

## COMPARATIVE ANALYSIS OF EDUCATIONAL TOPICS IN UZBEK MEDIA: TRADITIONAL MEDIA AND NEW MEDIA

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**Abstract:** This article analyzes coverage of educational topics in the Uzbek media landscape, comparing traditional press and modern blogging. The primary focus is on the activities of the traditional mass media outlet, the “Ma’rifat” newspaper, examining its regular coverage of educational reforms, advanced pedagogical practices, teachers’ activities, and the spiritual and educational upbringing of youth. Concurrently, the study explores bloggers’ education-related posts, highlighting their interactivity, broad audience reach, and ability to deliver timely information. The advantages of blogs are explained through their facilitation of opinion exchange, open discussion of problems, and provision of information tailored to youth needs. The article compares the roles, advantages, and limitations of the “Ma’rifat” newspaper and bloggers in covering educational topics, evaluating them as complementary communication tools.

**Keywords:** education system, newspaper, blogger, journalism, mass media, print media, education coverage, social networks

### 1. Introduction

The education sector has consistently been a priority in Uzbekistan’s development. In the post-independence period, reforming this sector and improving its quality and effectiveness have been central to state policy (Mirziyoyev, 2025). Consequently, the coverage of educational topics in the mass media plays a crucial role not only in disseminating information but also in engaging the general public in educational processes, explaining the essence of reforms, and shaping public consciousness. In recent years, the blogosphere has particularly opened up new opportunities for extensive coverage of educational issues. Alongside materials delivered through traditional print media – newspapers and magazines, content created by bloggers is also playing a significant role in shaping public opinion (Ibragimova, 2019). Therefore, the interaction between traditional press and the blogosphere, as well as the differences in content and form of educational topics, warrants scientific study.

### 2. Literature review

While some scientific articles and analytical studies on the coverage of education issues in Uzbek media exist, there is a notable lack of comprehensive research comparing the activities of traditional press and blogs in this area. Thus, this article further emphasizes the relevance and scientific-practical significance of the topic.

Some local studies have examined aspects such as the role of the “Ma’rifat” newspaper as specialized journalism, language

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issues in the “Ma’rifat” newspaper (Allamuratov & Shamuratova, 2024), and genre considerations in the “Ma’rifat” newspaper (Allamuratov & Shamuratova, 2024).

Numerous scientific studies have been and continue to be conducted on the characteristics, development, and integration of blogging activities into journalism. Scholars have interpreted the differences between traditional journalism and blogging in various ways. Some researchers view blogging as a new form of communication independent of journalism, while others consider it a form of modern journalism (Lasica, 2003; Wall, 2004).

In foreign scientific literature, “education reporting” has emerged as a distinct field, providing in-depth analysis of the media’s role in covering educational reforms, its social impact, and journalists’ responsibilities. For instance, exceptional dissertations and scientific articles on this type of journalism have been published in the USA, Great Britain, and European countries. Their primary focus is on effective methods of conveying educational topics to a broad audience, enhancing public participation, and utilizing the potential of the blogosphere (West, Whitehurst & Dionne, 2009). The report “Invisible: 1.4 Percent Coverage for Education is Not Enough” (2009), published by Darrell M. West, Grover J. Whitehurst, and E.J. Dionne at the Brookings Institution, criticizes the national media’s insufficient coverage of education. The authors emphasize:” Currently, only one-third of American adults have children attending primary or secondary school. Consequently, the majority of the population learns about schools through newspapers, radio, television, the internet, or blogs, or by drawing on their personal school experiences from the distant past. Nevertheless, public coverage of educational processes is inadequate. In the first nine months of 2009, education-related content on television, in newspapers, on news websites, and on the radio in the United States accounted for only 1.4% of total news coverage. This situation is not unique to 2009: in 2008, this figure was 0.7 percent, and in 2007, it was 1.0 percent. As a result, it is difficult for the public to fully comprehend the issues in educational debates and understand ways to improve school performance.” (West, Whitehurst & Dionne, 2009)

In the USA, the Education Writers Association (EWA) – an association of education journalists and analysts – was established in 1947 to support media representatives covering education and to develop high-quality, in-depth analytical education journalism. This Association has played a crucial role in improving the quality of education coverage in many US newspapers (such as “The New York Times,” “Washington Post,” “Education Week,” and others). The Association is an organization that unites and recognizes journalists who professionally cover education-related news and

articles (Golden, 2022).

