

EDUCATIONAL WORK AND ACHIEVED RESULTS IN KASHKADARYA IN THE 1980S AND 1990S

Samadova Nargiza Muhiddinovna

The Teacher is a Candidate of Historical Sciences

ABSTRACT

This article talks about the works and the results achieved in the framework of educational work in the Kashkadarya region in the 80s and 90s.

Keywords: education, training, student, pedagogue, figure, education, school.

INTRODUCTION

In the 1980-1981 school year, the number of students in Kashkadarya reached 334,700, and in the 1985-1986 school year, 373,100 students were educated in Kashkadarya. In this academic year, there were 884 secondary general education schools in Kashkadarya region. B. Haqnazarov, I. Shukurov, M. P. Yaminchinov, S. V. Nesterova, M. Boriev, R. Boboshev, Kh. Samadov, Z. Tursunov, K. A. Khayra, M. who served in the field of education in the southern regions of Uzbekistan. Mominova, Kh. Ibrahimov, Sh. Mirzaev, S. Kenjaev, N. Roziboev, E. Siddikov, M. Boboniyozova, Yu. Sharopov, I. Bobokhozhaev, M. Husanov, T. Mamadaliev, N. Norov, V. A. Shevardnadze, B. Chingizboeva, S. Eshboev, and dozens of educational workers who were well-known educational figures. In the field of education of the Soviet government The policy implemented in the republic, including in Kashkadarya region general education schools, was carried out on the basis of the priority of the principles of ideological and moral education, classism and partisanship. The subjects taught to students, especially social and humanitarian subjects, are highly politicized and ideologized, naturally, national, cultural and spiritual values are not paid attention to. The history of the USSR was taken into account when carrying out educational work in the field of education, and mainly Russian culture and Russian history were interpreted as examples. Only 52 hours were allocated to study the history of the Uzbek people in secondary schools. In the rest of the history lessons, the history of the USSR was mainly taught. 1,600 hours were allocated for Russian language and literature in primary schools. As a result, the interest of Uzbek students in learning their native language decreased, and the cases of separation from the feeling of national identity, loyalty to customs and traditions began to increase.

In the years after the war, the field of public education was considered as the main link of the social system, and a certain amount of attention was paid to it. The number of schools and students has grown over the years. However, public education was subordinated to the interests of the center and operated based on the ideas of the Communist Party.

Difficulties in the economy and the "residual principle" applied to the cultural sphere did not make it possible to eliminate the defects and deficiencies in the educational system. The funds allocated for public education were not able to meet its needs. Due to the lack of appropriate spending by the state, most schools in the southern regions were placed in buildings not adapted to this field, rather than in model educational buildings. Although the increase in the number of students in schools led to an increase in the number of teachers,

their professional training was not up to the required level. In Soviet society, the pursuit of quantity rather than quality, the current situation being reflected only in numbers, the rise of ostentatiousness, and a number of negative vices directly affected the school-education system. Technical equipment of schools, the demand level of buildings, water supply, etc. do not meet the modern requirements, world standards, which in turn had a negative impact on the educational process.

In 1970-1980, the funds allocated by the state for public education in Uzbekistan decreased from 11% to 8%. This can be clearly seen from the following example. In particular, during the years 1971-1975, a total of 1,824 secondary schools were commissioned in the republic, and in 1981-1985, 1,230 were commissioned. In the southern regions, 310 schools were built in 1971-1975, and 222 in 1981-1985. However, their quality level was very low, and the situation in the villages was quite deplorable.

On May 10, 1977, the Ministry of Education of the USSR announced the order "On further strengthening education among young people in higher and secondary special educational institutions." On the basis of this order, it was organized to conduct classes in the cabinet system in order to educate students. In the academic year 1973-1974, there were 23 offices in the educational institutions of Kashkadarya, and in the academic year 1979-1980, their number increased to 37. However, classrooms and science classrooms in educational institutions of pedagogy did not adequately meet the requirements of the time, and there was a lack of equipment. The funds allocated by the state were not enough to repair educational buildings. That is why students' power was used in their current repair. Under the leadership of teachers, all classrooms and science offices were renovated with the help of students.

