

Teacher Training in Uzbekistan in the 20s of the XX Century: Problems and Solutions

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Annotation: This article is based on archival documents and scientific literature on the formation of the system of teacher training in Uzbekistan in the 20-30s of the twentieth century, the existing problems in the field, the need for teachers and measures to address them.

Keywords: education, jadid, pedagogue, interviews, Soviet ideology, institute, reform, revolution, school system.

After the revolution of 1917, social life in Uzbekistan was a difficult and test period, influenced by the cultural and educational system of the system. During this period, the reforms of the political system in the field of education were carried out in contradictory situations. The success of the education system was based on the emphasis on the advantages of the Bolshevik idea in politics. This was the goal of the newly established Soviet schools.

During this period, the introduction of the Soviet system of education took place in a number of problematic situations. Existing madrassas and schools were better financed than the foundations in the Soviet system of education, and the economic situation in the Soviet state affected school education in the 1920s and 1930s, when the economic situation was difficult. The most important issue was to work with staff and train them. In the early years, the previous system used teachers. There were very few Soviet-style teachers. Based on the measures taken in the late 1920s, partially positive results have been achieved.

During the introduction of the new Soviet education system, the Turkestan government operated with the conclusion that there were almost no local teachers. The existing local teachers described the old dogma-style teaching methods as far removed from the European-style teaching methods and, most importantly, against the Soviet government. However, in Turkestan, in addition to teachers of religious schools and madrassas, there were a minority of teachers with secular education. However, they were also considered specialists who did not fit into the Soviet ideology. Meanwhile, graduates of the new methodical schools are perceived as members of a dangerous class of Jadids. This is because in the early years of Soviet rule in Tashkent and Samarkand, the reason for the growth of Soviet schools was that in 1918 the People's Commissariat of Education introduced religious education in these schools, taking into account national and living conditions [1.188.].

It should be noted that the Jadids began to take an active part in the construction of new Soviet schools, the creation of textbooks, and the organization of public and cultural events. In the history of Soviet school construction in Turkestan, attempts were made to use the services of Turkish teachers captured in Tashkent during the First World War in 1917-1921. Even schools with patriotic names are being established. After a short period of activity, schools that did not conform to Soviet ideology were closed, and Turkish teachers were repatriated.

Short-term teacher training courses began in 1917 in Kokon, Tashkent and Samarkand [2.46]. Although the course level varies, short-term teacher training courses, ranging from 6 weeks to 6

weeks, are organized. The Soviet government created a wide range of opportunities for those studying in these courses. All expenses incurred prior to their employment will be borne by them.

Among the secular subjects taught to future teachers in these courses, great attention is paid to the Marxist worldview, the basis of the Bolshevik ideology of the time. For example, in Samarkand, a 6-week short course opened on July 26, 1919, covered subjects such as mathematics, mother tongue, geography, history, physics, chemistry, pedagogy, history of Marxist political economy, capitalism and imperialism, and history of the Soviet government in Russia [3.3]. Many of the teachers who completed these courses were inexperienced and did not have the in-depth knowledge to meet the demand. For this reason, teachers trained in 1918-1920 began to undergo systematic retraining in subsequent years.

Teachers trained in short courses met the needs of the teaching staff of 1918-1920, albeit at a very low level, temporarily. The process of training real teachers began in the 1920s at specialized educational institutions, such as teacher training institutes, institutes, pedagogical schools, technical colleges and universities. In 1920, 1,141 people graduated from 17 teacher training courses and 750 teachers from 5 pedagogical schools [2.47]. By 1920, a new type of pedagogical schools, public educational institutions - institutes - began to be established. During the 4 years of study at this educational institution, school, pre-school and extracurricular educators were trained. Its graduates had the opportunity to teach in schools I-II. In 1929, the institutes of information and education were transformed into pedagogical colleges.

By 1922, a total of 1,145 people were educated in the system of pedagogical education in the Republic of Turkestan in 16 educational institutions, 2 pedagogical technical schools, 7 pedagogical educational institutions, and 6 educational institutes. In the 1925-1926 academic year, there were 19 pedagogical educational institutions in Uzbekistan, of which 8 were educational institutes and 11 were pedagogical colleges. By 1930, the number of pedagogical colleges had reached 26.

In the process of reforms in the field of education, the Higher Pedagogical Institute was established in Samarkand in 1927 on the basis of educational institutions. In 1924, the government decided to establish a large pedagogical university in Samarkand, the capital of the republic. After that, the Pedagogical Academy was established in Samarkand, and later it was transformed into a university and is now called Samarkand State University named after Alisher Navoi. The university is the direct successor of the Mirzo Ulugbek Madrasah, and its history dates back to 1420. One of the great blessings of the period of independence is the restoration of historical truth through a comprehensive study and interpretation of the history of higher education.

In the twentieth century, the Soviet government did not pay much attention to the ancient scientific and cultural potential of Samarkand. The decision to open will be made. Thus, in the twentieth century, a new form and content laid the foundation for the formation of Samarkand State University, the true successor of Ulugbek Madrasah. In 1930 Samarkand Higher Pedagogical Institute was renamed the Uzbek State Pedagogical Institute [4.224], in 1930 - the Uzbek Pedagogical Academy; In 1933 it was renamed Uzbek State University and in 1960 Samarkand State University.

Until the end of the 1920s, specialists with higher education trained in the republic were trained by Turkestan State University (since July 1923), Central Asian State University and Samarkand Higher Pedagogical Institute. It should be noted that this period began to develop only after the emergence of local specialists in teaching Uzbek in higher education.

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