



CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



Changes and Problems in Staffing The Education System in The Southern Regions of Uzbekistan and Material and Technical Supply (Example in The 50-70s of The XX Century)

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Abstract:

This article provides information on the material and technical support of general education schools in the southern regions of Uzbekistan in the 50s and 70s of the 20th century.

ARTICLE INFO

Article history:

Received 09-Apr-23

Received in revised form 15-Apr-23

Accepted 25-May-23

Available online 9-Jun-2023

Key word: education, specialist, academic year, intellectual, school, material equipment, population, classroom, higher education, region.

Introduction.

In establishing its ideological policy, the Soviet government also paid serious attention to the politicization of the education system. In particular, the teacher, who plays an important role in the education system, never neglected the work related to the training of personnel and the establishment of political control over them. Despite this, the number of intellectuals in the southern regions

increased somewhat during the period under study. Because, in this period, in the front ranks of the intelligentsia were highly educated teachers. Due to the increase in the population and the construction of new schools, the need for teaching staff has been constantly increasing. In the 1957-58 academic year, 76,637 students studied in the schools of Surkhandarya region. This means 15 times more than in the academic year 1950-51. If in the academic year 1950-51 there were 11 secondary schools in the region, in the academic year 1957-58 their number was increased to 60. By 1965, the number of eight-year and secondary polytechnic education schools reached 397, and 130,764 students began to study in them. 4117 teachers taught in these schools, 147 of them had higher education [1]. In the 1951-52 academic year, 3,686 teachers worked in the public education system of Kashkadarya region, only 172 of them had higher education [2].

In the 1950-51 academic year, there was a shortage of 375 teachers in the schools of Kashkadarya region [3]. This need grew year by year. In particular, there was a shortage of 550 teachers in the 1964-65 academic year, 636 in the 1965-1966 academic year, 823 in the 1966-67 academic year, and 880 in the 1967-68 academic year [4]. In many schools, due to the lack of teachers of physics, chemistry, and foreign languages, lessons in these subjects were not held. For example, in the academic year 1965-66, 221 schools in Surkhandarya region did not have foreign language classes due to the lack of teachers [5].

Taking into account the need of schools for teaching staff, the Council of Ministers of the Uzbek SSR adopted a decision in 1961 "On measures to provide teaching staff to general education schools" [6]. Termiz, Karshi, Shahrisabz, Denov, Angor Pedagogical Technical Colleges established in these regions, as well as the Termiz State Pedagogical Institute, established in 1954 on the basis of the two-year teachers' institute in Termiz, and the Karshi State Pedagogical Institute named after H. Olimjon played an extremely important role in meeting the need for teachers in the southern regions. . Only Termiz State Pedagogical Institute trained 353 teachers for regional schools in 1960[7].

In the period of 1960-1970, the public education system of the southern regions went through a stage of development, and the material and technical support of the system improved somewhat. For example, in the 1964-65 school year, 9034 teachers worked in Kashkadarya region, 2271 of them had higher education [8].

In Surkhandarya, out of 9752 teachers, 2889 had higher education [9]. However, the conditions created for teachers, their monthly salaries, the level of provision of housing, in short, the material living conditions of teachers were not good. The noted shortcomings caused the dissatisfaction of the teaching staff. For example, between 1962 and 1965, 450 teachers of Surkhandarya Oblast schools left their jobs due to lack of conditions[10]. In 1960-1965, 63 teachers were admitted to the schools of Karshi city of Kashkadarya region, and 140 teachers left their jobs. During these years, 234 teachers were accepted to schools in Shahrisabz district, while 175 teachers left their jobs[11].

Materials and Methods.

It is a fact that does not require proof that the success of the development of public education largely depends on the condition of providing schools with highly qualified specialists. In the 1964-65

academic year, 121,000 teachers taught young people in the republic, and 36,000 of them had higher education. In this academic year, more than 86 thousand teachers worked in rural schools of the republic. But republican schools lacked more than 13,000 teachers. By 1970, the total need for teachers in the republic was 15,000[12].

However, at that time, mainly two universities, 15 pedagogic higher education institutions and 16 pedagogic educational institutions trained teachers in the republic. However, the specialist teaching staff graduating from these educational institutions could not fully satisfy the needs of republican schools.

Especially during this period, there were many cases of young professionals not going to work at the appointed place. For example, from 1960 to 1965, 5,232 young professionals from 27,862 graduates who were assigned to jobs across the country did not go to work. Moreover, most of the professionals who went would have to leave their jobs after a year or two due to lack of housing and other domestic difficulties. In particular, when observing the activities of 500 specialists who came to the rural areas of Kashkadarya region; 57.4% did not live there for less than one year, 12.2% for one year, 22.5% for two to three years, and 7.9% for more than four years [13].

In the 1970-71 academic year, there was a shortage of 220 teachers in the schools of Kashkadarya region. Among them, teachers were needed for 36 Russian languages, 62 foreign languages, and 77 physics-mathematics subjects [14]. However, despite this, it should be noted that in the 70s of the 20th century, the system of public education in the southern regions was much improved. During this period, the number of schools, the number of teachers and the number of students in the region increased year by year. For example, in the 1971-72 school year in Kashkadarya region, the number of schools increased by 8.2 times, the number of students by 131.4 times, and the number of teaching staff by 141.3 times compared to the 1924-25 school year [15]. In Kashkadarya region, in 1970 compared to 1939, the number of highly educated specialists increased by 29.6 times, the number of people with secondary specialized, secondary general and incomplete secondary education increased by 10.6 times. Despite this, Kashkadarya region ranked next to other regions in terms of the number of people with higher and secondary special education per 1,000 people [16].

