



# Historiography of the establishment of pedagogical technical schools and educational institutes in the Uzbek SSR

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## ABSTRACT

When studying the history of the Uzbek SSR, first of all, it is permissible to cover the history of the higher education system. In such a process, the materials of historiography and source studies are extremely important. In particular, the opening of higher educational institutions training pedagogues in the Uzbek SSR and the usefulness of specialists trained in these institutions in the central educational system proved to be in the 20s of the last century. During this period, the personnel of the field of education, who have matured in Uzbekistan, were able to show their potential, as in the entire territory of the union. This article describes the historiography of the history of educational institutions established in the Uzbek SSR and the effectiveness of their graduates.

## Keywords:

Pedagogue, personnel training program, private school, educational system, scientific potential, knowledge, skill, qualification, historiography, foreign education

## Introduction

Although in the first years of Soviet power, teachers of local national schools taught in Soviet schools, it was necessary to train them "separately". Consequently, teacher training was launched on a completely new basis through short-term courses. In August 1923, 47 trainees graduated from this course. During these years, a number of institutions training pedagogues have been operating in the higher education system.<sup>1</sup> The major historical event in the life of the peoples of Central Asia in the middle of the 20s left an indelible mark in history due to the process of national-territorial division. The process of division was

carried out due to the "grain" policy of the political leadership of the country brotherly nations and the will of the indigenous population.

This process caused protests among the Central Asian community. Gross deviations in the national policy led to the disruption of social development, including state building. From the first days when Uzbekistan was declared a republic, it was artificially formed in the flow of the ideology of class opposition to the Soviet one. As a result, most of the population was excluded from social and political life. With the establishment of the Uzbekistan SSR, new administrative divisions, provinces and districts were created in all its territory, and they also began to be Sovietized. In 1924, the city of Samarkand was designated as the capital. In the new conditions, the issue of the higher education system, its quality improvement, and the training of qualified

<sup>1</sup> Tursunov I. From the history of the struggle of Uzbekistan's educationalists during the year of independence (1917-1930 years). Tashkent: Uzbekistan, 1995.

pedagogues gained special importance. The number of teachers, especially primary school teachers, has grown steadily. In particular, in 1925, a course for training pedagogues for 1st-2nd grade students in villages was opened. 25 students were admitted to the course. At the same time, 310 teachers were retrained in rural teacher retraining courses in Samarkand region. 213 pedagogues graduated from Uzbek teacher training courses. One of the important directions of the republican educational activity in the 20s was the expansion of the scope of education for women. The joint education of boys and girls met with strong opposition from the local population.

As a result, the number of specialized girls' schools increased from the 1922/23 school year. In order to attract girls and women to general education and schools for the elimination of illiteracy, various benefits have been set for them. At all stages of training of young pedagogues, a special social competition was held aimed at eliminating "extraneous" elements in public education. If, due to the lack of places in primary and secondary schools, first of all, peasants and workers, then Communist Party members, children of civil war participants were accepted, then when sending teachers to training and refresher courses, special attention was paid to their class origin. attention was paid. Such a choice, especially in the admissions of higher educational institutions, took a sharp turn.

### **Main PART**

When accepting students to an educational institution, the commission primarily relies on the point of view of proletarianization and Turkification of the higher educational institution. The rapid increase in the number of 1st and 2nd level schools in all regions of the republic has made teacher training an extremely urgent issue. In the new conditions, high demands were placed on teacher training. Those who did not have any knowledge other than simple literacy could not be sent to work as teachers in schools, especially in secondary schools with agricultural or other fields. In addition, large-scale activities were carried out to reshape

public consciousness, such activities began from school age. Therefore, it was necessary for the teachers to appear as propagandists of Bolshevik ideas first of all.

The existing pedagogic technical schools and educational institutes in Uzbekistan could not meet the growing demand for teachers. Therefore, the training and retraining of teachers in short (on average one-year) courses was widely used. The teacher tried to eliminate the problem of lack of personnel. However, this short-term training could not give the expected result, it is possible to fully arm the future teacher with the necessary knowledge and theoretical skills in one year for full-time work in the school. was not Therefore, in the 1925-1926 school year, the People's Commissariat of Education accepted the two-year period of teacher training as the shortest period.<sup>2</sup> The short-term preparation and deficiencies in teachers' knowledge were later filled in the process of planned professional development of teachers. In general, by this time, a certain history of pedagogic education was formed in the system of the People's Commissariat of Education of Uzbekistan. Teachers were trained for 1st and 2nd level schools on the basis of specialized education. The basis of the school of pedagogy was not less than five years of school education.