Indeed, due to insufficient media coverage of education topics, public understanding of educational reforms decreases. This situation is also significant in the context of Uzbekistan, where the media's role in fostering an objective, systematic, and analytical approach to educational reforms is invaluable.

### 3. Methods

This article examines the characteristics of coverage of educational topics in traditional mass media (specifically, the "Ma'rifat" newspaper) and blogs (using the examples of "Jalilov. Notes" by Komil Jalilov and "People's Education Info | Ulugbek Pulatov"). The study employed qualitative and comparative analysis approaches.

The subject of the research is the analysis of the content, style, and forms of audience impact of materials related to the field of education. The object is educational materials published in issues of the "Ma'rifat" newspaper and selected blog posts.

The information sources analyzed include issues of the "Ma'rifat" newspaper published in 2023-2025, bloggers' posts, decrees of the President of the Republic of Uzbekistan on education, scientific articles on journalism, and foreign literature.

The following methods were used in the study:

Content analysis: the content directions of articles on education, the frequency of topics, headlines, and stylistic approaches were analyzed.

A comparative analysis of the similarities and differences between traditional media and blog coverage of education was conducted.

The practical significance of the research lies in its contribution to improving the quality of media coverage of educational topics, enhancing journalistic approaches to shaping public consciousness, and strengthening the organic connection between traditional media and blogs.

The article sets the following objectives:

1. To study the state of coverage of educational topics in Uzbekistan's media, with a particular focus on analyzing the "Ma'rifat" newspaper.

2. To determine the extent to which educational issues are reflected in bloggers' activities (using the examples of Komil Jalilov and Ulugbek Pulatov).

3. To compare coverage styles between the traditional press and bloggers, identifying their positive and negative aspects.

4. To assess the relevance of educational topics in Uzbekistan's media space and analyze factors that attract public attention.

5. To demonstrate the possibilities of using new media tools

in journalism for covering educational topics.

6. To develop practical recommendations for improving information policy in the field of education

#### 4. Results and Discussion

Looking back at History, we can see that from the very inception of the Uzbek press, special attention and prominence were given to educational issues. Notably, the Jadids (late 19th – early 20th centuries) promoted “usul-i jaded” (new method of education) and broad social reforms in Turkestan. The newspapers and magazines they published systematically discussed educational issues, bringing to public attention the opening of new schools, the education and improvement of literacy among girls and women, and the updating of writing and educational-mathematical tools. Jadid publications defended educational reform from both practical and theoretical perspectives, publishing methodological materials for teachers and parents (Sheraliyev, Yunusova, 2025).

The current educational policy and reforms in the Republic of Uzbekistan are intrinsically linked to the educational ideas of the Jadid movement, indicating that the principles of a new approach to education, formed during this historical period, continue to this day (Mirziyoyeva, 2023).

When analyzing the coverage of educational topics in our research, we naturally need to select objects that specialize in this field. Educational journalists adhere to general journalism standards, but their work requires in-depth specialization. They must be experts who can deeply understand and analyze the essence of laws and decisions in education, educational systems and programs, management, processes, and reforms at each level of education. Additionally, openness and reliability are among the most crucial principles of journalism in this area.

Currently, educational coverage in Uzbekistan’s media landscape is delivered through various media, in terms of both form and content. They can be classified into the following groups (tabl. 1).

