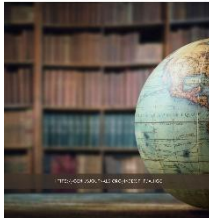


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# History Of The Organization And Development Of The Training System In Southern Uzbekistan (1952-1990)

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**ABSTRACT**

This article discusses the history of the establishment and development of one of the most influential intellectual centers in southern Uzbekistan - the Kashkadarya Regional Institute for Advanced Training of Public Education Workers. In particular, the establishment of the educational institution in the city of Karshi, Kashkadarya region during the Soviet era, changes and problems in its life, and the state of its activities are analyzed based on scientific literature and archival sources.

**Keywords:**

Soviet era, Uzbekistan, Kashkadarya region, Karshi city, Institute for Advanced Training of Public Education Personnel, training institution, office, department, teacher, listener, event

**INTRODUCTION:** In Uzbekistan, special attention is being paid to further consolidating the achievements made in the education system in recent years and developing it to a new level. In order to educate healthy, educated, thoughtful, and patriotic youth, efforts are being made to improve the quality of all types of education. In particular, “attention is paid to the system of training and advanced training of teachers” and “expanding the activities of advanced training centers in the regions”[1] are helping to increase the potential of the system. Studying the history of intellectual centers in the republic is of great importance in developing their history.

In order to educate the younger generation in line with the demands of the times, Uzbek educators have been trying to master and implement various advanced methods of education. The Kashkadarya Regional Institute of Advanced Training of Public Education Workers has also made a significant contribution to this.

One of the leading educational institutions in the Republic of Uzbekistan, the Kashkadarya Regional Institute of Advanced Training of

Public Education Workers, was founded in 1952 in the city of Karshi[2]. The main activity of the institute is to improve the knowledge and skills of teachers, and Hanifiy Sayfullin, Nabi Turdiyev, Abdulla Fattayev, Sattor Saidov worked at the institute as directors. The educational institution initially operated in adapted buildings in the city of Karshi, including a hotel in the Charmgar neighborhood until the mid-1970s, and then in a boarding school for the blind in the Beglar neighborhood.

The educational institution was operated as a regional (oblast) institute for advanced training of teachers, and since 1985 it has been granted the status of the Kashkadarya regional institute for advanced training of pedagogical workers. In 1991, the educational institution continued its activities in a newly built 625-seat building in the A. Navoiy neighborhood of the city - 2 Olimlar Street, Karshi city. The services of the head of the institute S. Saidov were great in providing the new building with the necessary educational equipment.

Until the 1970s, little attention was paid to advanced training of teachers, and domlas worked in difficult conditions. Due to the lack of

rooms, short-term advanced training courses for teachers were organized in the classrooms of some schools in Karshi city. In recent years, as the number of teachers in the republic, including in the Kashkadarya region, increased, the number of teachers attending the advanced training institute courses also increased.

The Kashkadarya Regional Institute for Advanced Training of Public Education Personnel has been working in collaboration with the public education departments of the regions and cities of the region. Methodological rooms have been established in the public education departments, through which teachers and school leaders are sent to the regional Institute for Advanced Training of Public Education Personnel, the Republican Institute for Advanced Training of Teachers named after K.D. Ushinsky, and the Institute for Training of Managers at the Samarkand State Pedagogical Institute.

Since 1979, cards have been organized for regional public education workers. That is, complete information about teachers was obtained, and personal cards of individual teachers were filled out by district. In addition to obtaining complete information about teachers, it was also determined when and where they had completed the course or not.

Professors and teachers of the regional institute for advanced training of public education workers often went on business trips to the districts. During these business trips, teachers who had attended the course were checked about what changes had occurred in their work after the course, how they were working on the abstract given after the course, and further necessary advice was given. Questions and answers were held with school teachers, and how they had acquired knowledge on their own. Instructions were given on reading additional literature.