The specific conditions of the republic are due to the lack of teachers in schools and educational institutions, the lack of teaching manuals in the mother tongue, and the rapid involvement of teachers in schools and pedagogical institutions in agricultural work. their low level of preparation - to work on the basis of the program adopted in the central cities of the RSFSR would not allow. Therefore, since 1925, the work of five-year I-level schools and educational institutes in Uzbekistan has risen to a new level. Teacher training and retraining courses, although the majority of teachers are trained, only permanent forms of teacher training, such as technical schools and

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<sup>2</sup> Shamsutdinov R., Rasulov B. History of schools and madrasas in Turkestan (conets XIX - late XX centuries), Andijan, 1996.

institutes, could fulfill the task of providing schools with highly qualified teachers. Educational institutes were gradually transformed into technical schools and educational institutes of pedagogy.

At the beginning of the 20th century, the issue of education, schools and personnel was considered as one of the urgent tasks that required immediate solution in Turkestan. At that time, the representatives of the Jadid movement prioritized the tasks of fundamentally changing the educational system and educational work, establishing new schools and managing them. But the Bolsheviks, who came to power in Turkestan after the October coup, immediately made a strong effort to completely destroy the previous public education system, eliminate traditional schools, and forcefully introduce a single model of "socialist education". The strategy of "radical renewal" of the decentralized education sector was based on the program of the Bolshevik "cultural revolution" and the opinion of the general public was not taken into account at all. In particular, the fact that there are no representatives of indigenous peoples as part of the commissariat of public education indicates that the interests of the indigenous people have been completely ignored.

In this process, the former structure of the formation of the royal empire in Turkestan was destroyed, the Muslim school was given a big blow, and the modern "new method" schools, representing the promising form of national education, were not left out. In the early years of Soviet rule in Turkestan, improper and irregular construction of schools was observed, as well as a very low level of teacher training. The material support of school construction has steadily increased without taking into account the availability of funds, housing stock and personnel. The result of this was the unsystematic and unorganized construction of schools in Turkestan, and sometimes they had the character of self-

management.<sup>3</sup> At the same time, as more schools were opened, they lost their importance. Shortage of staff, severe shortage of textbooks and manuals, cancellation of examinations - all these factors combined to make the school only nominal.

Sh. Rahimi wrote: "schools were opened everywhere only if there were more or less suitable buildings and the number of students." A hotly debated issue at that time was the problem of teaching staff. In the newspaper-magazine community of the period under consideration, various opinions were expressed about the training of teachers, their material condition, and social status. Particularly heated debates have caused staffing problems for new schools. Indeed, with the rapid expansion of the Soviet Union system, most of the former teaching corps were not allowed to enter Soviet schools for ideological reasons, or they themselves refused to work there. In the current realities, the problem of shortage of personnel was solved by the government by training "new teachers" in short-term courses. This form allowed them to grow rapidly, but the quality of preparation was very low.

In addition, the listeners, as a rule, consisted of low-income workers and poor farmers. Such courses of Tilla Khodja, for example, "teacher factory", were called "every two months we have trained hundreds of teachers, in whose hands we must entrust the fate of our schools." These comments of the author help us to present the real situation on this matter. The Academic Center of People's Commissars of Education, established in 1924, controlled the ideological direction of educational processes. The center was tasked with creating textbooks, plans and programs for all related educational institutions, and controlling their ideological content.

The "teaching methodology" of this or that subject was not prepared in the higher education program. Practicing pedagogues

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<sup>3</sup> The science of history in Uzbekistan in the first three decades of the 20th century (historical essays). Parts 1-2. Tashkent: Fan, 1994.

gave such knowledge to teachers in educational institutes of pedagogy, preparatory and refresher courses. There were no children's psychology and other special subjects. Thus, although newly graduated teachers were armed with "revolutionary social science" and were familiar with the materialistic understanding of history, they still did not know modern pedagogical knowledge, the methods of working in schools, taking into account the characteristics of elementary or senior classes.<sup>4</sup> By the beginning of the 20s, the need for educational institutions that provide in-depth lessons began to be felt. Because although the six-month courses quickly provide schools with teachers, the pedagogues who graduated from them could not provide deep knowledge in the field of specialization and teaching methodology. Due to this, new educational institutions, namely educational institutes, were created.