##### ***4.1. Media and Bloggers Covering the Education System***

State institutions directly associated with the education sector disseminate information through their official platforms. These include the official websites and social media pages of the Ministry of Preschool and School Education, its regional departments, subordinate organizations, as well as the Ministry of Higher Education, Science, and Innovation, and each university’s respective websites and official social media accounts. Such platforms regularly provide updates on education reforms, legislative developments, methodological guidelines, curriculum revisions, news, and official announcements. These channels

**Table 1.** Coverage of Education Topics Across Media Platforms

Criterion	Official Platforms (Ministries and Universities)	Traditional Media (Newspapers, Journals, TV/ Radio, Online Outlets)	Blogs/New Media (Telegram/ Instagram/ YouTube/ Podcasts)
Main goal/function	To communicate state policies and reforms through official announcements.	To provide analytical information to society, highlight issues, and discuss solutions.	To share personal expertise and opinions, enabling rapid dialogue and exchange of ideas.
Style	Official, legal and documentary tone.	Publicistic, analytical, and sometimes literary style.	Subjective and personalized expression.
Audience and communication	Official and specialized audience; one-way communication.	Broad public; limited interactivity (letters/ comments).	Interactive communication with teachers, parents, and students.
Speed of dissemination	Moderate (depends on approval process).	Moderate/fast (depends on editorial cycle).	Very fast (close to real-time updates).
Credibility criteria	Official source, normative authority.	Editorial verification and fact-checking.	Based on personal credibility, reputation, and referencing quality.
Limitations	Dry tone; low level of criticism.	Slow editorial process; insufficient digital strategy.	Risk of bias or lack of objectivity (subjectivity risk).

**Source:** Author’s own research

primarily serve as tools of official communication, promoting and explaining state educational policy through formal, document-based information.

Traditional media comprise print outlets such as newspapers and journals, television and radio broadcasting, news agencies, and online publications. They cover achievements and reforms in the education sector, teachers’ experiences, youth upbringing, innovations in education, and issues of international cooperation. Editorial policy typically prioritizes analytical and publicistic approaches, emphasizing social relevance and pedagogical reflection.

In recent years, social networks such as Telegram, Instagram, YouTube, and Facebook have become key tools for quickly delivering educational content to large audiences. Educational bloggers—including teachers, psychologists, parents, and journalists

– address social issues with a personal perspective, stimulating public discussion, opinion exchange, and the development of civic journalism. These bloggers share information in the form of advice, criticism, or analysis derived from their own experience, thus shaping an interactive model of information consumption.

Educational topics are now also covered through podcasts, video blogs, and audio interviews. New media formats bring together education experts and introduce new forms of communication to the public through digital tools. As García-Marín (2020) notes, the journalistic characteristics of podcasts help media brands increase their credibility, audience trust, and visibility across digital platforms. Moreover, they possess the potential to strengthen collaboration between mass media and the public sphere.

This classification demonstrates that the information flow in Uzbekistan’s educational landscape is multi-channel: on one side are official and traditional media, and on the other, the blogosphere and new media. Their interaction significantly enhances the social importance, level of discussion, and overall relevance of education-related topics.

#### ***4.2. Coverage of Education Reforms in the “Ma’rifat” Newspaper***

Traditional media, particularly the newspaper “Ma’rifat”, play a crucial role in communicating education reforms to the general public in Uzbekistan. As a specialized publication designed for teachers and educational workers, “Ma’rifat” consistently covers problems, innovations, and reforms within the national education system. Its materials include analyses of newly adopted decrees and resolutions, reports on the implementation of educational reforms, and stories depicting everyday life within the education system.

The newspaper “Ma’rifat” was first published on July 4, 1931, under the title “Madaniy Inqilob” (“Cultural Revolution”). From January 25, 1938, it was renamed “O‘qituvchilar Gazetasi” (“Teachers’ Newspaper”), and since July 1991, it has been published under its current name Ma’rifat. Between July 1, 1941, and March 9, 1946, publication was temporarily suspended (Yuldashev, 2022).

