



CHANGES IN THE EDUCATIONAL SYSTEM OF SECONDARY SCHOOLS IN UZBEKISTAN IN THE YEARS AFTER THE SECOND WORLD WAR.

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Received: 3 rd February 2023	In the article, the changes in the public education system of Uzbekistan in the years after the Second World War, the laws and decisions issued by the Soviet authorities in the field of education, the problems in their implementation, the achievements in the field of education and the problems that have arisen in the education system have been covered based on the available sources.
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In the years after the war, the Soviet authorities did not pay attention to the development of education, science and culture in Uzbekistan, there is no reason to call the years 1946-1990 a period of complete depression for Uzbek culture. Because in this period, although ideological pressures and stereotypes increased, education, science and culture developed to a certain extent. But these industries were carried out subject to the interests of state politics. This policy was implemented on the basis of chauvinist ideas called "internationalism" and "national in form, socialist in content". Although such ideological pressures and stereotypes have increased, education, science and culture have developed to a certain extent. Even if the positive works created in these years, the cultural and educational activities carried out among the masses were highly politicized and served for the authoritarian system, it will still remain the national culture of the Uzbek people of this period, and served to increase the cultural and educational level of the people. In particular, this applies to education and higher education institutions.

The following figures show the development of public education and secondary special education in Uzbekistan in 1946-1990: in the 1940-1941 academic year, there were 5,448 general education schools in the republic, where 1,651,100 students received education, while in the 1987-1988 academic year, 8,111 the number of students in secondary schools reached 4 million 406.3 thousand people [1.266], that is, it has increased approximately three and a half times. In 1990, the number of general education schools reached 9,000 [2.29].

Educational institutions and the number of students during the Second World War were significantly reduced compared to the pre-war period. For example, in the 1942-1943 academic year, the number of schools in Uzbekistan decreased to 4374. [3.287]. In the post-war period, in particular, by 1950, there were 5,056 general education schools in Uzbekistan, and the number of students in these schools reached 1,331,000 people. In the same year, twice as many students studied in technical schools and universities compared to the year before the Second World War. The number of higher education institutions and students has also increased. By 1950, the number of students in higher education institutions exceeded 40,000. Among them were many former fighters who returned from the fronts of the Second World War [4.526].

During these years, secondary special education networks have also developed. In the 1940-1941 academic year, there were 98 secondary special educational institutions in the Uzbek SSR, while in the 1960-1961 academic year, their number decreased to 75, and in 1988, there were 248. During these years, the number of students receiving education in them also increased: the number of students in secondary special educational institutions was 25.1 thousand in the 1940-1941 academic year, and 292.0 thousand in the 1960-1961 academic year. [1.280]. However, these growths did not happen by themselves, in the field of education, administrative control and ideological pressures in the educational process became stronger.

Republican public education had to overcome a number of serious difficulties in the years after the war. During the war, little attention was paid to the education system. This "custom" continued in the first years after the war.

Attracting school-age children who were not involved in education during the war years into the education system in the early post-war years became a critical issue. In addition, during the war years, the quality of education was greatly reduced, and it was conducted in the backward ways of the 20s. This made the students tired of studying, dropping out and staying in class was increasing. For example, in the 1945/46 academic year, the number

of students in Uzbekistan's schools was 1 million. Instead of 10,000 people, it consisted of 823,000 people. The number of students remaining in the classroom was also high, and in 1946 it was 37 percent of all students. [5.571]. Attracting girls to school and keeping them until they finish education was a particular problem.

The shortage of teaching staff was one of the most serious problems in the post-war years. Because qualified teachers were mostly sent to the war, many of them died. In particular, in 1947, there was a shortage of 4,000 teachers in the republic. More than 60 percent of district heads of public education departments, school principals, and deputy education directors did not have relevant education. In 1950, 7125 schools in Uzbekistan needed teachers [6.223]. At the same time, during these years, thousands of students dropped out of the schools of the republic due to various reasons, mainly the lack of funds in the family, the distance of the school from the home, the lack of promotion work in the field of compulsory education, the severity of the conditions for studying in schools, the activities of unqualified teachers, textbooks and there were cases of dropping out of schools due to insufficient equipment.

On September 20-23, 1952, at the 11th session of the Communist Party of Uzbekistan, the works in the national economy of the republic in the period from 1949 to 1952 were concluded. The parliament spoke about the achievements and existing problems in the field of education, and pointed out the need to introduce seven-year general compulsory education in rural areas and to complete the transition to secondary (ten-year) education in the city of Tashkent and regional centers in the fifth five-year period (1951-1955). [7.429].

