

**FROM THE HISTORY OF HIGHER EDUCATION SYSTEM IN UZBEKISTAN
(AS AN EXAMPLE 50S-1960S OF 20TH CENTURY)****Dilnoza Akhmadjonova**

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In the article attempts, based on available sources, to examine the changes and achievements in the higher education system of the Uzbek SSR, as well as the problems that emerged in the field of education in the years following the adoption in 1958 of the law "On Strengthening the Link Between School and Life and on the Further Development of the Public Education System of the USSR."

Key words: law, public education, higher education, Communist Party, politics, ideology, correspondence and evening education, science and culture, "internationalism," production, integration of education.

Introduction

In connection with the adoption of the Law "On Strengthening the Connection of School with Life and Further Development of the USSR Public Education System" [1] on November 12, 1958, the higher education system also set a number of tasks. Chapter IV of the Law, entitled "On Higher Education", and Article 27, requires bringing higher education closer to life and production, and strengthening the theoretical level of specialist training in accordance with the latest achievements of science and technology.

Research methods

The further development and improvement of the higher education system in the country was assigned the task of organically linking the educational process with production, ensuring better practical and theoretical training of specialists [1]. Based on this, effective work was carried out in higher education institutions of Uzbekistan to deepen educational and educational processes, organically linking educational processes with production. In particular, at the Ferghana State Pedagogical Institute.

Results and discussions

In 1958, 18.5 thousand people were admitted to higher education institutions, or 5 thousand more than in 1953. New institutions were opened - the Andizhan Medical Institute, the Central Asian Medical and Pediatric Institute, and the Tashkent Institute of Physical Culture and Electrical Engineering. The number of students studying at 31 higher education institutions in the republic reached 88 thousand people in 1959 [2,526]. In 1960, there were 31 higher education institutions in Uzbekistan. In particular, there were 4 medical institutes, 3 agricultural institutes, 2 transport and communications institutes, 3 industrial construction institutes, 3 economics and law institutes, 1 physical culture and sports institutes, 2 art and cinematography institutes, and 13 teacher training institutes, where 139,228 students studied, including 46,577 women. Of these, 59,451 people studied in full-time departments, of whom 19,958 were women, and 12,232 students studied in evening departments, of whom 5,641 were women. Of the 67,395 people studying in part-time departments, 21,572 were women [3,424]. Article 29 of Chapter IV of the 1958 Law on Higher Education stated that it was necessary to strengthen part-time and evening higher education institutions, develop part-time and evening education branches on the basis of stationary higher education institutions, and organize the training of specialists on the basis of part-time and evening education in large industrial enterprises and agricultural enterprises themselves, and to improve and expand part-time and evening education by all means

[1]. As a result, since the adoption of the law, the number of students admitted to higher education institutions of Uzbekistan with correspondence and evening classes has been increasing year by year. In particular, in the 1963-1964 academic year, 34,889 students were admitted to higher education institutions of the Uzbek SSR. More than 20,000 of the accepted applicants were admitted to correspondence and evening classes. In 1963, 15,147 specialists with higher education completed their studies at educational institutions and were sent to work at industrial enterprises, collective and state farms, construction organizations, medical and other institutions [2.525].

The situation of providing students studying in the correspondence departments of higher educational institutions of the Uzbek SSR with textbooks and educational literature, and of translating and publishing existing textbooks and literature in Russian and other languages into Uzbek was also very difficult. Therefore, the Council of Ministers of the Uzbek SSR gave strict instructions to “Uzpedgiz” and “Uzgosizdat” to translate and publish textbooks and educational literature, books in other languages into Uzbek [4.4]. In the 1973-1974 academic year, the number of students studying in the correspondence department of the Karshi Pedagogical Institute reached 5.6 thousand people. In 1974, more than 3 thousand students studied in the correspondence department of the institute. 292 professors-teachers worked at the institute, including two doctors of sciences and professors, and 73 candidates of sciences. The institute trained teachers in 13 specialties. Education is conducted in Uzbek and Russian. Educational and scientific research work was carried out in 25 departments. Starting from the 1970-1971 academic year, a preparatory department was also opened at the institute [5.70]. Article 33 of the law “On Strengthening the Connection of School with Life and Further Development of the USSR Public Education System” of November 12, 1958 stipulated the need to improve teacher training in pedagogical institutes and universities, fully complete the transition to providing all schools with teachers with higher education, and it was considered necessary to widely organize teacher training for primary schools, organize teacher training in agronomy, animal husbandry, technology and other specialized disciplines, increase the scientific and theoretical level of teaching at pedagogical institutes, and strengthen the importance of production and pedagogical practice in teacher training [1]. Based on this, significant changes took place in the organization of the educational process in pedagogical higher educational institutions and universities of the republic. The educational process was closely linked to production. For example, new faculties were established at the Ferghana Pedagogical Institute, such as physics and fundamentals of production, engineering-pedagogy, agricultural pedagogy, and primary education methodology. The new curricula paid special attention to closely linking students' theoretical knowledge with life [6.15].

Significant work has been done in the republic to train teachers with higher education for schools. First of all, the number of pedagogical higher educational institutions has been increased. In the 1963-1964 academic year, the training of teachers for schools in the republic was carried out by Tashkent and Samarkand state universities, 11 pedagogical institutes, and 11 secondary pedagogical educational institutions [2.527]. The largest centers for training higher and secondary education personnel were the cities of Tashkent and Samarkand, and in addition, specialist personnel were trained at pedagogical institutes in the cities of Andizhan, Ferghana, Nukus, Bukhara, Namangan, Urgench, and Karshi. Particular attention was paid to the training of teachers who would teach industrial education at pedagogical institutes, agro-pedagogical and engineering pedagogical faculties. For example, the training of pedagogical personnel was established at the Tashkent, Bukhara, Fergana, and Nukus pedagogical institutes, as well as at some other institutes (polytechnic, agricultural, textile institutes, and others). In 1961, 2,300 teaching personnel were trained to teach industrial education at various higher educational institutions [7.7-8]. In the 1960s, the involvement of teachers in various courses and seminars expanded significantly. Only one teacher training institute was able to involve 37,940 teachers in the training of pedagogical personnel [8.21]. The issue of improving the qualifications of

teachers was carried out based on the requirements established by the law on schools. New faculties began to be opened in higher education institutions. The activities of evening and correspondence departments in providing highly educated personnel became widespread [10.5]. In the 1966-1967 academic year, the number of students in higher education institutions increased by 23 times in the evening department and by 7.5 times in the correspondence department compared to 1940 [9.27-28].

Conclusion

However, these were only some shifts in quantitative indicators. However, the main aspect of the issue was the many problems with the quality and level of specialists graduating from higher education institutions. In order to “show off” the “advantages of socialism”, the main attention was paid to increasing the number of higher education institutions and the number of students studying in them, while the quality of education and the thorough teaching of modern technical disciplines to students were neglected. This led to a serious lag in the training of specialists with higher education, a waste of funds, and an ineffective use of specialists in production.

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