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OLY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

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ALIGNING ENERGY SYSTEMS ENGINEERING EDUCATION WITH UZBEKISTAN’S
RENEWABLE ENERGY TRANSITION: RETHINKING CURRICULUM REFORM
THROUGH A POLICY–EDUCATION LENS

ENERGIYA TIZIMLARI MUHANDISLIK TA’LIMINI O‘ZBEKISTONNING QAYTA
TIKLANADIGAN ENERGIYAGA O‘TISH DAVRI BILAN UYG‘UNLASHTIRISH:
SIYOSAT-TA’LIM NUQTAVI ORQALI O‘QUV DASTURI ISLOHOTINI QAYTA
KO‘RIB CHIQISH

СОГЛАСОВАНИЕ ОБРАЗОВАНИЯ В ОБЛАСТИ ПРОЕКТИРОВАНИЯ
ЭНЕРГЕТИЧЕСКИХ СИСТЕМ С ПЕРЕХОДОМ УЗБЕКИСТАНА НА
ВОЗОБНОВЛЯЕМЫЕ ИСТОЧНИКИ ЭНЕРГИИ: ПЕРЕОСМЫСЛЕНИЕ РЕФОРМЫ
УЧЕБНЫХ ПРОГРАММ С ТОЧКИ ЗРЕНИЯ ПОЛИТИКИ И ОБРАЗОВАНИЯ.

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Abstract

Uzbekistan’s transition toward renewable energy represents not only a technological transformation but also a significant institutional and educational challenge. While national policies increasingly prioritize the development of solar and wind energy, the preparedness of higher education institutions—particularly energy systems engineering programs—to support these ambitions remains uncertain. This study examines the extent to which current engineering curricula align with Uzbekistan’s renewable energy policy objectives. Using qualitative analysis of policy documents, curriculum structures, and international educational practices, the research identifies a persistent gap between policy ambitions and educational outcomes. Existing programs continue to emphasize traditional technical training, while offering limited exposure to systems thinking, energy policy, and sustainability issues. To address this gap, the study proposes a policy–education alignment framework designed to guide curriculum reform. The framework highlights interdisciplinary learning, practice-oriented training, and stronger integration between national energy strategies and engineering education. The findings underline the crucial role of universities in supporting Uzbekistan’s sustainable energy transition.

Keywords: renewable energy transition, energy systems engineering, curriculum reform, sustainability education, policy–education alignment, Uzbekistan.

O‘zbekistonning qayta tiklanadigan energiyaga o‘tishi nafaqat texnologik o‘zgarishni, balki muhim institutsional va ta’lim muammosini ham anglatadi. Milliy siyosat quyosh va shamol energiyasini rivojlantirishga tobora ko‘proq ustuvor ahamiyat berayotgan bir paytda, oliy ta’lim muassasalarining, xususan, energiya tizimlari muhandisligi dasturlarining ushbu ambitsiyalarni qo‘llab-quvvatlashga tayyorligi noaniqligicha qolmoqda. Ushbu tadqiqotda mavjud muhandislik o‘quv dasturlari O‘zbekistonning qayta tiklanadigan energiya siyosati maqsadlariga qay darajada mos kelishi o‘rganiladi. Siyosat hujjatlari, o‘quv dasturlari tuzilmalari va xalqaro ta’lim amaliyotlarining sifatli tahlilidan foydalangan holda, tadqiqot siyosat ambitsiyalari va ta’lim natijalari o‘rtasidagi doimiy tafovutni aniqlaydi. Mavjud dasturlar an’anaviy texnik tayyorgarlikka urg‘u berishda davom etmoqda, shu bilan birga tizimli fikrlash, energiya siyosati va barqarorlik masalalariga cheklangan darajada e’tibor qaratmoqda. Ushbu tafovutni bartaraf etish uchun tadqiqot o‘quv dasturlarini isloh qilishga yo‘naltirilgan siyosat-ta’limni muvofiqlashtirish tizimini taklif qiladi. Ushbu tizim fanlararo o‘rganish, amaliyotga yo‘naltirilgan o‘qitish va milliy energiya strategiyalari va muhandislik ta’limi o‘rtasidagi kuchliroq integratsiyani ta’kidlaydi. Topilmalar universitetlarning O‘zbekistonning barqaror energiyaga o‘tishini qo‘llab-quvvatlashdagi muhim rolini ta’kidlaydi.

