



HISTORIOGRAPHY OF THE ESTABLISHMENT OF NEW HIGHER EDUCATIONAL INSTITUTIONS IN UZBEKISTAN (PART 1)

Imamov Ulug'bek Ismailovich

Master's student of the Historiography and Source Studies of Samarkand State University
imomovulugbek59@gmail.com

Article history:	Abstract:
Received: 7 th February 2023 Accepted: 7 th March 2023 Published: 10 th March 2023	In the world experience, the field of education is always one of the main criteria that determines the level of development of the country, the well-being of the people, and cultural achievements. In particular, it is possible to determine the level of spiritual development of the people by studying the history of science and the education system. Especially until now, the information about the achievements and shortcomings of the historiography of the higher education system of Uzbekistan in the 20s and 30s of the 20th century is explained by the extremely comprehensive information. This article describes the historiography and characteristics of the new higher educational institutions in Uzbekistan.
Keywords: Cultural revolution, national politics, historiography, education, enlightenment, country of knowledge, backwardness, pedagogy, comparative analysis, totalitarian system.	

INTRODUCTION

As a result of the transformation of Central Asian territories into a Russian colony, various changes took place in the field of education. During the totalitarian regime, it was impossible to create a true history of Uzbekistan, the scope of studying problems and their sources was strictly limited, it was impossible to give a true assessment of historical events, and a dogmatic approach prevailed. After the establishment of the Soviet government in Turkestan, the colonial government took full control over the education system of the local people. It is considered one of the urgent tasks of the history of Uzbekistan to study the changes in the policy and education system carried out in the field of education during this period, to make a comparative analysis, and to draw objective conclusions from them.

What was the state of education in Turkestan after the October coup? For this purpose, I set myself the goal of studying the historiography of Uzbekistan's higher education and the state of teacher training in the 20s and 30s. After all, it was at that time that the Soviet model of public education, based on the totalitarian idea and a sharp class point of view, was founded. The Bolshevik leadership, which sought to standardize the spiritual life of the society, began to fight against any manifestations of ideologically different thinking and peculiarities in the field of general education. Muslim schools and madrassas suffered a lot. By the end of the 1920s, the Bolshevik Party and the Soviet authorities, using force and execution methods, almost ended traditional schools.

An important feature of the period under study is that the crisis and reforms in the economic, social

and spiritual spheres are clearly visible, with the desire to restore the relations of the product market and strengthen the totalitarian regime of the government. During the transition to the new economic policy, some aspects of the government's general education policy became clear, and the public education system had to adapt to market conditions. Turning to the experience of the new economic policy period allows to identify and prevent difficulties encountered in the field of general education, market reforms, and a number of measures to prevent them.

On the other hand, the study of the history of the period of new economic policy and the painful times of Stalinist state control is a full and reasonable revelation that the use of administrative-command control methods leads to destruction, in the spiritual and educational sphere. Deep understanding of deviations, as well as determination of the ways and means of solving the problems accumulated during the Soviet period as a result of the violation of national interests, paves the way for the formation of a legal democratic society.

In the process of large-scale reforms implemented in Uzbekistan, the issue of formation of the education system has become one of the priority tasks of the state policy. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the Strategy of Actions in Five Priority Areas of Further Development of the Republic of Uzbekistan".¹ It is of great practical importance to

¹ "Strategy of actions on the five priority directions of the collective volume on the development of the



study the progress of education and the advanced traditions in this system and draw the necessary lessons.

Resolution of the President of the Republic of Uzbekistan dated April 20, 2017 No. PQ2909 "On measures to further develop the higher education system", No. PQ-3105 dated June 30, 2017 "At the Academy of Sciences of the Republic of Uzbekistan Decisions on the latest history of Uzbekistan "On the organization of the activities of the Public Council", No. PQ-4038 of November 28, 2018 "On approval of the concept of further development of national culture in the Republic of Uzbekistan"² and This dissertation serves to a certain extent in the implementation of the tasks defined in other regulatory and legal documents related to the field and in illuminating the history of the statehood and education of Uzbekistan.

MAIN PART

The problem of specialist teachers in schools became an important issue at all stages of the studied period. During the period of the new economic policy reforms, many students left the school due to the sharp reduction of the network of educational institutions, the extremely low salaries, and the fact that the wages were not paid on time, thus the training of teaching staff became a serious problem. All this had a negative effect on the educational process and hindered the construction of the school. In order to successfully solve this problem, the school department of the People's Commissariat of Education in 1921 conducted a wide range of training and retraining of teachers for all types of educational institutions. accepted the program. The main attention, as before, was focused on course studies. In the first stage, short-term teacher training courses for schools were opened in cities, district centers and large villages.