In the 1979-1980 academic year, the number of students at the Shahrisabz Pedagogical University was 295, and in the 1981-1982 academic year, it was 529. In the 1979-1980 academic year, 18 teachers worked in the school, and in the 1980-1981 academic year, their number increased to 26. Accordingly, the number of people with higher education increased from 14 to 22. In the 1980-1981 academic year, the Karshi Pedagogical Institute had 2 educational buildings, 40 classrooms, a library (6000 copies of books), a 60-seat reading room, a 120-seat kitchen, a tea room, a cafeteria, a press house, and a medical center. In this academic year, the school is equipped with epidoscope, filmscope, tape recorder "Layna", film camera "Ukraine-3", "KPSH-3", television "TEMT", radio "Tamma", slide projector, overhead projector and books worth 8 thousand rubles. In the academic year of 1983-1984, associate professor of the Karshi State Pedagogical Institute, O. Dzorakulov defended his doctoral thesis and received the degree of Doctor of History. Doctor of history, Professor S. M. Zakharov, who was the first among the scientists of the Karshi State Pedagogical Institute to receive the honorary title of "Honored Scientist of Uzbekistan", trained about 10 candidates of sciences from the people of Kashkadar. In the academic year 1984-1985, associate professor of Philosophy Department of Karshi State Pedagogical Institute A. Choriev defended his doctoral dissertation. During this period, the position of deputy rector for educational affairs was established in the institute, and associate professor O. Eshqovov was appointed to it. After 1983, the enrollment of students in the Pre-School Pedagogical University of Karasi improved somewhat. In the 1983-1984 academic year, 180 students were admitted to the full-time department and 220 to the part-time department.

The total number of students in the full-time department was 521, in the part-time department 723, the total number of students reached 1344. In this academic year, 55 teachers worked in the university. Also, on May 25, 1984, a dormitory for students of the university was completed. O. Sayfiyeva, G. Aralova, A. Jumaev led the educational institution of pre-school education. Today, it is appropriate to acknowledge that scholars have a fair share in the achievements of the Uzbek people, who are enjoying the honor of independence. The conclusion is that in the southern regions of Uzbekistan, certain positive things were done in this period in terms of solving the problem of higher educational institutions. Despite the economic difficulties of the post-war years, the government of the republic used all its capabilities, established higher educational institutions on the basis of existing teachers' institutes, and provided pedagogic personnel to the national economy.

