



History of Teacher Training System in Uzbekistan and Changes in it

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Abstract: this article describes the reforms and changes in the public education system. The creation and development of the teacher training system in Uzbekistan also consisted of several stages. In the article below, an attempt was made to highlight the reforms that carried out these stages with the help of archival sources, periodicals and scientific literature.

Keywords: Republic, education, school, teacher, student, reforms, solution.

Attention to the field of education in the Republic of Uzbekistan is reflected in a number of decrees and decisions. In particular, great importance is attached to the education system, to increasing the authority of teachers and trainers. "Because education is our future, a matter of life and death".1, 1]

Today, there are 10,085 schools in Uzbekistan, and 510,000 teachers teach 6.4 million students. [28]

Introduction: The recent past - the years of Soviet power occupy a special place in the history of Uzbekistan. This period is characterized by its complexity and contradictions. In the difficult socio-economic situation of the Second World War and post-war recovery, there was a shortage of specialists in all spheres of society. This problem also exists in the education system. The analysis of sources shows that an attempt was made to solve the problem of lack of personnel in the field of public education by increasing the number of educational institutions and increasing the size of admission quotas. In addition, various forms of education were introduced. As a result of the changes in the public education system, from the 1961-1962 school year, eight-year compulsory and ten-year schools were established instead of seven years. By the 1965-1966 academic year, there were 6,765 schools in the Uzbek SSR, 1,538 of them were primary schools, 3,378 eight-year schools, and 1,849 secondary schools.[4, 72]

Methods: the article is written based on generally accepted methods. Historical, analytical, comparative methods will help to clarify the content of the article.

Results: № 874 of the Council of Ministers of the USSR dated November 10, 1966 "On measures to further improve the activities of the general secondary education school" initiated the next changes in the educational system. The decision envisages major positive changes in the public education system: construction of new school buildings, increase of existing classrooms, improvement and renewal of material and technical bases, and creation of a 10-year education system. It was also decided to issue textbooks based on new programs and control the number of students not to exceed 40 in grades 1-8 and 35 in grades (9-10-11).[26]

At the same time, this decision also reflected the hidden policy of the Soviet regime to look down on local nations. In order to practically strengthen the fake internationalism of the Soviet government, Russian language lessons were artificially increased in schools. As a result of these changes, imbalances were observed in practice. In particular, in 1966, the number of people who graduated from the 10th and 11th grades of general education schools, as a result of which the number of those who expressed their desire to enter universities and submitted applications, doubled.[25] After 1966, schools began to operate only for 8-10 years.

In 1969, as an important document in the education system, the decision "On measures to improve public education in connection with the transition to general secondary education in the Uzbek SSR" was adopted.[8, 115] On the basis of this normative document, starting from this year, vocational training sessions were added to the weekly course load of school graduates.

Discussion: Since 1970, a continuous education system was introduced not only for primary, but also for upper classes. In particular, the "Secondary School Regulation" [27] adopted by the USSR Council of Ministers on September 8, 1970 defined the order of continuous education after the 8th grade. Pupils who have completed the compulsory eight-year educational course can continue their education in secondary school (9-10) or in specialized educational institutions, technical schools (SPTU) [7, 109]), as well as in worker and village youth schools (evening, 9-11 grades). could get. Instead of in-depth teaching of academic subjects, the system began to pay too much attention to vocational education. [13, 133] The increasing need for cheap labor was the main factor in the emphasis on vocational education. Instead of in-depth teaching of academic subjects, the system began to pay too much attention to vocational education. [13, 133] The increasing need for cheap labor was the main factor in the emphasis on vocational education. Over the years, short courses, including 1-6 month, 2-year teachers' institutes, 3-4-year pedagogic institutes (triple), 4-5-year pedagogic institutes, and universities have been operating for the training of specialists in the educational system of the Uzbek SSR. For the convenience of working students, daytime, evening and part-time forms of education were organized. [12, 264]

In Uzbekistan, the system of training teachers with higher education began to form in the 20s and 30s of the 20th century. The opening of the Turkestan National University in 1918 (now the National University of Uzbekistan) laid the foundation stone for the higher education system of the Uzbekistan SSR. [5, 7] Also, Samarkand State Pedagogical Institute was established in 1927, Fergana Pedagogical Institute in 1930, Uzbekistan State University, Samarkand State University in 1933, and Tashkent State Pedagogical Institute in 1935. [21, 14] In 1944, the Karakalpak State Pedagogical Institute was opened, and the teacher's institute operating there was added to it. [6, 7] During the war, similar pedagogical institutes were opened in Urganch and Nukus. [2, 7]