A special commission under the People's Commissariat of Education coordinated their activities. The audience of such courses would consist of young workers and farmers. That is why the main attention

Republic of Uzbekistan in 2017-2021" [Electronic resource] // <http://strategy.regulation.uz>

² Decision of the President of the Republic of Uzbekistan No. PQ-4038 of November 28, 2018 "On approval of the concept of a collective volume to further develop national culture in the Republic of Uzbekistan".

was paid to Marxist ideological education and relevant political training in the course. "In the course of getting rid of the old ideas, skills and habits of the party", educating and educating the masses of workers, "preparing them to build communism" his demand to start his work served as the main ideological direction. Pedagogical courses usually started in the spring after the end of schooling and lasted for 4-5 months until late autumn. the courses were organized in the best schools. The People's Commissariat of Education of the Republic organized the central courses in pilot-exhibition schools and educational institutes.³

Those who came to the course were accommodated in dormitories, and the conditions typical of that time were created for them. they were taught to write and count in this place, the study of the decrees and instructions of the Soviet government, the decisions of the Diet, as well as the materials of public education conferences was the main place in the curriculum. Teaching methodology was taught. A wide debate was held among the audience. The Department of Pedagogical Education of the People's Commissariat of Education of the Republic organized preparatory and refresher courses, short courses in the fields of teaching and school guidance. Repetitive courses for 100 teachers were developed. The classes were held in the classroom and outside the classroom. During the classroom classes, the students studied general pedagogical and national topics under the guidance of the responsible teacher, and the extracurricular classes organized production work (workshop, farm) was devoted to education and pedagogic practice.

School teachers had to study in repeated courses in a mandatory manner. According to the circular letter of the Turkish Ministry of Education (April 1920), they studied in short-term pedagogic courses of Kyrgyz (Kazakh) schools All teachers of the school had to come to Tashkent or Shymkent no later than May 10 to study in repeated pedagogic courses. Those who failed to study in repeated courses were fired and held "responsible". According to the report of the courses, it was necessary to extend the duration of the training sessions, because in December and January, classes were not held due to the lack of teachers, which made it impossible to complete the

³ Ramzi M. Another conquest in the field of cultural construction // Scientific Thought, 1930.



program.⁴ The shortage of teachers was typical not only for the first-level schools, but also for the second-level schools where the natives teach in their mother tongue. They were delivered on the basis of both the training of representatives of the local nationality and the training of European teachers who wanted to learn the language.

Therefore, in 1921, annual courses on oriental languages were opened at the Turkestan Institute of Orientalism, in which there were two groups of Kyrgyz (Kazakh), two groups of Uzbek, one group of Turkmen and one group of Persian. 20 people participated in each department. Special courses for women were organized. In 1924, 90 people took part in the women's course in Samarkand, and by autumn eight girls graduated from the full course. At the end of the academic year (October 1924), 1057 teachers graduated from various courses, more than half of them were Uzbeks. But still, as before, there was a lack of teachers everywhere. People from the countryside made up the majority of the course participants. Most of the participants had very little pedagogical experience. For example, in 1924, 1616 people attended such courses. Most of them were Uzbeks (1444 people), according to their social status, most of them were farmers (1482 people). Of these, 225 people did not work in school at all, and 1341 people had no more than 3 years of work experience. From 1925, teachers were trained for primary schools on a continuous and planned basis, but its main form remained short courses. 85% of primary school teachers and 100% of rural school teachers were involved in retraining.

During this period, there were 2,748 qualified teachers in the republic. Although such courses allow schools to be supplied with teachers faster, they could not provide in-depth knowledge either in the field of specialization or in the field of teaching methods.⁵ It was an emergency measure. The need of the times was to create educational institutions with continuous, in-depth teaching. Its foundation began to be created in the early 20s. Educational institutes, pedagogic technical schools and educational institutes, teachers'

⁴ Rakhimov.R. Traditional primary school education of children among the peoples of Central Asia (end of the 19th century). Moscow, 1989.

⁵ Cantor L. For a new alphabet // Revolution and culture, 1928.

institutes are among them. Since 1920, Turkestan State University began to train teachers with higher education. In the first half of the 20s, educational institutions became the main source of training of highly qualified school teachers. Due to the lack of a separate higher educational institution, teachers were trained only for primary schools and schools for the completion of illiteracy.