REFERENCES

1. Эсонов, Зиёдбек. "ФАРҒОНА ВОДИЙСИ МИНГ ЎЗБЕК УРУҒИ МАНБАЛАРИ ТАРИХИДАН." Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. 4.S/1 (2024).
2. Эсонов, Зиёдбек, and Жамолиддин Абдукаримов. "ФАРҒОНА ВОДИЙСИ ҚИШЛОҚ АҲОЛИСИНИНГ МЕТАЛЛ БУЮМЛАР ТАЙЁРЛАШ ҲУНАРМАНДЧИЛИГИ." Interpretation and researches (2024).
3. Эсонов, Зиёдбек, and Рисолиддин Ахмедов. "ТАЛАБА ЁШЛАРДА ХУҚУҚИЙ МАДАНИЯТНИ ШАКЛЛАНТИРИШ МАСАЛАЛАРИ." Инновационные исследования в науке 2.12 (2023): 64-68.
4. Yuldashevich, Esonov Ziyodbek. "Craft Traditions Of Settled And Semi-Settled Residents Of The Fergana Valley (The End Of The 19th Century-The Beginning Of The 20th Century)." Onomázein 62 (2023): December (2023): 1952-1957.
5. Yuldashevich, Esonov Ziyodbek. "HISTORIOLOGY OF CRAFTSMANSHIP OF FERGANA VALLEY." Galaxy International Interdisciplinary Research Journal 11.12 (2023): 711-713.
6. Эсонов, Зиёдбек Юлдашевич. "МИНГ СУЛОЛАСИ ВАКИЛИ ҲОЖИБИЙ ҲАЁТИ ВА ФАОЛИЯТИ ТАРИХИДАН." Science Promotion 4.1 (2023): 104-108.
7. Эсонов, Зиёдбек Юлдашевич. "ФАРҒОНА ВОДИЙСИ ҚОРАҚАЛПОҚЛАРИ ҲУНАРМАНДЧИЛИК АНЪАНАЛАРИ." Gospodarka i Innowacje. 42 (2023): 603-606.
8. Yuldashevich, Esonov Ziyodbek. "ARTISANS USED FROM THE HISTORY OF UNITS OF WEIGHT MEASUREMENT." Galaxy International Interdisciplinary Research Journal 11.11 (2023): 530-535.
9. Yuldashevich, Esonov Ziyodbek. "ON THE STUDY OF THE GENEALOGY OF THE RULERS OF THE MING DYNASTY." Galaxy International Interdisciplinary Research Journal 11.11 (2023): 259-262.
10. Эсонов, Зиёдбек. "FARG 'ONA VODIYSI QORAQALPOQLARI HUNARMANDCHILIGI TARIXIDAN." Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. 3.S/4 (2023): 52-58.

11. Губайдуллин, Артур. "THE NUANCES OF HUMOR TRANSLATION IN TERRY PRATCHETT'S 'GOOD OMENS'." Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. 3.S/4 (2023): 305-313.
12. Тураев, Шерзод. "DESCRIPTION OF CHARACTERISTICS AND TYPES OF LIVESTOCK FARMING OF SURKHAN OASIS IN BH KARMISHEVA RESEARCH." Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. 3.S/4 (2023): 66-71.
13. Агзамова, Наргиза. "SPECIFICS OF ETHNOGRAPHIC TOURISM AND ETHNIC TOURISM IN UZBEKISTAN." Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. 3.S/4 (2023): 230-237.
14. Esonov, Z. Y. "CRAFTSMANSHIP SAINTS IN CRAFT TRADITIONS IN FERGHANA VALLEY." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 12.01 (2023): 154-156.
15. ЭСОНОВ, Зиёдбек, and Нодира НОСИРЖОНОВА. "ҚЎҚОН ХОНЛИГИ ХОНЗОДАЛАРИНИНГ ИЖТИМОЙ СОҲАДАГИ ФАОЛЯТИ ТАРИХИДАН." Journal of Fundamental Studies 1.1 (2023): 24-27.
16. Эсонов, Зиёдбек. "ФАРҶОНА ВОДИЙСИ АҲОЛИСИ ТЎҚИМАЧИЛИК ҲУНАРМАНДЧИЛИГИ АНЪАНАЛАРИ." Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. 3.12/1 (2023).
17. Эсонов, Зиёдбек Юлдашевич. "“СЎФИ АЗИЗЛАР” ЗИЁРАТГОҲИ ТАРИХИДАН." Евразийский журнал социальных наук, философии и культуры 2.2 (2022): 12-17.
18. Эсонов, Зиёдбек Юлдашевич. "ФАРҶОНА ВОДИЙСИ ҲУНАРМАНДЛАРИ УЮШМАСИ ВА УНИНГ НИЗОМИ." Oriental Art and Culture 2.4 (2021): 575-579.
19. Esonov, Z., and A. Amanov. "FROM HISTORY OF THE CRAFT OF THE FERGHANA VALLEY.(AT THE END OF XIX AND EARLY XX CENTURY)." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.09 (2022): 214-220.
20. Esonov, Ziyodbek Yuldashevich. "Traditional Crafts of Rural People of Fergana Valley." International Journal of Human Computing Studies 3.2 (2021): 120-124.