



ESTABLISHMENT OF THE FIRST TEACHER TRAINING INSTITUTES IN UZBEKISTAN

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Abstract. In this article, the creation of the first pedagogical training system in Uzbekistan, problems and achievements in the field are analyzed.

Key words: Knowledge lands, two-year courses, educational institutes, education, ideological and political education, pedagogic technical school.

Introduction. By the beginning of the 20s of the 20th century, the need for educational institutions that provide in-depth lessons began to be felt. Because although six-month courses quickly provide schools with teachers, the pedagogues who graduated from them could not provide in-depth knowledge in the field of specialization and teaching methodology. Due to this, new educational institutions, namely educational institutes, were created.

Materials and methods. In the first half of the 20s, educational institutions performed the task of training highly qualified school teachers. In these higher educational institutions, teachers were trained for primary schools and schools for ending 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. In 1921, an Uzbek educational institute was also opened in Samarkand. year, in the first two years, general education subjects are taught, and in the remaining two years, pedagogues are trained in certain specialties. The curriculum is designed for training pedagogues for the first level schools.

On October 10, 1921, the People's Commissariat of Education of the Turkestan ASSR opened the Samarkand Uzbek Educational Institute and elected the members of its management. According to it: Rahmatullayev became the chairman, Nuri Halimov became the deputy chairman, Maksudov became the secretary, Abdujabbarov and Zaymal Abiddinov became members of the board. Also, a department of extracurricular vocational education was established under the



educational institute. Also, the composition of the teaching staff of the institute was confirmed as follows:

Khalimov Nuri - mathematics teacher, Adujabborov Abdurashid - mathematics and native language teacher, Zaynaabiddinov - history and mathematics teacher, Maksudov Rajab - geography, Gaidov, Korenkulov, Kvasnesky - Russian language, Bure - painting, Radjiyev Fakhriddin - Turkish language, Slavic - physical education, Tairov - sociology, Terigulov - nature, physics and chemistry, Mirbadalov, Gal - music.

Young people between the ages of 14 and 20 were admitted to the educational institute, knowing the alphabet and counting was enough to enter the primary group. Those who entered the second group had to be fully literate in their mother tongue, know the four actions and have basic political knowledge. Initially, 20 students were admitted to the educational institute.

The training of pedagogues was carried out on the basis of a unified strategic plan, and the goal was to entrust the education of the young generation to the hands of persons loyal to the communist ideology. Propaganda work, study of Bolshevik government documents during social studies, acquisition of Marxian-Leninist ideas formed the basis of every program of preparatory and refresher courses. Particular attention was paid to strengthening the ideological and political education of future teachers. Based on the educational plan and program approved by the State Scientific Council of the People's Commissariat of Education and the Promotion and Propaganda Department of the Turkestan Communist Party, since 1922, the teaching of socio-economic sciences in educational institutions has played an important role in this regard.

In 1923, the VII Congress of the CPSU paid special attention to raising the political level of teachers. The following was noted in the Syezd decisions:

"It is important not to forget that teacher training is the most important job. We need to improve the educational institutions that provide the necessary pedagogues for us. We need to hold a competition between their students and leaders. The main goal is for the leaders to be communists and the listeners to be Komsomol."

Party organizations began to successfully fulfill these tasks by "elimination of reactionary elements", such elements included older intellectuals, as well as teachers. As stated in the decisions of the 12th session of the RKP(b), in opposition to the ideology of "nationalists and chauvinists of the great state", "heads were brought instead of hats" in local party organizations. Senior specialists and highly qualified



teachers were denounced as foreign elements and expelled from the field of public education.

At all stages of training of young pedagogues, a special social competition aimed at eliminating "extraneous" elements in public education was held. If, due to the lack of space in primary and secondary schools, first of all, peasants and workers, then Communist Party members, children of civil war participants were accepted, then when sending teachers to training and refresher courses, special attention was paid to their class origin. attention was paid. Such a choice, especially in the admissions of higher educational institutions, took a sharp turn.

When accepting students to an educational institution, the commission primarily relies on the point of view of proletarianization and Turkification of the higher educational institution.

The rapid increase in the number of 1st and 2nd level schools in all regions of the republic has made teacher training an extremely urgent issue. In the new conditions, high demands were placed on teacher training. Those who did not have any knowledge other than simple literacy could not be sent to work as teachers in schools, especially in secondary schools with agricultural or other fields. In addition, large-scale activities were carried out to reshape public consciousness, such activities started from school age. Therefore, it was necessary for the teachers to appear as propagandists of Bolshevik ideas first of all.

The existing pedagogic technical schools and educational institutes in Uzbekistan could not meet the growing demand for teachers. Therefore, the training and retraining of teachers in short (on average one-year) courses was widely used. The teacher tried to solve the problem of lack of personnel.

it was not possible to fully arm him with the necessary knowledge and theoretical skills for full-fledged work in one year. Therefore, in the 1925-1926 academic year, the People's Commissariat of Education accepted the two-year period of teacher training as the shortest period. Short-term preparation and deficiencies in teachers' knowledge were later filled in the process of planned professional development of teachers.