Kalit so‘zlar: qayta tiklanadigan energiyaga o‘tish, energiya tizimlari muhandisligi, o‘quv dasturlarini isloh qilish, barqarorlik ta’limi, siyosat-ta’limni muvofiqlashtirish, O‘zbekiston.

Переход Узбекистана к возобновляемой энергетике представляет собой не только технологическую трансформацию, но и значительный институциональный и образовательный вызов. Несмотря на то, что национальная политика всё больше ориентируется на развитие солнечной и ветровой энергетике, готовность системы высшего образования — в частности программ по инженерии энергетических систем — поддерживать эти процессы остаётся недостаточно изученной. В данной работе рассматривается степень соответствия существующих инженерных учебных программ целям государственной политики Узбекистана в области развития возобновляемой энергетике. На основе качественного анализа политических документов, структуры образовательных программ и международных образовательных практик выявляется устойчивый разрыв между политическими целями и образовательными результатами. Существующие программы по-прежнему в основном ориентированы на традиционную техническую подготовку и уделяют ограниченное внимание системному мышлению, энергетической политике и вопросам устойчивого развития. Для преодоления данного разрыва в исследовании предлагается концептуальная модель согласования политики и образования, направленная на реформирование учебных программ. Данная модель подчеркивает важность междисциплинарного обучения, практико-ориентированной подготовки и более тесной интеграции национальных энергетических стратегий с инженерным образованием. Полученные результаты подтверждают ключевую роль университетов в обеспечении устойчивого энергетического перехода Узбекистана.

Ключевые слова: переход к возобновляемой энергетике, инженерия энергетических систем, реформирование учебных программ, образование в области устойчивого развития, согласование политики и образования, Узбекистан.

Global energy systems are currently undergoing significant transformation as countries respond to climate change, environmental challenges, and increasing energy demand. Renewable energy has become a key component of this transformation, serving not only as a cleaner source of power but also as an important driver of economic modernization and energy security. In this context, the development of highly qualified professionals capable of managing complex and interconnected energy systems has become increasingly important.

Uzbekistan has identified renewable energy development as a strategic national priority. In recent years, the government has introduced policies aimed at expanding solar and wind energy capacity, improving energy efficiency, and reducing dependence on fossil fuels. These initiatives demonstrate the country’s commitment to sustainable development and its intention to integrate into global energy transformation processes.

However, achieving these policy goals requires more than technological investment and regulatory reform. A successful energy transition also depends on the availability of skilled engineers who are capable of designing, managing, and operating modern energy systems. Higher education institutions therefore play a crucial role in preparing specialists who can support the country’s renewable energy development.

Historically, engineering education in Uzbekistan has been oriented toward conventional energy systems and traditional technical training. As a result, many existing programs provide limited coverage of interdisciplinary topics such as energy policy, sustainability, and integrated energy system management. This situation raises an important question: to what extent do current energy systems engineering programs prepare graduates to support Uzbekistan’s renewable energy transition?

The purpose of this study is to examine the relationship between renewable energy policy priorities and engineering education in Uzbekistan. The research aims to identify existing gaps and to propose a conceptual framework that can guide curriculum reform and strengthen the alignment between national energy strategies and educational programs.

This research employs a qualitative methodological approach designed to analyze the relationship between national renewable energy policies and engineering education programs.

The first stage of the study involved the analysis of national policy documents related to renewable energy development in Uzbekistan. These documents included legislation, strategic development plans, and government policy statements. The analysis focused on identifying key priorities, targets, and institutional requirements associated with the country’s renewable energy transition. Particular attention was paid to the types of professional competencies required to achieve these policy objectives.