After the decision "On the state of public education of the Uzbek SSR and measures to improve it" adopted at the session of the Supreme Soviet of the Uzbek SSR on May 20, 1953, some changes took place in the field of education. However, there were still serious problems in the public education system and schools, and their elimination was on the agenda. For example, in the remote districts of the republic, educational institutions were not working enough, and it was difficult to attract school-aged children to study. In the 1952-1953 academic year in Uzbekistan, the plan to admit 30,500 students to primary classes and 37,500 students to grades 5-7 was not implemented. [8.146].

However, at the same time, in the 1956-1957 academic year, a number of innovations were introduced into the republic's public education system. In particular, the first 6 boarding schools were established in the republic, 2 of them were opened in the city of Tashkent, and the remaining 4 were opened in the cities of Yangiyol, Fergana, Kokand and Khiva. [9.59]. Since this year, Eastern languages: Arabic, Hindi, Chinese have been taught in several schools of Tashkent, and these languages are introduced five hours a week in the 2nd, 3rd, and 4th grades. [9.63].

At the session of the Supreme Soviet of the Uzbek SSR on October 1, 1957, the adoption of the law "On the full implementation of compulsory seven-year education in the Uzbek SSR" was the first step aimed at improving the education system in schools. According to the new law, general education became compulsory for everyone. In the academic year 1958-1959, the number of schools in Uzbekistan reached 7044 and their students reached 1 million 399 thousand people [4.526]. However, with the increase in the number of schools and the number of students studying in them, the deficiencies existing in the schools of the republic did not disappear. On the contrary, the school was separated from real life, the knowledge given to students did not correspond to the level of scientific and technical development. Therefore, in March 1959, the Supreme Soviet of Uzbekistan adopted a new law "On strengthening the connection between school and life and further developing the system of public education in the republic". [10.27-28]. However, the habit of not finishing the work that was started, characteristic of the Soviet authoritarian regime, served as an obstacle to solving the problem, and the situation in public education did not change as a result.

The goal of the Soviet authorities to spread the idea of "National in form and socialist in content" culture in schools was to poison the minds of local nations. Because the "form" was simply used, the main goal was wrapped in the veil of the idea of content, which destroyed national values and served the purposes of Russification under the "socialist" guise. For this purpose, the amount of lessons allocated for the Russian language in the curriculum of Uzbek schools has been continuously increasing since 1938. If in the 1935-1936 school year, the Russian language was taught in grades 3-10, and 528 hours were allocated to it, then from the 1942-1943 school year, the Russian language was taught from the 2nd grade, and the time allocated for studying the Russian language in all grades reached 1402 hours. In the academic year 1956-1957, the time devoted to learning the Russian language in Uzbek schools reached 1716 hours, making up 17% of all school children's hours. [90.88].

Naturally, attention was focused on increasing the number of teachers for this subject. A large detachment of Russian language teachers was sent to Uzbekistan from the higher educational institutions of the RSFSR and Ukraine "as an aid". Also, special importance is attached to receiving many students from Uzbekistan for Russian language and literature courses of pedagogical institutes in Russia and Ukraine and training them to become teachers. In 1957 alone, 940,000 copies of Russian language and literature textbooks in 12 titles were published for Uzbek schools. From 1938 to 1957, more than 410,000 copies of methodological and instructional manuals on the Russian language were published in 56 titles in the republic. Since 1950, a special "Library for Uzbek schools" - a series of Russian books for extracurricular reading - began to be published in the Uzbek SSR. In the late 1950s, books in this series were published in 110 titles and 5 million 430 thousand copies. In the republic, a page called "Russian and literature in Uzbek schools" is regularly published in "Teachers' Newspaper" and "Soviet School" magazine. [6.225]. As a result, in the 1960s, the history of Uzbekistan, Uzbek language and literature, foreign languages, music and singing lessons were drastically reduced and they were reduced to 16.5 hours per week from the curriculum. [5.572]. For example,

teachers were forced to show the "progressive" importance of Russian culture during lessons on "Uzbek literary and artistic environment of the second half of the 19th century - the beginning of the 20th century", "National cultural processes". Finally, while 52 hours were allocated to study the history of the rich and ancient Uzbek people, 1,600 hours were allocated for the subjects of Russian language and literature in primary schools. [6.225].