In general, by this time, a certain history of pedagogic education was formed in the system of the People's Commissariat of Education of Uzbekistan. Teachers were trained for 1st and 2nd level schools on the basis of specialized education. The basis of the school of pedagogy was not less than five years of school education. The course of educational institutions of pedagogy was not less than four years.



The specific conditions of the republic are due to the lack of teachers in schools and educational institutions, the lack of teaching manuals in the mother tongue, and the fact that teachers of schools and pedagogical institutions are quickly involved in agricultural work. their low level of training did not allow them to work according to the program adopted in the central cities of the RSFSR. Therefore, since 1925, the work of five-year I-level schools and educational institutes in Uzbekistan has risen to a new level. Teacher training and retraining courses, although the majority of teachers are trained, only permanent forms of teacher training, such as technical schools and institutes, could fulfill the task of providing schools with highly qualified teachers. Educational institutes were gradually transformed into technical schools and educational institutes of pedagogy.

Results and conclusions. Since 1925, preparations were made to open a Higher Pedagogical Institute in Samarkand, the capital of the republic at that time. The main complexity of this work was the lack of a necessary large building, the deterioration of the educational and material base, and the limited number of personnel in the field of pedagogy. At the very beginning of the work, the issue was raised that the higher educational institution should be directed to the training of national personnel, that the educational process should be conducted in the mother tongue, and for this, teachers who work in Uzbek are needed. The fact that some of them were brought from other republics and their lack of knowledge of the Uzbek language was a warning.

The Higher Pedagogical Institute was opened in January 1927. Its main task was to train highly qualified pedagogues, develop methodological issues of public education in Uzbekistan, create courses, lectures, excursions, and popular educational literature.

Three departments were established in the institute: physics-mathematics, natural-geography and social economy. The first course of this institute, which lasts four years, was a preparatory course, and specialization began from the second course. At that time, 11 teachers worked in four departments of the institute.

In January 1927, the first intake of 48 students and 27 free listeners was held. The majority of free listeners consisted of school teachers, public education workers, party, trade union and Komsomol organizations. Free listeners were transferred to student after successfully passing the first test-exam session. Most of the professors and teachers of the institute were invited to Samarkand from other cities and republics. In particular, professor of pedagogy A.B. Selikhanovich from Baku, professors of history D.A. Jarinov and S.A. Lyaskovskiy from the University of



Belarus came. Literary scholar Abdurauf Fitrat, linguist Ghozi Yunusov, historian and orientalist V.L. Vyatkin, as well as the first rector of the Higher Pedagogical Institute, biologist I.A. The Merkulovichs were active.

A year later, 12 departments were established in three departments of the institute, and equipped offices and laboratories were opened under them.

Its annual budget initially consisted of 64,522 soums, but the next year it reached 1.0 million soums.

In 1928, the building of the Maarif Institute, the former women's gymnasium, was given to this institute. From the third year of its activity, the pedagogical institute began to work on the basis of a new five-year training program. Specialization of students started from the third year. By the decision of the board of the People's Commissariat of Education of Uzbekistan in May 1928, the term of study at the Higher Pedagogical Institute was set to five years. The first graduation is scheduled for 1931. However, since the students of technical and educational institutes were admitted to the first year, they graduated from the institute ahead of schedule - in three years. 25 out of 35 graduates were representatives of local nationality. The next year, 81 specialists graduated from the institute, 14 of them were women, including 2 Uzbeks.

The academic year of 1928-29 consisted of four groups at the Higher Pedagogical Institute

the working faculty was opened. During this period, the most difficult aspect of the development of higher pedagogic education in the republic was the lack of young people who had knowledge at the level of studying at the institute, the network of second-level schools could not satisfy the need to fill the places in the first courses of the institute with well-prepared young people. was Therefore, higher educational institutions, education

In addition to the working faculties of the institutes, courses were organized in the provinces to prepare young people for entering higher education institutions.

As a result of such events, admission to the Samarkand Higher Pedagogical Institute increased year by year. In particular, in the first (1926/27) academic year, 65 people were admitted, and in the 1929/30 academic year, this figure reached 159 people. It is worth noting that only 242 of those enrolled in these years graduated from secondary school. Pedagogy and others

193 of the 354 applicants who came to this institute from technical schools completed preparatory courses for entering a higher educational institution.



Summary. In 1925-1930, the network of pedagogic educational institutions developed rapidly in the republic. Although the funds allocated from the state budget and local budget for public education increased, they could not meet the real need. At the same time, the percentage of funds allocated to the education sector from the state budget compared to the total budget has been continuously decreasing. Consequently, it was clearly seen that the Soviet party leadership followed the "residual" principle in the financial provision policy and budget allocations for public education. There was a strong need for highly qualified, especially local, teachers. In the vocational and technical education system of the People's Commissariat of Education of the Republic, attention was paid to pedagogic schools. The training of teachers for the first and second level schools increased. The training of highly educated teachers has accelerated significantly. However, there is still a shortage of textbooks and manuals in national languages.

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