

**ФИО автора(-ов):** *Abdurazokov Abdumalik,*

*Head of the Department for Coordination of International Education Programs  
of the Surkhandarya Transport and Construction Technologies Technical College,  
Sabirova Mukhabbat,*

*Head of the Department of Mathematics*

*at the Surkhandarya Transport and Construction Technologies Technical College*

**Название публикации:** «PEARSON BTEC AND UZBEKISTAN: PARTNERSHIP  
FOR A BETTER EDUCATIONAL QUALIFICATION»

**Annotation:** 21<sup>st</sup> century architects should use innovative technologies and creative ideas, while realizing it, the construction should be durable and practical. Another thing that architects must pay attention during their career is adapting to globalized labor markets and sustainability imperatives. In the globalizing and technical world traditional architectural education has often been critiqued for its theoretical emphasis and limited focus on applied practice. This paper explores the role of Pearson BTEC (Business and Technology Education Council) qualifications in bridging this gap through a practice-oriented educational framework.

**Key words:** Pearson BTEC, architectural education, vocational training, experiential learning, international studies, higher education.

In the developing world, where every corner of education is emerging with practical activities, the architecture classes must be one step ahead. As being the area, which is responsible for constructions risk control, it should guarantee the safety of the nation, so every architect should pay more attention to creating practical, durable, iconic and creative constructions. The company called Pearson BTEC that is popular as the UK's largest awarding organization offering academic, vocational and work-based learning qualifications, including BTEC and Edexcel, creates more practical opportunities.

Architecture is a multifaceted discipline that integrates art, science, technology, and social responsibility. In recent years, the globalization of higher education and the architectural profession has created high demand for graduates who possess not only

strong theoretical knowledge but also practical skills. Employers now seek professionals who can adapt to digital innovations such as Building Information Modeling (BIM), address sustainability challenges, and collaborate in interdisciplinary and multicultural environments (UNESCO, 2022). In this case, using the theoretical method will build the basement, while vocational courses provided by Pearson BTEC will create more and better conditions for practice-oriented learning designed to bridge the gap between education and professional application.

Traditional technicums programs use the traditional methods of learning by reading - theoretically, without experimenting. Even when they are doing experiments or building some constructions layout, they are mostly being academic, like constructing it like it was written. Meanwhile, educational organizations like the Pearson BTEC and EXCEL they use the method of showing, planning and doing it during the classes, providing them with skills, used during their career. In contrast, vocational programs such as Pearson BTEC qualifications focus on practice-oriented learning designed to bridge the gap between education and professional application. BTEC is widely recognized in more than 70 countries, offering students a pathway either directly into employment or progression into higher education.

The importance of practice-based and experiential learning has long been highlighted by educational theorists. According to Dewey (1938), meaningful understanding can only be attained through education that is based on experience. The experiential learning cycle was later developed by Kolb (1984), who postulated that knowledge emerges via a process of experimentation, reflection, conceptualization, and concrete experience. Experiential learning is especially important for professions like architecture, where practical design and construction problems require the application of abstract theory.

In *The Reflective Practitioner*, published in 1983, Donald Schön emphasized the value of reflective practice and the fact that professionals learn by "thinking in action." This framework closely resembles the practice-oriented structure of BTEC and has impacted vocational education all over the world.

The curriculum of Pearson BTEC is consulted and created by professionals of the sphere, where they used to pay attention to using the real constructional and industrial problems, the industrial progression of architecture. Research by Clark and Wheeler (2020) notes that BTEC graduates possess strong applied skills, often outperforming peers in practical contexts. Moreover, BTEC pathways are accepted by universities in the United Kingdom, North America, Europe, and Asia, making them valuable tools for international academic mobility.

In recent years Uzbekistan's higher education organizations are partnering with more and more internationally recognized organizations by exchange programs open for teachers, as well as for students. Also, nearly a year ago Uzbekistan's Ministry of Higher Education, Science and Education signed a partnership with Pearson BTEC to introduce its qualifications to the technicums (technical schools) as part of major educational program reform to enhance vocational skills. Reform starts with International BTEC Level 3 qualifications in areas like Business, Engineering, IT, and Hospitality, Pearson will also train teachers and provide resources to improve the quality and relevance of vocational education to meet national economic needs, aiming for a global standard of recognition for graduates.

As the key aspects of this partnership can be used focusing on technical resources, economic development and teacher training. Everybody knows, the teachers are the key to enhance and crave the student's passion to learn using modern technologies, AI-robots, improve their communicational skills and so on. Through partnerships with BTEC-accredited institutions, Uzbek educators can acquire modern pedagogical techniques and digital skills, including the use of artificial intelligence and design software such as AutoCAD and BIM. This not only improves the overall quality of teaching but also enhances Uzbekistan's human capital and supports its broader economic development goals. So, teacher's training will open bigger gates for themselves, as well for the educational organization. As educational systems worldwide undergo digital transformation, the professional development of teachers becomes crucial for effectively implementing practice-oriented curricula such as Pearson BTEC. In architectural education, instructors must be equipped not only with

subject-specific expertise but also with the ability to integrate digital design tools, simulation technologies, and sustainable construction principles into the learning process. Through specialized training, teachers can gain proficiency in software such as Building Information Modelling (BIM), AutoCAD, and Revit, which are essential for aligning classroom instruction with current industry standards.

In addition, the Uzbekistan 2030 Strategy, which places an emphasis on education, innovation, and youth employment, may benefit from the adoption of BTEC qualifications. BTEC helps build a bridge between academic learning and industrial requirements by encouraging collaboration between local educational establishments and international organizations. As a result, graduates are better prepared for the modern labor market, particularly in architecture, engineering, and construction — sectors that are rapidly expanding in Uzbekistan due to urban growth and infrastructure projects.

In conclusion, Uzbekistan's incorporation of Pearson BTEC into its educational system is a promising first step toward global alignment, sustainable skill development, and internationalization of architectural and technical education.

### References:

1. Bates, R., & Atkins, M. (2017). *Vocational pathways in architecture and construction: Reassessing practice-based education*. *Journal of Architectural Education*, 71(3), 389–402.  
<https://doi.org/10.1080/10464883.2017.1303121>
2. Clark, T., & Wheeler, J. (2020). *The impact of BTEC qualifications on higher education and employment outcomes*. *British Journal of Education*, 8(2), 44–58.
3. Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan.
4. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
5. Pearson. (2023). *BTEC qualifications and subject areas*. Pearson Education.  
<https://www.pearson.com>

6. <https://qualifications.pearson.com/en/news-policy/qualifications/international-btec-level-3/general-news/pearson-and-uzbekistan-mhesi-partner-on-major-education-reform.html>