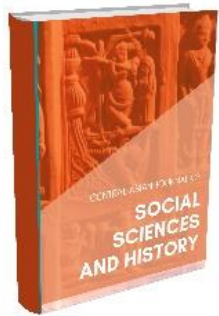




# CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



## The Problem of Supplying the Education System with Teachers in Surkhandarya Region in the 20-40s of the XX Century

Umarov Jamshid Saidmuratovich

Researcher of the Department of World Aesthetics of Termiz State University,  
Doctor of Philosophy in Pedagogy (PhD)

### Abstract:

In this article, the author analyzes the issue of providing the education system with teachers in the Surkhandarya region in the 20s-40s of the 20th century. The policy of the Soviet regime in the field of education caused negative consequences. The cases of educated teachers in Surkhandarya district leaving their profession and going to farm work have increased. The number of voluntary workers in this system has decreased dramatically. Mass and mandatory involvement of school teachers in field work was a boon to the development of education. As a result, the quality of education was not at the required level.

### ARTICLE INFO

#### *Article history:*

Received 19-Nov-23

Received in revised form 28-Nov-23

Accepted 17-Dec-23

**Available online 31-Jan-2024**

**Key word:** school teachers, Surkhandarya, Termiz technical school of education (pedagogy), higher education institution, in the 20s-40s of the 20th century, communist university.

### Introduction.

In the major scientific research centers and universities of the countries of the world, the information related to the cultural and spiritual sphere is scientifically analyzed. Information about the policies implemented in the field of discrimination is being studied. In particular, scientific researches are being carried out on the fact that the goal of the policy implemented by the Soviet government was to reform the lives of the local population based on the communist ideology, primarily based on their own interests.

## Materials and Methods.

During the years of independence, a number of historians conducted research on the cultural and spiritual life of the southern regions of Uzbekistan during the years of Soviet rule. For example, in the researches of S.Tursunov, E.Qabilov, T.Pardayev, B.Murtazoyev and other scientists, there is a number of information about the education system in general education schools of Surkhondarya during the years of Soviet power.

Important scientific researches were conducted on the scale of the republic regarding the scientific study of cultural and educational culture. In particular, in the scientific researches of M.Torayeva, J.Abdurahmonova, M.Abdullayev, M.Yuldasheva, N.Jorayeva and Z.Daminova, the repressive policy of the Soviet authorities in the field of education, cultural life, Based on historical sources, information about the policy of "listening" and its tragic results, directions of development of national culture, problems, place of women in cultural life, state of national cultural culture in cities is presented. Also, O. Isayev's dissertation analyzed scientific sources on the socio-economic and cultural processes of the Surkhan oasis in 1925-1941.

## Results and discussion.

In 1925-1930, the level of supply of teachers in Uzbek schools was unsatisfactory. In 1926, about the situation in the education system, the Chairman of the National Committee of the UzSSR, F. Khojayeov, regretfully said: "In our oblasts, the majority of the population does not want to go to schools and study; secondly, there are no teaching staff. Schools can be opened, but teachers cannot be found. Thirdly, the lack of textbooks has a very bad effect. It takes a lot of time to prepare both teachers and textbooks.

Fourthly, it is interesting that until now there are no employees who can enthusiastically engage in this work of public education. Politicians are found as much as you say. "All those who graduate from higher educational institutions and communist universities become politicians," he said correctly [7; 477].

The dire situation in the education system required the local Soviets to take immediate action. For this purpose, on November 24, 1925 in the city of Termiz, the first council of students of the first stage made a decision about the transfer of schools to the second stage. According to this decision, three-month pedagogical courses were organized in the city, which were transformed into 9-month courses starting from the 1926/1927 school year. 43 out of 50 students successfully completed their studies and went to work in rural areas. From the academic year of 1928/1929, the first secondary special educational institution - Termiz technical school of education (pedagogy) was opened in Surkhondarya. The term of study in the country of knowledge is set to 6 months [11].

In 1925, the People's Commissariat of Education of Uzbekistan considered the development of higher pedagogical education. After certain preparations, in April 1927, the CEC of Uzbekistan adopted the document "On the Rules of the Higher Pedagogical Institute of Uzbekistan" [8]. As a result, the Higher Pedagogical Institute was opened in Samarkand in January 1927. Its tasks were to train highly educated pedagogical personnel, provide methodological support for public education, and provide scientific and pedagogical support to schools.

In order to provide rural schools with teachers, their salaries were revised. In 1927, changes were made to the monthly salary of school teachers. Based on it, the salary of a rural school teacher was set much higher than that of a teacher working in the city [9].

In Surkhandarya district, special attention was paid to the training of teachers, as well as to their improvement. From June 12, 1928, teachers of physics, mathematics, natural sciences, social sciences, Russian language and literature in the district returned to Tashkent for 3 weeks to improve their qualifications[12].

