



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

THE PROCESS OF STAFFING THE EDUCATIONAL SYSTEM IN
THE 20-30S OF THE 20TH CENTURY: PROBLEMS AND SOLUTIONS (IN THE
CASE OF THE SOUTHERN REGIONS)

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Abstract. In the article, the works carried out on providing the education system with qualified personnel in the southern regions of Uzbekistan during the initial stage of the Soviet power in the 20s-30s of the 20th century, existing problems and their solutions are analyzed on the basis of scientific-historical sources.

Keywords: Education, Personnel policy, Eradication of illiteracy, Teachers, Southern regions, Pedagogical staff, Courses and training, Soviet power, Education system.

Personnel issue is the main support of any industry. however, the cultural policy of the. Bolshevik government was aimed at destroying the national culture of local peoples and its specific characteristics, and this policy was also clearly manifested in the education system. in particular, the works in this regard were carried out by closing the existing national educational institutions and forcibly introducing Soviet schools in their place.

One of the main problems in the construction of schools and the development of the educational system during the Soviet era was the lack of qualified teaching staff. The shortage of pedagogues seriously hindered the expansion of the activities of the newly established schools. In order to solve this problem, the government took measures to establish special secondary and higher educational institutions. Among others, the People's University of Turkestan, which started work as a first step in this direction, became important in the training of national personnel.

In September 1920, a pedagogical institute was opened in Tashkent, where 750 future pedagogues of the local nationality began to study. A year later, in 1921, this institute was incorporated into the Turkestan State University as a faculty of pedagogy. By 1923, 11 educational institutes were operating in the territory of present-day Uzbekistan, and a total of 1900 students studied in them [1:29] At this time, Kashkadarya and Surkhandarya, which are the southern regions of Uzbekistan, were part of the Bukhara People's Soviet Republic. In 1923, two teachers' institutes were operating in the USSR, but the newly established Soviet schools in this area were staffed with pedagogues was not enough to provide. In March 1923, the decision of the Seventh Congress of the Communist Party of Turkestan stated that it is necessary to take urgent measures to develop pedagogical education in Turkestan, to strengthen and expand the network of courses, technical schools, and educational institutions, and to increase the number of teaching staff it was emphasized.





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the main solution to quickly eliminate the shortage of personnel was the organization of short-term pedagogical courses. Several pedagogical courses were organized in the territory of the USSR [2:346] This year, 70 teachers graduated from the pedagogical courses in Bukhara, of which 43 were Uzbeks, 45 Tajiks, 7 Turkmens, and 5 Tatars.[3:65] In those difficult years, the process of training and formation of pedagogic personnel relied mainly on three sources: first, national educational institutions that were already operating; secondly, cadres from workers and peasants; thirdly, higher and secondary special education specialists trained by their countries. as mentioned above, short-term pedagogical courses were opened and their number increased in order to quickly solve the work of teacher training. Such courses were organized not only in cities, but also in district centers

Teachers working in Shura schools in Kashkadarya and Surkhandarya, which are part of the Bukhara Republic, graduated from these courses. In 1922, in the center of the Kitab district of the Kashkadarya region, the "Namuna" school was established in the yard of a person named Khotamboy, Bukhara in the same year Qori Zakir Sadikov, who returned from the 6-month teacher training course in the city, was appointed as a teacher [4:2] However, even in these times, there were specific problems and shortcomings in the issue of training of pedagogues and improving their qualifications.

Pedagogical courses usually opened at the end of the academic year, in the spring, and lasted 4-5 months until late autumn.[5:20] Due to the fact that people from different categories studied in the courses, more importance was given to educational work. In such short-term courses, it was difficult to train fully qualified personnel and provide theoretical and practical skills necessary for work activities. however, the Soviet state has launched pedagogical courses in various regions of the republic in order to meet the need for teaching staff. As a result of the initial measures implemented for the training of pedagogical personnel, the total number of teachers in the republic was 1,465 in the 1922-1923 academic year, and 2,748 in the 1924-1925 academic year.