At the same time, the institute's office staff prepared various instructions and developments for regional educators, and "methodical letters" were delivered through the district (city) public education departments. Since the late 1980s, departments have been established at the institute in the field of sciences. For example, on October 1, 1989, the

department "Fundamentals of Social Sciences and Spirituality" was established. The department began its activities with 5 staff members, and Associate Professor E. Toshtemirov was the head of the department.

In order to further improve the political, scientific-theoretical, psychological-pedagogical training of course participants, scientists from the Karshi State Pedagogical Institute were invited to the courses as lecturers. In particular, Doctor of Biological Sciences Sh. Qurbonov, Doctor of Medical Sciences B. Aminov, Associate Professors Kh. Ro'ziyev, A. Kholmurodov, A. Esirgaliev, G. Mazitova, S. Zakharov, S. Toshev, etc.[3].

In the 1978-1979 academic year, about 1,100 foreign language teachers worked in schools in the Kashkadarya region, of which 429 taught German, 483 English, 165 French, 13 Spanish and other languages. Since the Kashkadarya regional institute for advanced training of public education workers did not have specialists, it was necessary to invite lecturers from the Central Advanced Training Institute in Tashkent and the Tashkent State Institute of Foreign Languages for the course in French[4].

In 1985, there were about 30 thousand teachers in the Kashkadarya region, most of whom, namely 5584, were primary school teachers. In the same year, it was planned to improve the skills of 682 primary school teachers, and the plan was implemented with an excess of 709. Instead of 152, 158 people were implemented for physics and astronomy courses. Advanced training of biology teachers in the region was organized in February, April, May, June, September, November, and December 1985, and the plan (210/211) was implemented[5].

However, plans were not implemented in some areas. For example, in 1979, three advanced training courses for geography teachers were held, but the plan was not implemented. In February, 31 people, in June 28 and in November 26 people were passed through advanced training courses. In 1985, advanced training of music teachers was organized in May and October, and in May, 30 and 25 people were trained, and in October, 30 and 28 people were trained according to the plan[6].

The professors and teachers of the institute carried out the work of organizing and holding science Olympiads. The 1st round of the student Olympiad in science was held at the school level, the 2nd round at the district (city) level, the 3rd round at the regional level, and the 4th round at the republican level. Students of regional general secondary schools achieved honorable achievements in science Olympiads. For example, in 1979, the fourth round of the republican Olympiad "Young Linguists" was held in Andijan. In it, Sharipova Zamira, a 10th grade student of the Okhunbobayev school in Yakkabog district, took the top spot and was granted the privilege of entering a higher education institution without exams. Later, she studied at the Tashkent Institute of Foreign Languages[7].

According to the archival source, lessons for music students who came to improve their skills were conducted in an unconventional way using technical means. When covering the topics of Uzbek folk music and maqoms, a two-part film entitled "Uzbek folk music" was shown. The film, along with promoting ideas such as the history of Uzbek folk music and its connection with modern music, and the use of maqoms, enriched the imagination of the students and served to consolidate their knowledge.

However, the plans in this direction were not fulfilled. The regional advanced training of music teachers was organized in January, May, and October 1984. The plan was implemented for 30/20, 30/24, and 30/26 people, respectively. In 1985, the courses were organized in May and October, and in May, the plan was implemented for 30, 25 people, and in October, the plan was implemented for 30, 28 people. It should be noted that due to the small number of hours allocated to music, there were cases of teachers leaving their jobs, and some schools lacked specialists. Therefore, music lessons were given to history, physics, and physical education teachers[8]. This, in turn, indicates a small contribution to aesthetic education.