In the 1945-1946 academic year, 2 universities, 5 day and 3 evening educational institutes operated in the system of the Ministry of Education of the Uzbek SSR.[4, 54]

On the basis of the decision of the Council of Ministers of the Uzbek SSR on January 14, 1948 "Improving foreign language teaching in secondary schools", the hours of German, English and French lessons were increased. [3, 49] But the increasing emphasis on teaching foreign languages has created the problem of a shortage of specialist teachers. In order to solve this problem, the Tashkent Institute of Foreign Languages was opened in 1948, the Institute of Russian Language and Literature in Tashkent in 1963, and the Institute of Foreign Languages in Andijan in 1964. The number of faculties and specializations in higher educational institutions specializing in foreign languages also increased. However, in the 1953-1954 academic year, Fergana region lacked a total of 788 teachers teaching English, Tajik, and Russian languages. [19, 21]

Based on the efforts of Uzbek intellectuals to read ancient manuscripts and illuminate history, the activities of the Institute of Oriental Studies in Tashkent were expanded. From the point of view of the Soviet government's policy of "improving relations" with Asian countries, from the 1956-1957 school year, Hindi, Arabic, Persian, Urdu and Chinese were also taught in the schools of the Uzbek SSR. The experience of teaching foreign languages was first tested in the schools of Tashkent, Samarkand and

Bukhara. [3, 51] Later, these languages were taught in other regional centers as well. For example, Hindi and Persian were taught in the 4th and 32nd schools of Andijan city.[24]

The process of "Russification" that began during the Russian Empire continued under the Soviet government.[22, 26] In particular, efforts were made to spread the Russian language in order to destroy the national culture in the country. At the same time, the status of Russian as an official language artificially increased the need for Russian language teachers. Russian language teachers were under special supervision in schools. [19, 49] Under the guise of solving the problem of the lack of teachers teaching Russian, teachers from Russia and Ukraine were sent to work on a referral basis. They also influenced the national culture of the people of the republic. That is, the number of international families in Uzbekistan has also increased. The number of Russian language faculties in universities increased, and specialist teachers from representatives of the local people began to be trained in the republic itself. By 1961, the demand for foreign teachers had decreased. [10, 2] In particular, archival sources indicate that the number of teachers coming from Ukraine and the RSFSR to public education in Andijan region decreased from 166 to 2 during 1956-1961.[16, 37]

Taking into account the growing need for teachers, 6 more pedagogical institutes were established in the 1963-1964 school year.[20, 6] Studying at pedagogical institutes was 4 years, and the study period for a double major lasted 5 years. Based on the analyzes conducted by the party control department of the Council of Ministers of the Uzbek SSR, it is noted that the shortage of teachers in republican schools is increasing every year.[14, 3] Because the students studying in the schools of the Uzbek SSR, especially rural schools, were involved in various public and agricultural works, most of the graduates did not have the knowledge required for the entrance exams for higher education. As a result, the access of young people, especially rural youth, to higher education decreased. As a solution to the problem, from the 60s of the 20th century, preparatory courses began to be opened at higher educational institutions. For example, in the 1972-1973 academic year, an 8-month preparatory course was opened at the Fergana State Pedagogical Institute.[12, 279] Graduates of this course could enter pedagogical institutes in the valley based on interview. Letters were sent to the places asking to send to this course advanced worker and collective farm boys and girls with at least one year of work experience and young men who had finished military service. In the preparatory course, preparations were made for entering the faculties of English, German and mathematics. Trainees are provided with free accommodation and a stipend. In the Uzbek SSR, educational institutions of pedagogy have prepared pedagogic personnel with various levels of education. But as the number of students in the republic increased, so did the demand for teachers. This factor caused serious attention to be paid to the teacher training system in the republic. In particular, the number of teachers increased in the regions of the Fergana Valley. In the academic year 1967-1968, 906 people, 597 people in Namangan region, and 912 people in Fergana region, newly graduated personnel came to Andijan region.[10, 2] But despite the fact that thousands of specialists are trained in the existing pedagogical educational institutions of the republic, the demand for teachers has not decreased.[11, 66]