Due to the lack of teachers in the Surkhandarya district, in the 1930/1931 academic year, school teachers in the city of Termiz were forced to go to work in rural schools [10]. This situation testifies to the difficult situation in the education system of the region in those years.

In 1929-1933, with mass collectivization, the population of the republic and many regions of the region was transferred to state farms established in Hazorbagh, Kumkurgan, Surkhan and Shorchi of Surkhandarya district. In addition, in 1930-1932, in order to develop cotton cultivation, people were moved from the mountainous regions of Fergana Valley and Sherabad to Termiz and Denov districts. This creates the problem of establishing schools for the children of displaced persons before the local authorities. In order to solve the problem, new schools will be established in Hazorbagh, Shorchi, Kumkurgan, Surkhan and Namuna collective farms in Termiz district. If there were teachers among the deportees, there were many cases of their appointment as teachers.

In 1932, a 6-month training course was opened in Boysun for the training of teachers-specialists, and 105 teachers were trained. In 1933, 70 people graduated, and in 1934, 20 people graduated. In addition, during the summer vacation, these teachers were sent to training in pedagogical technical schools and institutes [3; 166-167].

Soviet education did not allow other schools to exist in the country. The existence of only public schools in the country led to the loss of the competitive environment in education and the decrease in the quality of education. In addition, the Soviet school was not connected with real life and production. Seeing such shortcomings in Soviet schools, parents preferred to educate their children in old schools. In response, the authoritarian regime closed all modern and old traditional schools that could compete with the Soviet school. Superstition was banned in Soviet schools. Criminal punishment for dissent is on the rise.

In 1929-1933, with mass collectivization, the population of the republic and many regions of the region was transferred to state farms established in Hazorbagh, Kumkurgan, Surkhan and Shorchi of Surkhandarya district. In addition, in 1930-1932, in order to develop cotton cultivation, people were moved from the mountainous regions of Fergana Valley and Sherabad to Termiz and Denov districts. This creates the problem of establishing schools for the children of displaced persons before the local authorities. In order to solve the problem, new schools will be established in Hazorbagh, Shorchi, Kumkurgan, Surkhan and Namuna collective farms in Termiz district. If there were teachers among the deportees, there were many cases of their appointment as teachers.

For example, in 1930, an elementary school was built on the initiative of Akhmadjanov, an education enthusiast, in the Surkhan state farm of Zharkurgan district. In 1937, it was transformed into a 7-year school. 154 students were educated at the school. Since there are representatives of different nationalities, Uzbek and Russian classes are organized in it. The first director of the school was Novikova, the first teachers were Boriyev and Ya. Fozilov[4;17].

## Conclusion.

In the studied period, there were very few teachers with higher education in the field of education. If in 1941 a total of 1760 teachers worked in the schools of Surkhandarya region, only 36 of them had higher education. 1538 or 87.4 percent did not even have secondary education. The solution was to establish a higher education institution in the region. Unfortunately, the Center was not interested in such problems. Its purpose was to transport more underground and surface resources of the country. Based on this goal, Surkhandarya tried to adapt the education system to transport cheap raw materials. Instead of opening a higher education institution in the region or educating the representatives of the indigenous population in republican institutes and universities, he engaged in sending more qualified personnel from Russia. The colonial policy of the Soviet government is clearly visible in the issue of personnel training.

## REFERENCES:

1. Tursunov S., Qabilov E., Pardayev T., Murtazoyev B. Surkhondarya in the mirror of history. - Tashkent: Sharq, 2001. - P. 382.
2. Tursunov S., Qabilov E., Murtazoyev B., Pardayev T. History of Surkhandarya. - Tashkent: Sharq, 2004. - P. 608.
3. Tursunov S., Rashidov Q. Boysun. -B. 166-167.
4. There is a school in Normatov N. Surkhan. -Tashkent: Art, 2007. -B. 17.
5. Isayev O. Socio-economic and cultural processes in the Surkhan oasis (1925-1941). Dissertation prepared for the degree of Doctor of Philosophy (PhD) in historical sciences. - Termiz, 2020.
6. Khasanova N.I. The cultural and spiritual policy of the Soviet government in Uzbekistan and its results (as an example of the Surkhan oasis region, 1917-1941) is a dissertation prepared for the degree of Doctor of Philosophy (PhD) in historical sciences. - Termiz, 2021.
7. Khojayev F. Selected works. Volume 2. -Tashkent, 1978. -B. 477.
8. Own MA, fund 71, list 1, case 17, sheet 9.
9. Own MA, fund R-86, list 1, case 3807, sheet 206.
10. Own MA, fund R-94, list 5, case 655, sheet 14.
11. State archive of Surkhandarya region, fund 89, list 1, case 25, sheet 26.
12. Surkhandar regional state archive, fund 89, list 1, case 17, sheet 26.