal consequences. Regarding the study of regional legal documents, we will first consider the normative documents adopted within the framework of the CIS organization, of which our state is a member. Cooperation of the CIS member states in the field of education has gone through several stages since its establishment. Within the framework of the CIS organization, a normative document "On Cooperation in the Field of Education" was initially adopted. Considering that this was the first document adopted by the CIS member states on this issue, it can be concluded that within a short period after the creation of the CIS, the member states recognized the importance of cooperation in this area. Of course, the Agreement on Cooperation in the Field of Education between the states plays an important role. The adoption of this document is assessed as the first step towards cooperation, but in general, in this situation, as experts note, it was insufficiently effective. This is explained by several reasons. First of all, based on the proposal "It is determined by the effectiveness of the rule of international law," it is assessed by the degree to which it reflects the interests of the states, and considering that the CIS member states did not have sufficient aspirations for integration at the time of concluding the agreement, we can conclude about the processes of fragmentation in a CIS member.

The adoption of agreements on certain issues of education also dates back to this period. Among them are the agreements of the CIS member states "On Cooperation in the Training and Advanced Training of Military Personnel for the Border Troops" (November 3, 1995) and "On the Principles of Recognition and Nostrification of Documents on Educational Diplomas." Comparison of Academic Degrees (May 17, 1993). In accordance with the provisions of the latter document, "the Parties undertake to recognize in the territories of their states the qualification documents of the State Standard on Academic

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Degrees of the States Parties to the Agreement" (Article 1).

The second stage of cooperation is connected with the approval by the Council of Heads of Government of the CIS on January 17, 1997, of the Concept for the Formation of a Single (Common) Educational Space of the CIS. The concept was developed by specialists of the CIS organization. 143 higher educational institutions that are permanent observers of the CIS Inter-Parliamentary Assembly, the International Academy of Sciences, and later the Council of Heads of Government approved the concept.

The document does not contain a definition of a single educational space (hereinafter - SES), but only features characterizing it:

- 1) government policy in the field of education;
- 2) consistency of state educational standards;
- 3) consistency of programs, standards and requirements, as well as programs for the training and testing of research personnel;
- 4) the free exercise of equal opportunities and rights of citizens to receive education in educational institutions in the territory of the CIS member states.

Experts propose the following definition of an individual entrepreneur. This is the space occupied by the CIS member states after the collapse of the USSR, where coordinated activities in the field of education, science, and education are carried out on the basis of voluntary commitments. It is a culture that meets both the national interests of each of them and the interests of the entire Commonwealth and is based on the historical community of people living in it¹.

On the same day, January 17, 1997, the participating states signed an agreement on cooperation in the formation of a single (common) educational space². As can be seen from the preamble, when concluding the transaction, the parties adhered to the provisions of the concept for the formation of the IE. It is characteristic that the Treaty "On Cooperation in the Field of Education" of May 15, 1992, is also mentioned, but its parties only "take into account." It is also interesting to formulate the purpose of concluding the contract. The point is that participants understand the "importance of mutual cooperation of the parties in the development of the education system."

One of the ways of mutual cooperation in the development of the education system of the CIS member states is the formation of an ENT. That is, the main goal of each state is the improvement of national education systems, and for this they cooperate with each other. Thus, interaction is a means of achieving internal goals and one of the means of forming the ITS.

In general, the provisions of the contract are distinguished by clarity of presentation, the text of the obligations undertaken by the parties is specific, there are no abstract phrases such as "the parties will help" or "the parties will encourage." This is due to the fact that the implementation of the transaction requires further joint actions of the parties, which can be

¹ Сабден О.С. Проблемы формирования общего образовательного пространства СНГ // Вестник МПА СНГ. №1(28). С. 59.

² Шукшунов В.Е. Концепция единого образовательного пространства государств-участников СНГ и механизм ее реализации // Вестник МПА СНГ. 2001. №1 (28). С. 68.

carried out not only within the internal competence of each party, but also within its external competence. Such measures as "Creation of a mechanism for coordinating integration processes in the field of education" (Article 2), "Creation of a unified information system" (Article 4), "Formation of a council for cooperation in the field of education" (Article 3) require coordinated actions.

The agreement under consideration adopted the basic provisions of the concept for the formation of individual entrepreneurship. At the same time, the agreement contains a provision that is reasonably absent in the concept. These are 7 measures "to provide citizens of the parties with equal rights to education with citizens of the parties where education is conducted in their territory." However, it should be noted that the Republic of Uzbekistan has not joined this agreement.

For effective cooperation in the field of education, in addition to political will, two conditions are necessary: a legal basis and institutions. The obligations to create these two conditions are contained in the contract. In order to implement the agreement, a Cooperation Council in the field of education was created. The Regulations on the Council are an integral part of the agreement discussed above. The main task of the council is the development of cooperation in the field of education. To achieve the above-mentioned goals, the Council is assigned a number of functions, which are divided into three groups:

- 1) activities for the development of programs in the field of education;
- 2) coordination of the activities of the educational bodies of the participating states;
- 3) research in the field of education, generalization of experience.

Based on the analysis of the Regulations on the Council, it can be concluded that the Council does not have control powers, its decisions are not binding, these are only recommendations. The Council is an advisory body with certain coordination powers.

The Council was one of the initiators of the resumption of the practice of holding meetings of the Conference of Ministers of Education of the CIS Member States, established on the basis of the aforementioned 1992 Agreement. After a certain period, at the third meeting of ministers, important decisions will be made, including the joint preparation of updated textbooks and teaching aids, the activities of branches and other structural subdivisions of universities in the Commonwealth countries, mutual recognition and equalization of educational documents, awarding academic degrees and titles, academic mobility, as well as the development of an interstate program for the formation and development of a single (common) educational space³.

According to its legal status, the Conference of Ministers of Education is a temporary collegial body convened from time to time. The conference is intergovernmental, regional from the point of view of the participants, separate in purpose, since it deals with a specific area - issues of education. The purpose of the conference is to develop recommendations and action plans. Conference decisions do not create legal obligations for states. At the same time, the literature indicates the need to coordinate the activities of the Council for

³ Служба О.Г. Участие Совета по сотрудничеству в области образования государств-участников СНГ в интеграционном процессе//Вестник.МПА СНГ, 2001. №1(28). С. 76-77.

Cooperation in the Field of Education and the Conference of Ministers of Education of the CIS Member States on Cooperation in the Field of Education and to establish their working interaction.⁴

However, despite significant efforts to create a system of cooperative bodies and numerous decisions made by them, the authors noted very low rates of creating a single educational space⁵.

At the same time, on January 17, 1997, the CIS members signed an agreement on the exchange of knowledge and cooperation in the field of adult education.

In the preamble, the states parties to the agreement expressed their desire to strengthen interethnic friendly relations, develop integration processes in the CIS region, and promote the development of national culture and education. Emphasized the importance of support and mutual enrichment, preservation of a common cultural and information space. The necessity of creating an interstate system of continuous education for the adult population was also substantiated..

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⁴ Сидорович А. в. о роли классических университетов в формировании единого образовательного пространства // Вестник МПА СНГ. 2001. №1(28). С. 80.

⁵ Тихонов Л. Н. Роль межвузовских контактов в формировании единого образовательного пространства Содружества// Вестник МПА СНГ. 2001. №1(28). С. 57.