

INSTITUTIONAL FORMATION OF KASHKADARYA INTELLIGENTSIA (1945–1991)

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Abstract: The article examines the mechanism by which the stratum of intelligentsia was formed in the Kashkadarya oasis during the second half of the 20th century, focusing on the role of educational institutions. Drawing on the funds of the Kashkadarya Regional State Archive, the current archives of higher and secondary specialised institutions and statistical data, the author substantiates a three-stage model of the formation of this social stratum. The findings demonstrate that the transition from the practice of “importing cadres” to a system of “local reproduction” occurred between 1945 and 1956, and that the Karshi Pedagogical Institute played the decisive role in this process.

Keywords: intelligentsia, Kashkadarya, intellectual potential, pedagogical institute, reproduction of cadres, academic degree, medical college, socio-cultural process, regional history, Soviet educational policy.

Introduction. The issue of the formation of the intelligentsia stratum has been studied in Uzbek historiography mainly at the level of generalized indicators on a nationwide scale. However, the intellectual stratum never comes into existence on an even field: its point of birth is a specific educational institution in a specific region. Therefore, the regional dimension does not repeat the overall republican picture, but rather clarifies and sometimes corrects it.

The Kashkadarya oasis is of particular interest in this regard. In the post-World War II years, the oasis was one of the regions in Uzbekistan with the weakest educational infrastructure, whereas by the end of the 20th century, an independent university, an engineering-economics institute, and several branches of secondary specialized education were operating there. What constituted the driving mechanism behind the qualitative change that occurred in this short historical interval is the main problem of the research.

The scientific hypothesis of the research is as follows: the intelligentsia stratum in Kashkadarya was formed not through ideological propaganda or administrative distribution, but through an institutional chain of local educational institutions — that is, through endogenous reproduction. Testing this hypothesis defines the objective of the article.

Literature Review and Methods. The historiography of the problem can be conditionally divided into two groups. The first group consists of works created during the Soviet period by T.N. Qori-Niyoziy, K.A. Oqilov, A. Ro‘zmetov, A. Choriyev, and M. Ochilov, in which rich factual material was collected, but the conclusions were limited within the framework of the principle of party spirit. The second group comprises studies created during the years of independence; in these, B. Boqiyev highlighted the

role of creative intelligentsia in cultural processes, while D. Ochilova covered their contribution to the development of social sciences and humanities. Nevertheless, the formation of the Kashkadarya intelligentsia as a separate object of research has not been studied to date — this very gap defines the scientific place of this work. The source base of the research consists of documents from Fund 1 (Karshi City Executive Committee), Fund 463 (Karshi State Pedagogical Institute), Fund 683 (Karshi State University), and Fund M-687 of the Kashkadarya Regional State Archive, as well as current archive materials of Karshi State University, Shahrissabz Medical College (1966–1990), and the Karshi branch of the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers.

Methodologically, the work relies on the principles of historicity and objectivity, employing problem-chronological, comparative-historical, and statistical dynamics analysis methods. Data on personnel composition were grouped based on a prosopographical approach: for each institution, series were compiled regarding the number of professors and lecturers, their holding of academic degrees, and the share of representatives of the local nation, which were then compared with nationwide indicators.

Results. In the 1945–1946 academic year, 460 schools functioned in Kashkadarya, where 79,800 students were educated, but the number of teachers with specialized pedagogical education was only 529. More than 60 percent of the heads of district public education departments and school directors lacked relevant qualifications. These figures show that the intellectual deficit in the region had reached a critical limit.

First stage (1945–1956): institutional foundation. On September 1, 1945, the Karshi branch of the Bukhara United Pedagogical and Teachers' Institute was opened, and in the initial intake, 32 students were admitted in the specializations of history, language, and literature; in 1946, another 13 students joined the physics and mathematics track. In 1950, an independent teachers' institute was established on the basis of the branch, but in the 1950–1951 academic year, against 19.5 full-time staff units, only 16 teachers worked in six departments, one of whom held a candidate of sciences degree. In 1956, the institution fully transitioned to five-year education and acquired the status of the Karshi State Pedagogical Institute.

Second stage (1956–1975): academic qualification. In the 1960–1961 academic year, 169 teachers worked at the institute, of whom 14 held academic degrees and 6 were associate professors. By the 1972–1973 academic year, the number of professors and lecturers reached 247; in that academic year, 13 out of 15 planned candidate dissertations were defended. The defense of a candidate dissertation in the Uzbek language by T. Yadixanova in 1955 is recorded as the first instance of a woman achieving an academic degree in the history of the institute.

Branch diversification. The intelligentsia stratum expanded not only at the expense of educators, but also through medical and engineering-technical disciplines. On February 21, 1946, a feldsher-obstetrician school was opened in the city of Karshi, and the training of nurses was launched in 1949, midwives in 1952, and feldsher-lab technicians in 1968. In 1966, based on Decree No. 101-8 of the Cabinet of Ministers

dated May 6, the Shahrizabz Medical College was established. In 1975, the Karshi branch of the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers was opened.

Third stage (1975–1991): accumulation of potential. By 1990, 544 professors and lecturers worked at this branch, of whom 40 were doctors of sciences and professors, and 376 were candidates of sciences and associate professors. For comparison: on June 1, 1946, in all pedagogical higher education institutions of the republic, there were a total of 629 teachers, of whom only one was a doctor of sciences. That is, in forty years, the scientific potential of a single regional branch equaled the post-war indicators of the entire republic.

Discussion. The presented figures make it possible to substantiate a three-stage model of the formation of the intelligentsia stratum: creation of an institutional foundation (1945–1956), academic qualification and specialization (1956–1975), and branch expansion and accumulation of potential (1975–1991). The main substance of the model is the transition from the practice of “importing cadres” to a system of “local reproduction”. Until 1945, most teachers with higher education sent to the oasis returned to their own regions after working for 1–2 years; this failed to stabilize the cadre reserve. With the establishment of the local higher education institution, the chain was closed: the region turned into a system that trained its own intelligentsia.

The second important aspect of this process is its ambivalent nature. Although Soviet educational policy pursued ideological goals, in practice it generated a critical mass of national intelligentsia in the region. It was this very mass that later became the intellectual pillar of national identity awareness processes during the years of independence. In other words, the system produced a result it did not intend — this situation can be evaluated as a regional paradox of Soviet modernization.

The limitations of the research should also be noted: in the current archive documents, data for certain years are incomplete, and internal inconsistencies are encountered in statistical series. Therefore, it is appropriate that numerical indicators be interpreted after comparative verification across several sources.

Conclusion. In the second half of the 20th century, the formation of the intelligentsia stratum in the Kashkadarya oasis was not a spontaneous process, but an institutional process carried out through a chain of educational institutions. The pedagogical branch opened in 1945 was the initial link in this chain, and the more than 500 specialists with academic degrees accumulated by 1990 were its final result. In studying the history of regional intellectual potential, it has been substantiated that the institutional approach is the most effective analytical tool.

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