Most of the materials published in “Ma’rifat” are written in an analytical and critical style, exposing existing issues in the education system, identifying their causes, and proposing practical solutions. Beyond informing its readership, the newspaper serves as a forum for public discussion, pedagogical exchange, and support of state policy in the education sphere.

Contributors to “Ma’rifat” include not only journalists but also scholars, teachers, students, and other participants in the

education system. Their viewpoints and analyses bring diversity, academic depth, and a sense of collectivity to the publication. Thus, Ma'rifat contributes to shaping pluralism of opinion in society.

The newspaper's articles frequently analyze pressing issues, including the social status of teachers, the infrastructure of educational institutions, the integration of modern technologies into teaching, and the alignment of curricula with practical needs. Consequently, "Ma'rifat's" mission can be described as guiding educational development through critical reflection.

Our analysis categorizes the main content of Ma'rifat into seven thematic directions:

Reforms and state policy – articles on innovations, reforms, and implementation of decrees and decisions in education.

Problems and conflicts – coverage of challenges and controversial situations in the education sector.

Moral and spiritual education – materials discussing moral upbringing and value formation.

Methodological exchange – pedagogical innovations, experiences of leading teachers, methodological advice, lesson plans, and recommendations.

Teachers' creativity – personal contributions, essays, and stories by educators.

Socio-political materials – analyses of education within broader political and social contexts.

Profiles and essays – features about honorary educators, skilled teachers, and scholars.

Given its weekly publication schedule, "Ma'rifat" primarily features analytical, critical, and publicistic texts, while short-lived informational items are typically published on its website. Its focus on analytical and critical perspectives demonstrates that Ma'rifat has evolved from a mere information source into a civic platform contributing to education policy formation.

Examples of reform-related articles include "The President Gives Wings to the Dreams of Gifted Youth" (Avlayeva, 2025), "Higher Education in Uzbekistan: Yesterday, Today, and Tomorrow" (Yangiboyeva, 2025), "International MELQO: How Is the Quality of Preschool Education Assessed in Uzbekistan?" (Mahmudova, 2025), and "Leaders with Managerial Competence: What Can They Change in Educational Institutions?" (Avlayeva, 2024).

Articles addressing challenges and conflicts are authored not only by journalists but also by researchers, teachers, and students—for example: "Why Did Officials Fail to Fulfill Their Promises?" (Mahmudova, 2025), "Dissertations Detached from Practice!" (Odilova, 2025), "Why hasn't the Teacher yet Become a Respected Figure?" (Jo'rayev, 2025), "Excellent Ingredients but a Raw Cook! Why Are Students' Knowledge Levels So Low?"

(G'aniyev, 2025), and others. These texts reflect the paper's critical yet constructive engagement with educational realities.

In recent years, Uzbekistan's media landscape has also seen an upsurge in educational blogging. Notably, Komil Jalilov and Ulug'bek Po'latov stand out for addressing pressing educational issues, fostering dialogue among teachers, students, and parents through their platforms.

#### ***4.3. The Topic of Education through the Eyes of Bloggers***

Komil Jalilov has held multiple positions in education: from teaching at the Academic Lyceum under the University of World Economy and Diplomacy (2001 – 2005) and serving as deputy director at the Westminster International University in Tashkent (2009 – 2012), to lecturing at Moscow State University's Tashkent branch (2012 – 2014) and working at the State Testing Center under the Cabinet of Ministers (2013 – 2015). From 2016 to 2019, he taught at the Alisher Navoiy State University of Uzbek Language and Literature, later leading the methodology department at the Agency for Presidential Educational Institutions (2021 – 2022). Since 2021, he has been affiliated with Webster University in Tashkent and was among the authors of new school textbooks in 2022.

