

**THE ISSUE OF PEDAGOGICAL PERSONNEL OF UZBEKISTAN
IN THE 20S-30S OF THE 20TH CENTURY**

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Abstract. In the 20-30s of the 20th century, this article describes the need for pedagogic personnel in the territory of Uzbekistan, the work done on the issue of training new pedagogic personnel. The impact and importance of the ideological policy of the Soviet government on education is also emphasized.

Key words: Education, modernity, pedagogue, inpros, Soviet ideology, institute, political system, political economy.

Introduction.

After the revolution of 1917, the social life in Uzbekistan was difficult and the culture and education system of the regime was affected by the test. During this period, the reforms of the political system in the field of education were carried out in controversial situations. This was the goal of the newly established Soviet schools.

During this period, the introduction of the Soviet education system was carried out in a number of problematic situations. The existing madrasahs and schools were better financed by endowments compared to educational institutions in the Soviet educational system, and the economic situation of the Soviet state in the 1920s and 1930s had an impact on school education. The most important issue was working with personnel, training them. In the first years, the previous system used the teaching staff. There were very few Soviet-style teachers. Partially positive results were achieved on the basis of the measures taken in the late 20s.

Materials and Methods.

During the introduction of the new Soviet education system, the government of Turkestan acted with the conclusion that there were almost no local teaching staff. The existing local teachers assessed that the religious-dogmatic, that is, the old hardened teaching methods are far from the European model teaching methods, and most importantly, they are against the Soviet government. But in Turkestan, except for the teachers who received religious school-madrassa education, the teachers who have secular knowledge are a minority. However, they were also considered specialists who did not correspond to the Soviet ideology. At the same time, the graduates of the new method schools were understood as representatives of the new dangerous class. However, in the article entitled "Issue of religious education in the schools of Turkestan

indigenous peoples", the author believes that religious education should be introduced in Soviet schools. Because, in the early years of the Soviet power in Tashkent and Samar-Kand, the reason for the strengthening of Soviet schools was that in 1918, the Commissariat of Public Education started religious education in these schools, taking into account the national and living conditions.

It should be noted that the Jaddids began to take an active part in the construction of new Soviet schools, creating textbooks, and holding mass-cultural events.

In the history of the construction of Soviet schools in Turkestan, in 1917-1921, an attempt was made to use the services of Turkish teachers who were captured during the First World War in the city of Tashkent. Even schools with patriotic names are established. After a short period of activity, schools that did not conform to the Soviet ideology were closed, and Turkish pedagogues were returned to their homelands.

The first short-term teacher training courses were opened in 1917 in the cities of Kokan, Tashkent and Samarkand. Although the level of the courses varies, short teacher training courses of 6 weeks to 6 months are organized. The Soviet government provides ample opportunities for students in these courses. Bears all expenses until they are employed. Future teachers studying in these courses are given great attention to the Marxist worldview, the basis of the Bolshevik ideology of that time, along with secular sciences. For example: In the 6-week short courses opened in Samarkand on July 26, 1919, among subjects such as mathematics, mother tongue, geography, history, physics, chemistry, pedagogy, subjects such as Marxist political economy, history of capitalism and imperialism, history of the Soviet government in Russia were taught. Most of the teaching personnel who graduated from these courses could not meet the demand due to their lack of experience and deep knowledge. Therefore, the teachers trained in 1918-1920 began to undergo systematic retraining processes in the following years.

The teaching personnel trained in short courses met the needs of pedagogic personnel in 1918-1920, but temporarily met the school's requirements. The process of training of real pedagogic personnel began in teacher institutes, inpros, educational institutes of pedagogy, technical institutes and higher educational institutions, which were established since 1920.

In the 20th year, 1141 teachers graduated from 17 teacher training courses, 750 teachers graduated from 5 educational institutions. By 1920, a new type of pedagogic schools, public educational institutes - inpros - began to be established. In this educational institution, during the 4-year educational process, educational staff who provide school education, pre-school education, and extracurricular education have prepared. Specialists who graduated from it had the opportunity to teach in schools of the I-II level. Since 1929, inpros-educational institutes were transformed into pedagogical technical schools.

By 1922, a total of 1145 people were educated in the pedagogical education system of the Republic of Turkestan in 16 educational organizations, 2 pedagogical technical schools, 7 educational institutes of pedagogy, and 6 educational institutes.

In the academic year 1925-1926, 19 educational institutions of pedagogy were established in Uzbekistan, 8 of them were educational institutes, and 11 were technical colleges of pedagogy. By 1930, the number of pedagogical technical schools reached 26.

In the course of reforms in the field of education, the Higher Pedagogical Institute was established in the city of Samarkand in 1927 under the educational institutions. In 1924, in Samarkand, the capital of the republic, the government decided to establish a large educational institution in the field of pedagogy. After that, Pedakademia first appeared in Samarkand, later it was transformed into a university, and now it is called Samarkand State University named after Alisher Navoi. This university is the direct successor of the Mirzo Ulugbek Madrasah, and the history of its establishment dates back to 1420.

One of the greatest blessings of the period of independence is to restore the historical truth by thoroughly studying and illuminating the history of higher education institutions.

In the 20th century, the Soviet government, taking into account the ancient scientific and cultural potential of Samarkand and the non-stop appearances in the press of intellectuals of the republic such as Mahmudhoja Behbudi, Abdulla Avloni, Abdurrauf Fitrat, Hamza Hakimzada Niyoz, Abdulla Qadiri, Abdulhamid Cholpon, established a two-year pedagogical university in the capital of the republic in Samarkand in 1924. a decision is made to open. Thus, in the 20th century, the foundation was laid for the formation of the Samarkand State University, which is the true successor of the Ulugbek madrasa in a new form and content. In 1930, the Samarkand Higher Pedagogical Institute was named the State Pedagogical Institute of Uzbekistan, in 1930 - the Pedagogical Academy of Uzbekistan; In 1933, it was called Uzbek State University, and from 1960, it was called Samarkand State University.

Until the end of the 20s of the 20th century, highly educated specialists trained in the republic were trained by Turkestan State University (from July 1923), Central Asian State University and Samarkand Higher Pedagogical Institute. It should be noted that during this period, teaching in the Uzbek language in higher education institutions began to develop only after the arrival of local specialists.

Conclusion

So, in 1925-1930, the network of pedagogical 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.

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