In the first half of the 20s, educational institutions performed the task of training highly qualified school teachers. In these higher educational institutions, teachers were trained for primary schools and schools for ending illiteracy. In 1923, there were 11 educational institutions in Uzbekistan, with 1900 students, 80% of whom were workers and farmers. They were later reorganized due to financial difficulties. In 1924, there were a total of 7 educational institutes, five of which were in Tashkent, Samarkand and Bukhara. In 1921, an Uzbek educational institute was opened in Samarkand. The duration of study in it is four years, in the first two years, general education subjects are taught, and in the remaining two years, pedagogues are trained in certain specialties. The curriculum is designed for training pedagogues for primary schools. On

<sup>4</sup> Kori Niyazov T. Essays on the history of culture of Soviet Uzbekistan. Tashkent: Uzdavnashr, 1957; Abdullaev Sh.Sh. From the history of the development of the culture of the peoples of Uzbekistan (1921-1932) Tashkent: State Publishing House of the Uzbek SSR, 1960; Akilov K.A. The heyday of the culture of Soviet Uzbekistan. Tashkent: Science, 1984.

October 10, 1921, the People's Commissariat of Education of the Turkestan ASSR opened the Samarkand Uzbek Educational Institute and elected the members of its management. According to it: Rahmatullayev became the chairman, Nuri Halimov became the deputy chairman, Maksudov became the secretary, Abdujabbarov and Zaymal Abiddinov became members of the board.

Also, a department of extracurricular vocational education was established under the educational institute. Young people between the ages of 14 and 20 were admitted to the educational institute, knowing the alphabet and counting was enough to enter the primary group. Those who entered the second group had to be fully literate in their mother tongue, know the four actions and have basic political knowledge. Initially, 20 students were admitted to the educational institute. The training of pedagogues was carried out on the basis of a unified strategic plan, and the goal was to entrust the education of the young generation to the hands of persons loyal to the communist ideology. Propaganda work, study of Bolshevik government documents during social studies, acquisition of Marxian-Leninist ideas formed the basis of every program of preparatory and refresher courses.<sup>5</sup> Particular attention was paid to strengthening the ideological and political education of future teachers. Based on the educational plan and program approved by the State Scientific Council of the People's Commissariat of Education and the Promotion and Propaganda Department of the Turkestan Communist Party, since 1922, the teaching of socio-economic sciences in educational institutions has played an important role in this regard. In 1923, the Seventh Congress of the Communist Party of the Soviet Union paid special attention to raising the political level of teachers.

The decisions of the Syezd emphasized the following: "It is necessary not to forget that teacher training is the most important work.

<sup>5</sup> Mavrulov A.A. Time for spiritual recovery. Tashkent: Uzbekistan, 1992; Tursunov I. Cry of souls striving for independence. Tashkent: Uzbekistan, 1993.

We need to improve the educational institutions that supply the necessary pedagogues for us. It is necessary to hold a competition between students and leaders in them. The main goal is that leaders become communists. please, the listeners are Komsomol". Party organizations began to successfully fulfill these tasks in "elimination of reactionary elements", such elements included older intellectuals, as well as teachers. As noted in the decisions of the 12th Congress of the Communist Party of the Communist Party of China (RBC), in opposition to the ideology of "nationalists and chauvinists of the great state", "heads were brought instead of hats" in local party organizations. Senior specialists and highly qualified teachers were denounced as foreign elements and expelled from the field of public education.

In 1925, preparations were made to open a Higher Pedagogical Institute in Samarkand, the then capital of the republic. The main complexity of this work was the lack of a necessary large building, the deterioration of the educational and material base, and the limited number of personnel in the field of pedagogy. At the very beginning of the work, the issue was raised that the higher educational institution should be directed to the training of national personnel, that the educational process should be conducted in the mother tongue, and for this, teachers who work in the Uzbek language would be needed. However, the fact that most of the professors and teachers were brought from other republics and they did not know the Uzbek language was a warning. The Higher Pedagogical Institute was opened in January 1927. Its main task was to train highly qualified pedagogues, develop methodological issues of public education in Uzbekistan, create courses, lectures, excursions, and popular educational literature. Three departments were established in the institute: physics-mathematics, natural-geography and social economy departments.

