

**MODERN TRANSFORMATION OF LEGAL EDUCATION AND SCIENCE
IN UZBEKISTAN: INTERNATIONALIZATION AND REFORM UNDER
THE DECREE OF THE PRESIDENT OF THE REPUBLIC OF
UZBEKISTAN “ON MEASURES TO FURTHER REFORM LEGAL
EDUCATION AND SCIENCE IN THE REPUBLIC OF UZBEKISTAN”
(PF–232)**

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***Abstract:** This article examines the transformation of legal education and legal science in Uzbekistan under Presidential Decree PF–232 (2025), with particular emphasis on internationalization, digitalization, and practice-oriented learning. The reform introduces a comprehensive model integrating education, research, and practice, while aligning national legal education with global standards. Special attention is given to comparative perspectives, including Asian and European legal education systems, as well as emerging global trends such as artificial intelligence in legal training. The study argues that these reforms represent a transition toward a globally competitive and innovation-driven legal education system.*

***Keywords:** Legal education reform; internationalization; dual education; clinical legal education; artificial intelligence; digital law; global competencies; Uzbekistan.*

The transformation of legal education in the context of globalization and technological advancement has become a central priority for many developing and developed countries alike. In Uzbekistan, this transformation has been formalized

through the adoption of the Presidential Decree PF–232, which sets out a comprehensive framework for reforming legal education and science. The Decree reflects a strategic vision aimed at improving the quality of legal training, strengthening the integration between education, research, and practice, and ensuring alignment with international standards.

A defining feature of the reform is the shift toward an integrated model that combines academic instruction with scientific research and practical legal training. This approach corresponds with leading international practices, particularly within European and East Asian higher education systems, where interdisciplinary and practice-oriented learning has become the norm. By establishing academic departments, research centers, and practice-oriented career units, Uzbekistan is building an institutional structure that supports continuous interaction between theory and practice. This not only enhances the analytical and professional skills of students but also ensures that legal education remains responsive to real-world legal challenges.

The introduction of dual and clinical legal education further reinforces this transformation. Under the new model, students engage in both classroom-based theoretical learning and practical training in courts, law enforcement agencies, and legal organizations. Such systems are widely used in countries like Germany, the United Kingdom, and the United States, where they have proven effective in bridging the gap between academic knowledge and professional competence. The adoption of this approach in Uzbekistan represents a significant step toward modernizing legal education and increasing graduate employability.

Another critical dimension of the reform is the integration of digital technologies and artificial intelligence into the educational process. The use of AI-

based tools for student assessment, automated evaluation systems, and digital learning platforms reflects global trends in higher education. Countries such as China and Singapore have already incorporated legal technology and digital law into their curricula, recognizing the growing importance of technology in legal practice. In this regard, the introduction of specialized programs such as “Digital Law” in Uzbekistan demonstrates a proactive response to the challenges of the digital economy and prepares future lawyers to address complex issues related to cybersecurity, data protection, and digital governance.

Internationalization constitutes one of the most significant pillars of the reform. The Decree emphasizes the importance of integrating Uzbekistan’s legal education system into the global academic and professional environment. This is to be achieved through international accreditation, the involvement of foreign professors, and the expansion of English-language instruction. Such measures are essential for enhancing the global competitiveness of graduates and facilitating their participation in international legal practice. Furthermore, the ambition to achieve recognition in global university rankings, including the QS ranking system, reflects a broader strategy aimed at increasing institutional visibility and academic reputation.

The development of global competencies among law students is another important outcome of the reform. In the contemporary legal landscape, lawyers are increasingly required to operate in cross-border contexts, navigate multiple legal systems, and engage with international legal frameworks. As a result, the inclusion of comparative law, international law, and foreign language training in the curriculum is of critical importance. These elements enable students to develop a

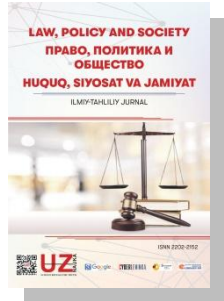
broader legal perspective and enhance their ability to function effectively in the global legal market.

In addition, the reform promotes international academic collaboration and mobility. Partnerships with foreign universities and research institutions provide opportunities for joint research, faculty exchange, and student mobility programs. Such collaboration contributes to the dissemination of knowledge, the adoption of best practices, and the development of innovative research agendas. It also ensures that legal scholarship in Uzbekistan remains connected to global academic discourse.

Institutional governance reforms introduced under the Decree further support the overall transformation process. The establishment of collegial governance bodies, such as the Professors' Senate, aligns with international best practices in university management. These structures enhance academic autonomy, improve decision-making processes, and strengthen the role of faculty in shaping educational and research priorities. As a result, universities are better equipped to respond to emerging challenges and maintain high standards of academic quality.

Despite the comprehensive nature of these reforms, their successful implementation will depend on several key factors. These include the availability of qualified academic staff, the development of adequate technological infrastructure, and effective coordination between educational institutions and legal practice organizations. Moreover, while adopting international standards is essential, it is equally important to preserve national legal traditions and ensure that reforms are adapted to the specific context of Uzbekistan.

In conclusion, the Presidential Decree PF–232 represents a significant milestone in the modernization of legal education and science in Uzbekistan. By



emphasizing integration, digitalization, and internationalization, the reform establishes a solid foundation for the development of a modern, innovative, and globally competitive legal education system. Its effective implementation has the potential to transform not only legal education but also the broader legal culture, contributing to the advancement of the rule of law and the country's integration into the global legal community.