The regional institute for advanced training of teachers, in cooperation with the district and city departments of public education and their methodological offices, has been trying to

implement the advanced training plans. In 1984, the plans for the regional teacher training institute were successfully implemented in the cities of Karshi (plan 191, implemented 201) and Kitob (plan 52, implemented 63), the plans for the training of managerial staff under the Samarkand Pedagogical Institute, and the plans for the Tashkent Central Training Institute were successfully implemented in Ulyanov (34/34), Shahrisabz (49/49) districts. In 1984, the training institute, Samarkand Pedagogical Institute, and Tashkent Central Training Institute planned to train a total of 4,867 teachers, the plan was implemented for 4,292, and 575 people were not implemented. The plan for the regional teacher training institute was not implemented by Yakkabog district for 98, Chirokchi district for 56, Kitob district for 53, Shahrisabz district for 43, Kokdala district for 36, Dehqanabad district for 35, and Muborak district for 31. According to the Samarkand and Tashkent Central Institute of Advanced Training, Dehqanabad, Chiroqchi, and Kokdala districts failed to fulfill 15 tasks each, Mubarak district failed to fulfill 15 tasks, Koson district failed to fulfill 10 tasks, Koson city failed to fulfill 9 tasks, and Nishon and Talimarjon districts failed to fulfill 8 tasks each. As a result, the plan of the Institute of Advanced Training of Public Education Personnel failed to fulfill 419 tasks, and the plan of school leaders and the Tashkent Central Institute of Advanced Training failed to fulfill 156 tasks[9].

The failure to implement the plans was due to the lack of responsibility of the district and city public education departments, the lack of prospective plans of the methodological offices, and the lack of proper reporting.

For those sent to the courses, the institute offices sent the plan (topic) of assignments before the course to the district (city) education departments. As a result of the plans not reaching the schools and the teachers not working independently on themselves, it was observed that the course participants came unprepared. There were cases when teachers did not arrive at the courses on the appointed dates. Such cases were observed among teachers from Dehqanabad, Bahoristan, Kamashi, Chiroqchi, Yakkabog districts.

In some cases, teachers who came to the courses missed many lessons, and instead of a “certificate” they were given a “reference”. There were cases of registering for the course and then leaving.

At the regional institute for advanced training of public education workers, evenings on various topics, meetings with senior teachers, “Senior Teacher”, “Methodist Teacher”, “Creative Teacher” and participants of the Second World War were organized for each course. For example, on the eve of the 40th anniversary of the Great Victory, a meeting was held at the institute with veterans of the World War and Hero of the Soviet Union P.M. Shibayen[10].

The regional teachers, improving their skills, achieved high results and were recognized at the republican and Union levels. According to 1990 data, in the city of Kitab alone, 25 teachers were awarded the badge of the Honored Worker of Public Education of the Uzbek SSR, and 1 teacher was awarded the badge of the Honored Worker of Public Education of the USSR.

### CONCLUSION

One of the prestigious educational institutions in southern Uzbekistan, the Kashkadarya Regional Institute for Advanced Training of Public Education Personnel, was founded in 1952 in the city of Karshi. Initially, the institute operated in adapted buildings in the city, and since 1991 in a new building. The educational institution has worked in collaboration with educational institutions such as the Uzbek Research Institute of Pedagogical Sciences, the Kashkadarya Regional Department of Public Education, and the Karshi State Pedagogical Institute, and has made a worthy contribution to improving the qualifications of teachers, trainers, and educators in the region and increasing the level of knowledge.

Due to the lack of lecturers and teachers in some areas of the educational institution, specialists from the Karshi State Pedagogical Institute and the Karshi Technical School of Culture were involved. In some cases, students who came to the courses missed many lessons, and instead of a “certificate,” they were given a “reference book”.

In cooperation with educational institutions, science Olympiads were held, in which students

of the region successfully participated and were awarded certificates of honor and souvenirs from the Ministry of Education of Uzbekistan. At the same time, various competitions, evenings, and meetings with elderly teachers, creative teachers, and participants of the Second World War were organized and held regularly at the institute. The number of skilled teachers in the region has increased, they have achieved high results, and they have been awarded high awards.

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