In 1925, 80% of teachers in Uzbekistan studied in short-term courses. [6:114] From the 1925-1926 school year, the Commissariat of Education of the UzSSR began to open two-year courses, but this period was the shortest in training qualified teachers. In the 1925-1926 academic year, the processes of organizing pedagogical courses continued in the southern regions. [7:6] 120 people were recruited to study in the courses in the cities of Vyszary and Termiz, and the number of teachers in them was 5. The lack of classrooms, educational materials, textbooks, and qualified pedagogues for the students of the course had a negative impact on the quality of the lessons.

At the end of 1926, the number of students was reduced to 30, due to the difficulty of adequately providing the pedagogical course in the city of Karshi. 12 students of the counter-pedagogy course were sent to Fergana to continue their studies. In the pedagogical courses, teachers improved their knowledge and skills and received a pass to work in schools. However, even in this way, it was not possible to satisfy the need for





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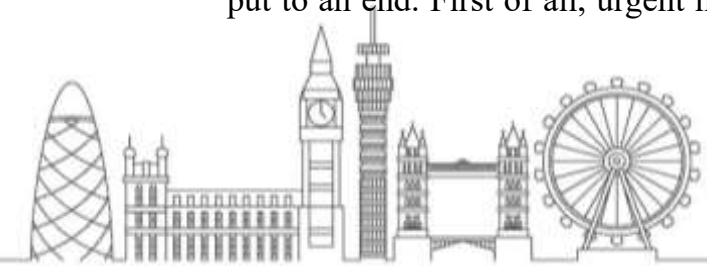
teaching personnel. for this reason, teachers were constantly sent to Kashkadarya and Surkhandarya regions from Bukhara, Tashkent and other cities. In 1925, 27 schools of Kashkadarya region, 30 schools in 1928 [8:39], and in the 1929-1930 school year, schools of the first level of secondary higher education 100 people [9:91] who graduated from their countries were sent to become teachers. but due to the lack of favorable conditions for them, they had to leave the schools after working for a year or two. this would not solve the problem of shortage of personnel in the south of Uzbekistan, but would put on the agenda the need to use internal opportunities for personnel training. in order to solve this vital problem, the local leaders decided to send the children of the indigenous people to study in other cities. In 1926, 168 young people from Kashkadarya region and 135 young people from Surkhandarya region went to Moscow, Leningrad, Tashkent, Samarkand and Fergana to study in cities. among them there were personnel in the pedagogical direction.

Out of necessity, the Soviet government had to use the intellectuals of the previous system, but the main task was to retrain them and put them on the socialist path. For this, retraining courses have been organized in the republic. initially, teachers of this direction were involved in the retraining courses.

In the 1925-1926 academic year, a first-level school teacher retraining course for 135 places was organized in Tashkent. [10:67] Teachers from Khorezm and Surkhandarya regions were mainly retrained in the course. The qualification of teachers of Kashkadarya region was increased in the 100-seat course organized in Fergana. in the courses organized out of necessity, they were trained not to train qualified pedagogues, but to train propagandists of communist ideology, and they were given the task of changing the consciousness of the people in accordance with the ideas of the Soviet state. In those years, articles and reports were printed in the periodical press with the title "Everyone can become a teacher in literacy schools, as long as he is literate." [11:36] The publication of such messages in the press or the forced orientation to teaching led to a decrease in the quality of trained personnel and a cold approach to the task of teaching.

In the academic year 1925-1926, there were 1895 teachers who studied at the Republican courses. 279 of them were women, 139 belonged to the local nationality. [12:115] In those years, the insufficient number of teachers working in the schools of Kashkadarya and Surkhandarya regions made it a daily task for the leadership of the republic to solve the need to open pedagogical educational institutions for teacher training in the southern regions.

In short, during the former Union, he took the path of organizing pedagogical courses for training teachers in the southern regions of Uzbekistan. Pedagogical courses were of special importance in providing Soviet schools with teaching personnel. Pedagogical courses were also organized in the cities of Kursk, Termiz, and Kitab. In the early years, the Soviet state used the work of old intellectuals, but later their activities were put to an end. First of all, urgent measures taken in the field of training and retraining of





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teaching staff created negative situations in the educational system. the lack of sufficient skills and qualifications of the personnel in their profession prevented the students from getting a high level of education.

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