As a result of the quality knowledge and good upbringing given by the teachers, the graduates made a great contribution to the development of the society. However, as the years passed, the level of knowledge and skills of specialists who graduated from the educational institution and entered the field of education gradually decreased. Because the decrease in funds allocated to education from the republican budget, the aging of the material and technical base of schools and the long-term mobilization of students for agricultural work led to a decrease in the quality of education. The low potential of the personnel growing in the higher educational institutions of the republic, the difficulties faced by the teachers during the teaching process, caused various criticisms during the years of "Reconstruction" (1985-1990). In the collection of documents stored in the fund 2806 of the National Archives of Uzbekistan called "Educational Letters", there are letters written by teachers reacting to the problem. [15, 17] The authors pointed out that the root of the problem is the increase in the number of higher education institutions in the republic. Due to the lack of methodical, material and technical base in these universities, the quality of training of pedagogic personnel has decreased. For example, in 1987, a social survey was conducted among the graduates of higher educational institutions of

pedagogy. According to the results of the survey, only 13.4 percent of graduates want to continue teaching profession. 18% of graduates reported that they had no understanding of professional responsibilities before entering the institute. Also, a questionnaire was received from school principals regarding the work activities of young teachers. The results of the survey showed that young teachers are weak in skills that should be taught due to poor knowledge and weak pedagogical practice.[23, 65] The quality of education also decreased as a result of the mistakes made by the Soviet government in its policy - chasing interest rates, not paying attention to the fundamental nature of the problem. "Let the representatives of the local nation be interested for the diploma, not for the knowledge" found its implementation. There were more schools and teachers in the villages than in the republican cities. For example, in the 80s of the 20th century, one city school had 28 teachers, and one rural school had 49 teachers. An average of 17,000 newly graduated teachers were added to the education system in one year. However, they did not meet the demand for teachers in rural areas. As a result of the analysis carried out in the Department of Public Education of Fergana Oblast, in 1986, 300 Russian language, 189 labor science, 90 Uzbek language, 61 history, 43 physics-mathematics, 36 chemistry, 31 biology, 23 drawing and painting subjects. a lack of teachers has been identified.[23, 68]

The following table shows the dynamics of the increase in the number of schools and teachers in the republic from the 1980-1981 academic year to the 1990-1991 academic year.

1.2- table The number of schools in the republic and their teaching staff [23,62]

	1980/81	1985/86	1986/87	1987/88	1988/89	1989/90	1990/91
total number of schools	7499	7699	7779	7873	7965	8116	8333
cities	1353	1529	1553	1595	1634	1661	1705
villages	6146	6170	6226	6278	6331	6455	6628
Total number of teachers	239.9	282.1	301.8	321.9	337.9	352.6	365.5
in the city	66.6	82.2	88.1	94.1	100.9	104.0	107.3
in the village	173.3	199.9	213.7	227.8	237.0	248.6	258.2

The analysis of the need for teachers in the Namangan region for the years 1987-2000 showed that in 1987 there were 230 teachers in the subject of the Russian language, and in 1995 there were 405 teachers. In the same period, the shortage of teachers in the subject of mother tongue increased from 64 to 87. [18,2] In the 1987-1988 academic year, there was a shortage of 412 Russian language teachers in the region. [18, 4]

Conclusions: Many teachers who graduated from the institute and were sent to work on the basis of referrals were not satisfied with the work and living conditions in the places, and there were many cases of leaving the job before the end of the specified period. In particular, from 85 to 147 primary school teachers changed their profession in Namangan region in 1987-1995.[18,14] As a result of the inquiry, most of the teachers said that they were forced to change their profession due to housing problems. In conclusion, in the years after the war, thousands of teachers were trained in various educational institutions of Uzbekistan's educational system. In these educational institutions, students were educated on the basis of ideas such as inculcating the ideas of the Soviet government among the population and eradicating nationality. The main focus in education was subordinated to colonial interests, and national interests were put in second place. But despite this, thousands of teachers who were dedicated to their profession remained faithful to national traditions. The number and types of educational institutions in the field of pedagogy were also diverse. The teacher's institute, which was trained on the basis of rapid education and was established as a way out of the situation, was later abolished. In the minds of citizens, the desire for knowledge has increased, and the demand for higher education has also increased. Pedagogical institutes and schools of education were established in the centers of each oblast and in the big cities of the republic. The teachers who studied in these educational institutions began to teach in the schools in the regions of the republic according to their specialties. The number of teachers increased, and the number of women among them also increased. The fact that women have become an active part of the society, the level of education and the change in worldview has also led to changes in the minds of their children and students.

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