The first year of this institute, which lasts four years, is a preparatory course, and specialization begins from the second year. At that time, 11 teachers worked in four departments of the institute. In January 1927,

the first intake of 48 students and 27 free listeners was held. The majority of free listeners consisted of school teachers, public education workers, party, trade union and Komsomol organizations. Free listeners were transferred to studentship after successfully passing the first test-exam session. Most of the professors and teachers of the institute were invited to Samarkand from other cities and republics. In particular, professor of pedagogy A.B. Selikhanovich from Baku, professors of history D.A. Jarinov and S.A. Lyaskovskiy from the University of Belarus came. Literary scholar Abdurauf Fitrat, linguist Gozi Yunusov, historian and orientalist V.L. Vyatkin, as well as the first rector of the Higher Pedagogical Institute, biologist I.A. The Merkulovichs were active.<sup>6</sup>

A year later, 12 departments were established in three departments of the institute, equipped offices and laboratories were opened under them. It reached 0 million soums. In 1928, the building of the Maarif Institute, the former women's gymnasium, was given to this institute. From the third year of its activity, the pedagogical institute began to work on the basis of a new five-year training program. Specialization of students started from the third year. By the decision of the People's Commissariat of Education of Uzbekistan in May 1928, the duration of study at the Higher Pedagogical Institute was set to five years. The first graduation is scheduled for 1931. However, since students of technical and educational institutes were admitted to the first year, they graduated from the institute ahead of schedule - in three years. 25 out of 35 graduates were representatives of the local nationality. The next year, 81 specialists

<sup>6</sup> Chulpan A. Springs. Tashkent: 1992; Fitrat A. The saga of Timur. Tashkent, 1922; Rakhimi Sh. Education of Uzbekov // Science and education. 1922; Shukurov A. Muslim school in Turkestan // Science and education. - Tashkent. 1922; Riskulov T. Revolution and the indigenous population of Turkestan. Tashkent: Gosizdat, 1925; Aini S. Materials on the history of the Bukhara Revolution: Gosizdat. Moscow, 1926.

graduated from the institute, 14 of them were women, including 2 Uzbeks.<sup>7</sup>

In the academic year 1928-29, a working faculty consisting of four groups was opened at the Higher Pedagogical Institute. During this period, the most difficult aspect of the development of higher pedagogic education in the republic was the lack of young people who had knowledge at the level of studying at the institute, the network of second-level schools could not satisfy the need to fill the places in the first courses of the institute with well-prepared young people. As a result of such events, admission to the Samarkand Higher Pedagogical Institute increased year by year. In particular, in the first (1926/27) academic year, 65 people were admitted, and in the 1929/30 academic year, this indicator reached 159 people. It is worth noting that only 242 of those enrolled in these years graduated from secondary school. So, in 1925-1930, the network of pedagogical educational institutions developed rapidly in the republic.

## Conclusion

Consequently, it was clearly seen that the Soviet party leadership followed the "residual" principle in the policy of financial support and budget allocations for public education. There was a strong need for highly qualified, especially local, teachers. Pedagogical educational institutions were paid attention to in the vocational and technical education system of the People's Commissariat of Education. Teacher training for primary and secondary schools has increased. The training of highly educated teachers has accelerated significantly. However, there is still a shortage of textbooks and manuals in national languages. The significant expansion of the system of stable educational institutions in the mid-20s and 30s increased the need for teachers. Therefore, in addition to working faculties of higher educational institutions,

<sup>7</sup> New lines to the current problems of the history of Uzbekistan. Periodical collection. No. 2 // editorial board: D. Alimova and others. - Tashkent: Sharq, 1999.

educational institutes, courses were organized in the regions to prepare young people for entering higher educational institutions.

However, in many cases, these educational institutions were opened without the necessary material base, and there was a lack of qualified specialists, especially teachers of local nationality. Serious deficiencies in the educational process were clearly demonstrated. This process was carried out on the basis of strict communist ideology, it was one-sided and disconnected from the achievements of world pedagogy, as well as centuries-old national educational experience. The true essence of communist education, the formation of characteristics in people that are different from universal values, due to specific political goals, was clearly manifested in the indifference, inadequacy and illiteracy of people in social and political issues.

The significant expansion of the system of stable educational institutions in the mid-20s and 30s increased the need for teachers. However, in many cases, these educational institutions were opened without the necessary material base, and there was a lack of qualified specialists, especially teachers of local nationality. Serious deficiencies in the educational process were clearly demonstrated. During the period of independence, the researches of our scientists in the fields of mathematics, physics, chemistry, biology, and archeology are getting more and more attention of foreign experts and scientists. Among such scientists, the services of Musa Muminov, Ibrokhim Mominov, Ubay Oripov, Akbar Otahojayev, Vokhid Abdullayev, Botirkhan Valihojayev and their students, who created prestigious scientific schools in the fields of literature, linguistics, mathematics, chemistry, biology, and physics at Samarkand State University. deserves special recognition.

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