In 1923, there were 11 educational institutions in Uzbekistan, with 1900 students, 80% of whom were workers and farmers. Later, due to financial difficulties, they were reorganized. In 1924, there were a total of 7 educational institutes, five of which were in Tashkent, Samarkand and Bukhara. The first educational institutes were opened in 1920 in Tashkent. Among them, Temiryazev Institute of Public Education is a national educational institution of pedagogy, where the duration of study was four years, in the first two years, general education subjects were taught, and in the remaining two years, some specialties were taught. pedagogues were being trained.⁶ The curriculum was designed to train teachers for second-level schools. In other educational institutes, the duration of study is four years, and they trained teachers for the first level national schools.

The development of general issues of the higher education system, spreading the name of new higher educational institutions among the general public, publishing collections, monographs, brochures and journals in the field of pedagogy were included in the program of educational institutions. chasi, 1st and 2nd level schools, children's club, school for adults and auditoriums for public education, library, carpentry, turning, blacksmithing, locksmith workshops, as well as physics, chemistry, natural history laboratories, art classes establishment of experimental institutions was envisaged. The women's teaching courses in the old part of Tashkent became the basis for the establishment of the Uzbek Women's Educational Institute.

National educational institutes were opened in 1918 on the basis of the Kazakh, Uzbek and Tatar groups of the educational institution of pedagogy in the Pedagogical town named after Poltorasky Institutes of public education as higher educational

⁶ Pismenny S. I have no struggle either with my class enemy or with the ideological front. Kitogam of the XVII plenum of the Sredazburo of the Central Committee of the All-Union Communist Party of Bolsheviks // For the Party, 1928.



institutions were intended to "train school employees who are technically prepared for school work processes, have scientific knowledge and believe in the bright future of building socialism" pedagogues and scientific forces were involved.⁷ Special attention was paid to the teaching of special pedagogic subjects. By order of the People's Commissariat of Education, the employees of the Institute of Education were paid the same salary as the teachers of Turkestan State University. were not recognized as educational institutions, teachers of other subjects (as well as teachers of the preparatory course of Temiryazev Institute of Education) were equated with teachers of working faculties of the university.

In 1921, the Turkmaorif Education Commission, established for the purpose of reforming the higher schools of Turkestan, thoroughly analyzed the activities of all the faculties of the Turkestan State University and the Oriental Studies and Temiryazev Institutes of Education. Temiryazev Educational Institute, according to the commission's conclusion, it was considered necessary to review the program of the first two courses, because it covered the fields of humanities and natural-historical sciences, and had an extremely broad direction. Based on the idea of bringing them closer to Turkestan DU faculties of high scientific level, its inter-faculty departments, as well as improving the use of teachers, the commission came to the conclusion that it is convenient to work in cooperation with them, and at the same time, it will save state funds.

Therefore, Temiryazev Educational Institute was transformed into the faculty of pedagogy of the Turkestan State University. In order to improve teacher training, taking into account the needs of republican schools, educational institutes kept the four-year study period, and they were taught in the style of pedagogic schools or pedagogic technical schools. High schools were turned into special educational institutions. At the beginning of 1922, the Department of Pedagogical Education of the People's Commissariat of Education of the Republic had 11 secondary pedagogical educational institutions in addition to short-term courses. Pedagogical technical school in the village, Samarkand Uzbek educational institute, Marv Turkman educational institute, Ko'kan

⁷ Khashimov A. To the question of the current state and further development of the Uzbek Soviet literature. Tashkent: Publishing House of the Academy of Sciences of the USSR, 1932.

Uzbek pedagogical courses, Almaty Kyrgyz (Kazakh) pedagogical courses, Shymkent Kyrgyz (Kazakh) were pedagogic courses. However, the material condition of the institute is not very good, the buildings were under repair, only 55% of the students were provided with special clothes.