Through his Telegram channel “Jalilov.Qaydlar” (Notes), Jalilov discusses topics such as teachers' status, working conditions, injustice in the education system, examination processes, corruption, textbook quality, and new reforms. His writing relies on factual evidence and real examples while maintaining a critical, sometimes sarcastic tone. The channel, launched on October 18, 2022, has 4,167 subscribers. Because of his professional background, his posts often contain nuanced analysis and irony that may seem complex to general audiences but resonate strongly with professionals.

For instance, in a 2022 post, Jalilov criticized inconsistencies in government decision-making, comparing them to previous policy reversals concerning textbooks and language laws, concluding that the “New Uzbekistan” still allows high-level business interests to override public policy. In another post, he reacted to the introduction of the Finnish education model in Kashkadarya, expressing skepticism about applying foreign methodologies without local adaptation.

In a 2023 post, Jalilov analyzed a legal paradox arising from administrative reforms: the presidential decree that dissolved the State Inspectorate for Quality Control in Education conflicted with the still-active Law “On Education,” which defined the Inspectorate as an independent oversight body. Jalilov highlighted this institutional dualism, where ministerial centralization

contradicted existing legislation, resulting in legal asymmetry between decrees and laws.

Jalilov continues to monitor and comment on the most discussed educational news in Uzbek media, such as incidents of mass poisoning in preschools (2025), providing analytical context and connecting them to systemic governance issues.

Another prominent blogger, Ulug'bek Po'latov, holds a bachelor's degree in History and a master's degree in Education Management. He has worked as a teacher, youth leader, deputy director for moral and educational affairs, and later as deputy director at the private institution "Yurist va Kadr". Currently, he serves as an advisor to the rector of Profi University on pedagogical affairs and as director of the editorial office "Xalq Ta'limi Info" (Po'latov, 2025).

On October 25, 2018, Po'latov launched the Telegram channel "Xalq ta'limi info, Ulug'bek Po'latov", which by October 26, 2025, had 112,242 subscribers. Initially, he shared practical documents – laws, decrees, work plans, roadmaps, and templates useful for teachers. As the channel grew, he began addressing current questions from teachers and clarifying misinformation. For example, he refuted false claims that the position of deputy director for spiritual and educational affairs would be abolished, citing official statements from the Ministry of Public Education.

Over time, his channel began posting concise updates on presidential speeches, video conferences, and expected reforms in the education sector. It also introduced the hashtag "You Asked" to organize subscriber questions and answers. The channel covers school conflicts but mainly relays the Ministry's official responses rather than conducting its own investigations.

Since April 2019, Po'latov has used the Telegram.ph blogging platform for longer analytical posts, supplementing his Telegram updates with links to full articles containing structured introductions and conclusions. In 2023, he founded the news website [Xalqtaliminfo.uz](http://Xalqtaliminfo.uz), officially registered with the Agency of Information and Mass Communications under the Presidential Administration on October 16, 2023 (Biz haqimizda, 2023). Today, it is one of Uzbekistan's specialized online education outlets.

### 5. Conclusion

The analysis conducted during the study showed that, although there are differences between blogs and the traditional press, they form a complementary communication system in covering Uzbekistan's education policy. In recent years, educational issues in both spheres have begun to be covered based on principles of openness and transparency.

Official publications, such as the newspaper "Ma'rifat,"

systematically cover reforms in education, state programs, and achievements, relying on official sources. They also address public concerns and problems, presenting them to the public and drawing the attention of responsible organizations (Nishonov, 2025). They serve to shape pedagogical thinking in society, improve teacher qualifications, and provide a legal basis for innovations in the education system. The newspaper publishes critical materials and appeals in various genres, and measures to address them have become an established system over many years. However, today the newspaper is limited to a print publication. Despite having an electronic website and social media pages, full attention has not yet been given to maintaining digital versions.

Educational blogs are emerging as platforms for free thought, rapid analysis, and communication. Bloggers are raising educational issues and advocating for the interests of teachers, parents, and students. This plays an important role in shaping public opinion.