The second stage consisted of a review of selected undergraduate and graduate programs in energy engineering and renewable energy offered by universities in Uzbekistan. Program structures, course descriptions, and learning outcomes were examined to evaluate the extent to which renewable energy topics and interdisciplinary knowledge areas are incorporated into existing curricula.

The third stage involved a comparative analysis of selected international engineering education programs specializing in energy systems and renewable energy technologies. The benchmarking focused on several aspects, including curriculum structure, integration of interdisciplinary subjects, inclusion of sustainability topics, and opportunities for practical training. This comparison helped to identify best practices that could inform curriculum reform in Uzbekistan.

The collected data were analyzed using thematic analysis. Recurring themes related to curriculum content, educational priorities, and policy expectations were identified and categorized. This process enabled the identification of key gaps between policy goals and educational practices, as well as potential opportunities for improving policy–education alignment.

The analysis revealed several key findings regarding the relationship between renewable energy policy objectives and engineering education in Uzbekistan.

First, national renewable energy policies demonstrate clear and ambitious goals. Government strategies emphasize the rapid expansion of solar and wind power generation, modernization of electricity infrastructure, and gradual decarbonization of the energy sector. Policy documents also highlight the importance of innovation, institutional capacity building, and the development of qualified human resources.

Second, the review of engineering curricula shows that many programs remain strongly focused on traditional technical disciplines. Although some universities have introduced courses related to renewable energy technologies, these subjects are often treated as supplementary additions rather than as central components of a comprehensive energy systems education.

Third, the study identified a noticeable gap in interdisciplinary competencies. Topics such as energy policy, regulatory frameworks, energy economics, environmental sustainability, and integrated energy planning receive relatively limited attention within existing engineering programs. As a result, graduates may possess strong technical knowledge but lack the broader analytical and policy-related skills necessary for addressing complex energy transition challenges.

These findings suggest that current educational programs may not fully support the evolving needs of Uzbekistan’s renewable energy sector.

The results indicate a structural misalignment between Uzbekistan’s renewable energy policy ambitions and the current structure of engineering education programs. Addressing this issue requires a more comprehensive approach to curriculum reform that goes beyond incremental changes.

To address this challenge, the study proposes a policy–education alignment framework aimed at strengthening the connection between national energy strategies and engineering education.

The first element of the framework is policy responsiveness. Educational programs should reflect national energy priorities and incorporate renewable energy objectives directly into curriculum design and learning outcomes.

The second element is systems thinking. Engineers must be trained to understand energy systems as complex socio-technical systems that involve technological, economic, environmental, and institutional dimensions.

The third element is interdisciplinary integration. Courses in energy economics, public policy, environmental management, and sustainability should be integrated into engineering curricula to provide students with a broader analytical perspective.

The fourth element is practice-oriented learning. Stronger collaboration between universities, industry, and government institutions is essential. Internships, applied research projects, and real-world case studies can help students develop practical skills and better understand the challenges of implementing renewable energy systems.

Together, these components provide a structured approach for aligning engineering education with national energy transition goals.

Uzbekistan’s transition toward renewable energy creates both technological and institutional opportunities for the country’s development. While national policies increasingly support renewable energy expansion, higher education systems must adapt in order to prepare specialists capable of managing complex energy transformations.

This study demonstrates that existing engineering education programs still largely reflect traditional energy sector priorities and provide limited coverage of interdisciplinary competencies required for modern energy systems management. Bridging this gap requires systematic curriculum reform guided by stronger alignment between policy objectives and educational outcomes.

The policy–education alignment framework proposed in this study offers a practical approach for modernizing energy systems engineering education in Uzbekistan. By integrating interdisciplinary knowledge, systems thinking, and practice-based learning, universities can play a critical role in supporting the country’s sustainable energy transition.

Future research should expand this analysis by incorporating perspectives from industry representatives, policymakers, and students in order to further refine educational strategies and evaluate their long-term effectiveness.

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