



ON CHANGES IN THE SECTOR OF EDUCATION IN THE UZBEK SSR (1946-1960)

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Abstract: The article focuses on the changes in the education system of general education schools in the Uzbek SSR in the years following World War II, school activities after the transition to peaceful life, student engagement in studies, pedagogical personnel issues, and the work carried out to train teaching staff.

Key words: Public education, school, teachers, personnel, compulsory education, socialist ideology, quality of education, teaching staff, profession

During the period of each state and dynasty in the history of our Motherland, attention was paid to science, culture, and art, and enlightenment was glorified. As a result, majestic empires were created that united peoples of different faiths and achieved economic prosperity. Indeed, the work carried out by our ancestors in the field of science in the past, their innovations, and discoveries served not only for the prosperity of the countries and peoples they created, but also paved the way for socio-economic progress on a global scale, playing an extremely important role in the spiritual development and progress of humanity. It would not be true to say that even during the colonial period, the development of science and education was halted or ignored. In particular, during the years of the Tsarist Empire and the Soviet totalitarian regime, changes occurred in the education system, and a number of practical works were carried out to create a modern education system.

Considering that during the years of Soviet power, along with the positive changes that occurred in the culture of national republics and the education system, the excessive ideologization of the education system under the influence of socialist ideology led to a number of negative consequences, which also creates a need for objective and truthful research from the perspective of historical truth, the scientific study of changes in the education system of Uzbekistan in the post-World War II period is of great importance.

The republic's public education system faced serious trials in the post-war years. During the war years, little attention was paid to the education system, and this situation persisted even in the first years after the war. During the war years, due to the decline in the quality of education, cases of students dropping out and staying in the classroom increased. In the 1945-1946 academic year, the number of students involved in the educational process in Uzbekistan dropped to 823 thousand people instead of the planned 1 million 100 thousand. Attracting girls to studies has become a particular problem [1.571]. Girls were a minority among high school graduates due to early marriage. This situation continued into the 1950s. For example, at school No. 13 in the Angor district of the Surkhandarya region, 10 minor schoolgirls were married off early. During the 1957-58 academic year, 22 students from secondary school No. 17 of the Uchkurgan district of the Namangan region had not attended school for three years, 17 of whom were girls, and 10 of whom were married girls. Fifteen girls from schools No. 8, 19, 25, and 104

in the Yakkabag district of the Kashkadarya region were married off early. This led to the majority of girls dropping out of school without even having a secondary education. In particular, in the 1950-1951 academic year, 10,000 girls entered the first grade in the Andijan region, of whom 9,098 were Uzbek girls, and only 1,421 (11%) managed to graduate from the 10th grade [2.227].

In the early post-war years, the shortage of teachers in the education system also became one of the serious problems. In 1947, the republic's educational institutions lacked a total of 4,000 teachers. The leadership of the public education system lacked the necessary education. In the 1950s, 7,125 schools were in need of teachers [1.571]. Even under such conditions, in the post-war years, the involvement of teaching staff in various public and agricultural work to restore the state economy intensified. A teacher could be rewarded not for knowledge or experience, but for setting an example in agricultural work. During the spring and summer holidays, the teacher spent time in "beloved fields" and "labor and leisure" camps. During the summer holidays, he took the "initiative" to collect money from students and repair the school. The retirement of most teachers due to occupational diseases and their premature deaths were phenomena occurring as a result of an incorrect attitude toward the teaching profession in society and the insufficient stimulation of their labor [3.17].

By the 1950s, a series of reforms in the field of education began to be implemented in the Uzbek SSR. The construction of new schools and the enrollment of children in general education schools have significantly intensified.

After the resolution "On the State of Public Education of the Uzbek SSR and Measures to Improve It" was adopted at the session of the Supreme Soviet of the Uzbek SSR held on May 20, 1953, a number of changes occurred in the system. At the same time, there were still some serious problems in schools, and their elimination was the main issue. Mainly in the remote districts of the republic, the work on involving school-age children in education was not well organized [4.224].

At the session of the Supreme Soviet of the Uzbek SSR on October 1, 1957, in accordance with the law "On the full implementation of compulsory seven-year education in the Uzbek SSR," seven-year general compulsory education was introduced in the republic. However, there were serious shortcomings in public education. In December 1958, the Supreme Soviet of the USSR adopted the Law "On Strengthening the Connection of Schools with Life and the Further Development of the Public Education System in the USSR." The law sets the tasks of linking education with life, forming young people as mentally, spiritually, and physically mature, and providing them with general polytechnic education. This law was also adopted by the Supreme Soviet of the Uzbek SSR in 1959. As a result, 10-year secondary school education was transformed into 11-year education. New curricula, programs, and textbooks have been created for schools. Workshops were organized at schools. School experimental plots have emerged. The number of hours allocated for studying physics and mathematics has been increased. Practical training for students in mechanical engineering, industry, construction, and agriculture has been established. As early as 1962, the transition to universal compulsory eight-year education took place. All seven-year schools were converted to eight-year schools. In order to educate youth employed in industry, construction, and agriculture, evening and correspondence schools have been established, providing the opportunity to study without interruption from production. Between 1958 and 1965, about 1,000 such schools were opened,

and the number of young people studying in them reached 134,500 in 1965. Between 1958 and 1965, about 1,000 such schools were opened, and the number of young people studying in them reached 134,500 in 1965 [5.271].

The primary goal of the reform was to train personnel with technical knowledge for industry and agriculture. The transition to it took place in 1963. Full secondary education, the duration of which was increased from 10 to 11 years, was intended to be carried out on the basis of combining full-time or evening school education with work. Two days a week, day school students had to work in factories or in agriculture. Secondary school graduates received a certificate of specialization along with an applicant's certificate. The network of evening and correspondence education expanded, preferences were granted for admission to higher educational institutions for those who had worked in production for at least three years, and opportunities were created for the non-competitive admission of individuals sent to higher educational institutions by enterprises.

In the post-war years, providing schools with teaching staff also became one of the main problems in education. In the post-war years, the dress code of teachers became much more orderly. The culture of dress and the living environment of teachers depend on the level of material security. According to the resolution of the Council of Ministers of the USSR dated February 10, 1948, "On benefits and preferences for teachers of primary and seven-year schools," the monthly salaries of primary, seven-year, and secondary school teachers were increased by 15%. The average monthly salary was 120 soums. Additionally, teachers with at least 25 years of teaching experience were granted an allowance of at least 40% of their monthly salary. It was envisaged that rural teachers would be provided with land plots, free housing, and fuel for winter use by September [3.19].

In short, although the educational process was ideologized in the years after the Second World War, significant positive results were achieved in attracting students to school, stimulating interest in vocational training, and attracting more female students to general education schools. However, all activities and changes in this field were, in essence and content, subordinated to the dictates of communist ideology.

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