Pedagogical courses are designed for three years, and preparatory classes have been opened under them. Entrants to the courses had to have the 5th grade of secondary school. In 1922, a number of secondary schools, as well as three-year pedagogic and teacher courses, were planned to be transformed into pedagogic technical schools. Pedagogical technical schools are four-year educational institutions, and seventh-grade graduates are admitted to them. Teachers who graduated from the technical school and undergo annual retraining courses (most importantly, in social and political sciences) 6 -He could easily teach in the 7th grade. At first, classes were conducted only in Russian in technical schools, then in Uzbek, Kyrgyz (Kazakh), Tatar and local Jewish educational institutes in Tashkent (there were preparatory groups in educational institutes, and then (even those who did not finish the seventh grade) were turned into technical schools.⁸

Three- and five-year pedagogic educational institutions were established to train graduates of local nationality, and those who completed the 4th and even 3rd grade of primary school were admitted to them. Previously, the courses prepared by teachers from the local population, such as educational institutions or technical schools of the previous composition, were pedagogic schools. educational institutions were gradually transformed into pedagogic educational institutions. In 1923, in order to speed up the training of teachers from local nationalities, 10 pedagogic technical schools and educational institutes for 1200 students were opened in Tashkent. It should be noted that the financial situation of the technical schools was extremely poor. Very few funds were allocated for economic needs, and it was not always given. The buildings were under repair, and there were no funds for lighting and heating. The funds given did not satisfy the needs at all. Despite such difficulties, the number of pedagogic educational institutions and technical institutes continued to increase. In the 1922/23 academic year, there were 14 pedagogical educational institutions in the republic with 1,685 students, 322 teachers and 195 technical workers served in them.

⁸ Radjabov S. History of the Soviet school in Uzbekistan, 1990.



Initially, in the Republic, a sample was blindly taken from the educational institutions of pedagogy, which had a better preparation of listeners typical of the center of Russia. However, in order to adapt them to local conditions, it was necessary to educate them to a certain extent, to equip them with real opportunities in accordance with the age and number of the local population. In 1922, a turning point was made in this field. By this time, there were mainly educational institutions that trained mass pedagogues, such as the Institute of Education and the University of Pedagogy was necessary to train teachers who can teach in secondary schools.⁹ Pedagogical educational institutes were actually the second-level school itself, designed to train specialized teachers to work in primary schools. In 1923, normative requirements for such educational institutions were developed and educational plans were drawn up.

CONCLUSION

A look at the history of the past shows that the public education of Uzbekistan has traveled a long way of development until the period under study. Its roots go back to the ancient past. Our nation has always been distinguished by its high spirituality, enlightenment and thirst for knowledge. Long before social development in Europe, writing spread in Central Asia and education of the young generation was organized. The Arab conquest influenced the development of national culture, science and education in many ways. With the spread of Islam and the Arabic script, Muslim schools and madrasahs formed the basis of education and upbringing of young people from the 8th century. The Muslim religious education system directed the moral and spiritual maturity of the individual to the acquisition of national and religious and moral values.

The religious school inculcated the ideas of purification of the soul, teachings of Islam, goodness and justice into the human mind. Schools, as the initial stage of the Muslim educational system, helped young people to learn to read and write, introduced the verses of the Holy Qur'an, hadith and other religious literature. Madrasahs are secondary and higher educational institutions, serving to train national specialists for various spheres of social life. After the conquest of Central Asia by Tsarist Russia, a system of secular sciences began to emerge as an alternative to the Muslim system of education.

⁹ Amirov A. New alphabet in the service of socialist Uzbekistan // Socialist science and technology, 1933.

First of all, it was aimed at educating the immigrant Russian population and educating people loyal to the tsarist regime. The Czarism administration pursued a policy of Russification and, in order to weaken the influence of Muslim schools, first of all, it sought to establish educational institutions that would educate young people who would serve their goals and ideas. However, the local population still preferred the traditional school. At the end of the 19th century - the beginning of the 20th century, certain changes took place in the educational system of Muslim educational institutions. First, secular general education subjects were introduced into the curriculum. These ideas found their full reflection in the emergence of modern schools. After the October coup, profound changes took place in national public education. The Bolsheviks, who took power, violently dismantled the old system and began to change it in a revolutionary way.

The "Leninist program of fundamental renewal" of the education sector has begun to be implemented. In accordance with Marx's ideological instructions, it was aimed at communalizing social consciousness and educating the growing generation, forming a class of socialist intellectuals, and establishing the rule of the "proletarian" ideology. First of all, he put the work of training pedagogues in a direction contrary to the national consciousness and objective needs of the Uzbek people. He tried to introduce a socialist form of education, forcing all types of educational institutions to become uniform, achieving the superiority of a narrow class approach, completely politicizing the educational process, and forming a communist outlook. Any autocrat first of all tries to impose his ideas and language on a subordinate country.

In the early 1920s and 1930s, along with the course training of new teachers, a stable system of pedagogy and educational institutions was created. The fact that its main links are organized by educational institutes, pedagogic technical schools and educational institutions, as well as teachers' institutes served as an important stage in the higher education system of Uzbekistan.

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