As a result, Uzbek students began to lose their sense of national identity, customs, and loyalty to national traditions. It has become common for school children not to master the hours in the curriculum. This is explained by their greater involvement in cotton and other agricultural work. 3-4 months of the academic year were occupied with such forced labor events. This left the Uzbek student behind the world standards and did not allow him to master the modern fields of science. The 1960s were declared the stage of "developed socialism" in Uzbekistan. The society was waiting for the country's leadership to make significant qualitative changes in the socio-economic and cultural-educational spheres. However, this did not happen in practice. However, instead of this, the political leadership intensified fanaticism and public-political activities. The public education system was thrown into this "vortex". The official authorities strengthened the pseudo-proletarian internationalism in practice and, as we noted above, emphasized the wider teaching of the Russian language and literature in schools. As a result, the hours of other social studies were significantly reduced.

In the 70s and 80s of the 20th century, the situation in the schools of Uzbekistan remained unchanged in terms of quality. Schools did not use world experiences, modern technology and teaching tools. Their material and technical base has not improved. During these years, the number of schools, students, and teachers increased year by year. For example, in the 1945-1946 academic year, there were a total of 4,525 schools with 998,000 students, and in the 1970-1971 academic year, the total number of educational schools in the republic reached 7,072, and their students were 3,164,000. [6.225].

However, their quality level (especially in rural schools) was quite low. Because, even during the stage of "advanced socialism", which was praised to the skies, public education, secondary special and higher education sectors of Uzbekistan were provided with funds based on the residual principle. Therefore, they had a very poor material base. The growth dynamics of the capital allocated for agriculture in the republic clearly proves this point. The amount of capital allocated for education was 282 million soums in 1960, 951 million soums in 1970, 1,925 million soums in 1980, 2,619 million soums in 1985 and 2,935 million soums in 1987. [1.322]. In other words, if the expenses for science, culture and public education are included, they would not exceed 2.7 percent of the budget funds. [11.37-39]. Therefore, by the 1980s, the material base of Uzbekistan's general, secondary and higher education sectors was in a very difficult and vulnerable condition. According to written sources in 1990, one out of every four schools in the republic was in a state of emergency, 2,895 classrooms had no floors, and 3,302 classrooms had no ceilings. 50 percent of schools did not have facilities for eating, drinking water and sanitation. 1,200,000 students were taught in three shifts in 35 schools in Karakalpakstan, Tashkent and Fergana regions. [12.7].

The reconstruction that began in the mid-80s of the 20th century also covered the sphere of culture. The restructuring of the cultural sphere by the country's political leadership was actually a sign that the administrative-command system and the extensive way of development had become unusable on the spiritual front. Reconstruction in culture was just another attempt of the ruling ideology to restore its political stability. This was especially evident in the public education system. In 1985-1990, some changes in the public education system were characterized by the forced action of the administrative command system. But during this period, conflicting situations in the field of education and upbringing became more acute. The system of school, special secondary and higher education was not adequately provided financially. The Soviet education system was not adequately funded. The Soviet education system was separated from the world model, it could not benefit from the best experiences of the world. Also, as the social activity of pupils and students increases, the conceptual limitation of the educational system has become the biggest problem in public education. Education could not revise the quality of personnel in the field of education, ideological restrictions became stronger.

Reforms in public education, which began in the mid-80s of the 20th century, were of minor importance, and rather than solving the existing problem, it seemed better to hide it from the eyes of the general public, to "decorate" it. In fact, the goal of the reform was to raise the "Soviet education system" to the international level, to improve the quality of the knowledge of specialists and students, to democratize and humanize education. But the intended goal could not be achieved. The reason for this was that the reform was based on the dying communist "doctrine", the thinking of the authoritarian society. In addition, reforms could not be carried out based on empty promises, it had to have a strong material basis. However, it was not financially supported, so it did not give the expected result.

Thus, the Soviet government's policy in the field of education in the years after the war was highly ideological. The communist ideology invented imaginary beliefs such as "communism" and "advanced socialism" in order to distract the children of the local population from the national culture and national traditions during the education process. He used all measures, means and methods to break them into the minds of the students. Due to the fact that the main attention was paid to Russian language and literature subjects in schools, the hours of social studies decreased. In the cultural policy implemented by the Soviet government in the years of reconstruction, the main focus was on improving the quality of education by implementing reforms in public education. However, the decisions made were not fully implemented in many cases. One of the main reasons for this was that the adopted decisions were not based on the real reality and the capabilities of the state.

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