If in 1970, 36 out of every 1,000 people in Uzbekistan had a higher education, in Kashkadarya region there were 24 people, the number of people with secondary education was 199 people per 1,000 people in the republic, and in Kashkadarya region it was only 102 people per thousand people[17]. There were also serious differences between the cities and villages of the region regarding the education of the population. For example, in 1970, there were 48 people with higher education per 1,000 people in the urban population of the region, while in rural areas, this figure corresponded to 19 people[18].

However, despite this, the number of intellectuals in the southern regions increased year by year. For example, 10,900 intellectuals were registered in Kashkadarya region in 1960, and their number reached 28,800 by 1970. In the Surkhandarya region, this indicator increased from 8.9 thousand to 23.4 thousand people during these years. Most of the intellectuals were certainly teachers [19].

In this period, the material and technical support of schools was still not very good. Most of the schools were located in mainly adapted buildings. There was a lack of educational equipment, and the

level of providing students with textbooks was unsatisfactory. In addition, the built schools were built without typical projects. The construction of new schools was not built in proportion to the increase in the number of students. That's why training was conducted in two and sometimes even three shifts. For example, in the 1957-58 academic year, 4516 schools in the republic, that is, 77 percent of the republic's schools, had training in two shifts. However, during this period, on average, 52% of schools in the USSR (27.7% in the RSFSR, from 40% to 70% in other republics) worked in two shifts.

In addition, 2.6% of schools in Uzbekistan (0.6% in the RSFSR, 0.9% in the Tajik SSR) worked in three shifts[20]. During this period, there was a lack of classrooms in the schools of the southern regions, and there were many deficiencies in the construction of new schools.

For example, in the academic year 1957-1958, 76 thousand 637 children studied in 341 schools in Surkhandarya region[21]. Apparently, due to the large number of students, it was not possible to conduct the training in one shift. In such conditions, there were serious difficulties in conducting laboratory classes, working in clubs, organizing and equipping science classrooms. However, in spite of this, enthusiastic pedagogues in the schools worked tirelessly and gave knowledge to the young generation.

During this period, some work was done on the construction of schools. However, the funds allocated to the education system on the basis of the "residual principle" were naturally not enough to build new schools and improve the material and technical support of schools. For this reason, the Union government entrusted the construction of schools to collective farms and state farms, cooperative organizations, as well as other paternal organizations. As a result, schools built at the expense of patriarchal organizations, collective farms and state farms were implemented based on the financial capabilities of that organization, as a result, many schools were built by farmers, and their material and technical support was appropriate. For this reason, little attention was paid to the issue of quality in the pursuit of quantitative indicators in the construction of schools. Between 1959 and 1964, 72 school buildings were built by the state and cooperative organizations in the southern regions, and 162 school buildings were built in Kashkadarya and 186 in Surkhandarya at the expense of collective farms.[22] In this way, schools were increasing in number, but in terms of quality, they did not meet the requirements of the time.

On top of that, in those years, there was a "mutual competition" among the leaders to "fulfill" the instructions given "from above". For example, in 1958, the leadership of Ukraine took the initiative to "transfer all schools to work in one shift. This initiative was supported by the community of Khorezm and Tashkent regions in Uzbekistan. In 1958-1960, they called for teaching in one shift in all schools of the republic. In this regard, the political leadership and the government of Uzbekistan adopted a decision "On moving the schools of the Republic to work in one shift" [23].

In this decision, it was mentioned that for this purpose, collective farms of the republic allocated funds for 970 different buildings for schools for 80,000 students and built buildings for 72,000 students. However, almost all of these buildings lacked kitchens, gymnasiums, and workshops, which were necessary for schools. In the reports written on the end of the academic year and in the speeches

of the leaders, it was constantly emphasized that the number of schools where classes are held in two shifts is decreasing year by year. For example, they noted that in 1961, 94 percent of republican schools, and in 1962, 9 out of 10 schools had a shift. However, during this period, 69% of schools in the republic did not have an electric lighting system at all. Classrooms do not meet sanitary and hygiene requirements, 1,203 eight-year, 129 secondary schools had educational workshops, and 2,950 rural schools did not have educational experimental plots at all[24].

For example, only in the academic year 1960-61, the schools of Surkhandarya region lacked 3759 desks, 295 blackboards, 343 cabinets, 450 tables, and 829 chairs[25]. In such conditions, especially in rural areas, due to the lack of school buildings and classrooms, students had to study in 3 shifts. Taking into account the current situation, in 1960, 366 administrative buildings were given to the public education system in Surkhandarya region[26].

Conclusion

Finally, as a result of excessive formalism, coercion, non-recognition of the existing situation, chasing after quantitative indicators, Bukhara and Surkhondarya regions in the republic completed the transfer of all schools to one-shift classes at the beginning of the 1960-61 academic year[27]. However, such coercion did not work. Due to the lack of classrooms and the busyness of teachers, it was not possible to organize studies in one shift in many schools. As a result, many students were absent during class.

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