From this perspective, the interaction between the traditional press and blogs leads to the following conclusions:

There is content harmony: both serve to improve educational quality, promote reforms, and shape public opinion.

The information approach differs: the press favors a formal, systematic, documentary approach, while blogs favor a more emotional, subjective, and personal approach.

In terms of audience communication, blogs offer quick, two-way interaction, making them an important source of social trust.

From a media reliability standpoint, publications like “Ma’rifat” are distinguished by their stable official status and adherence to accuracy standards.

As traditional and new communication means are synthesized in Uzbekistan’s media space, an “Educational Public Platform” is emerging. This platform plays a crucial role in strengthening the openness of the education sector, social control, and confidence in reforms. While the traditional press ensures reliability and consistency, blogs enhance diversity of opinions and quick communication. In this regard, educational journalism in Uzbekistan is entering a new stage - an integrated media environment

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#### СРАВНИТЕЛЬНЫЙ АНАЛИЗ ОСВЕЩЕНИЯ ТЕМ ОБРАЗОВАНИЯ В МЕДИАПРОСТРАНСТВЕ УЗБЕКИСТАНА: ТРАДИЦИОННЫЕ И НОВЫЕ СМИ

**Аннотация:** В данной статье анализируется процесс освещения тем образования в медиапространстве Узбекистана на примере традиционной прессы и современной блогосферы. Основное внимание уделяется деятельности традиционного средства массовой информации – газеты “Маърифат”, где регулярно публикуются статьи о реформах в сфере образования, передовом педагогическом опыте, деятельности учителей и духовно-просветительском воспитании молодёжи. Вместе с тем, на примере постов блогеров, посвящённых образованию, изучаются возможности интерактивности, охвата широкой аудитории и оперативной доставки информации. Преимущества блогов объясняются возможностью обмена мнениями, открытого обсуждения проблем и предоставления информации, отвечающей потребностям молодёжи. В статье сопоставляются роль, преимущества и ограничения газеты “Маърифат” и блогеров в освещении образовательной тематики; они оценены как

взаимодополняющие средства коммуникации

**Ключевые слова:** система образования, газета, блогер, журналистика, средства массовой информации, печатные СМИ, освещение образования, реформы в образовании, социальные сети

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O‘ZBEKISTON MEDIASIDA TA’LIM MAVZULARINING QIYOSIY  
TAHLILI: AN’ANAVIY OAV VA YANGI MEDIA

**Annotatsiya:** Ushbu maqolada O‘zbekiston media makonida ta’lim mavzularining yoritilish jarayoni an’anaviy matbuot va zamonaviy blogerlik faoliyati misolida tahlil qilinadi. Asosiy e’tibor an’anaviy ommaviy axborot vositasi – “Ma’rifat” gazetasi faoliyatiga qaratilib, unda ta’lim islohotlari, ilg‘or pedagogik tajribalar, o‘qituvchilarning faoliyati va yoshlarning ma’naviy-ma’rifiy tarbiyasiga oid maqolalar muntazam yoritib borilishi tahlil qilinadi. Shu bilan birga, blogerlarning ta’limga bag‘ishlangan postlarida interaktivlik, keng auditoriyani qamrab olish hamda tezkor axborot yetkazish imkoniyatlari o‘rganiladi. Bloglarning afzalliklari – fikr almashuv, muammolarni ochiq muhokama qilish, yoshlar ehtiyojlariga mos axborot berish bilan izohlanadi. Maqolada “Ma’rifat” gazetasi va blogerlarning ta’limiy mavzularni yoritishdagi o‘rni, afzalliklari va cheklovlari solishtirilib, ular o‘zaro to‘ldiruvchi kommunikativ vositalar sifatida baholanadi.

**Kalit so‘zlar:** ta’lim tizimi, gazeta, bloger, jurnalistika, ommaviy axborot vositalari, bosma OAV, ta’lim yoritilishi, ta’lim islohotlari, ijtimoiy tarmoqlar

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