



## **FROM THE HISTORY OF THE ORGANIZATION OF THE HIGHER EDUCATION SYSTEM IN UZBEKISTAN**

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### **Abstract**

This article analyzes the activities, material and technical base, staffing, and admission processes of the Tashkent State Pedagogical Institute during the 1946/47 academic year. The process of the institute's reconstruction after World War II, the restoration of the educational building, the state of the library and laboratories, the composition of the teaching staff, and admission indicators are covered based on statistical data. The study also thoroughly analyzes the problems that hindered the development of the institute, including staff shortages and shortcomings in financial incentives for students.

**Keywords** : Tashkent State Pedagogical Institute, 1946/47 academic year, higher education, personnel, library, teachers' institute, admission plan, scientific and pedagogical staff.

### **Introduction**

In the years after World War II, the restoration and development of the higher education system in the Republic of Uzbekistan became an urgent issue. In particular, the processes of establishing the Tashkent State Pedagogical Institute, strengthening its material and technical base, training qualified pedagogical personnel, and restoring educational institutions destroyed by the war were of great importance on a republican scale. This article analyzes the educational processes, staffing, and material and technical capabilities of the institute using the example of the 1946/47 academic year, and sheds light on historical processes on a scientific basis.



## **Main Part**

Despite the great material and economic difficulties that arose after the Second World War, the educational process at the Tashkent State Pedagogical Institute in the 1946/47 academic year was carried out in a much more favorable environment than in the previous 1945/46 academic year. One of the most important achievements of this period was the return of the four-story main educational building to the institute. This building created ample opportunities for the full organization of the educational process, accommodating 31 classrooms and laboratories, as well as establishing a large fundamental library. Also, the allocation of a separate auditorium for each study group in the new building and the presence of special halls for lecture classes served to effectively organize the educational process [1].

However, the fact that the institute had been using this building for other purposes for six years and that no reconstruction work had been carried out during this period created some difficulties. In particular, the heating system, sewage system and water supply in the building were completely out of order, causing certain inconveniences in the educational process. At the same time, the return of the new building served as an important step in improving the quality of education and training of teaching staff at the institute in subsequent years.

In order for the Tashkent State Pedagogical Institute to function effectively in the coming academic year, it was necessary to overhaul not only the main educational building, but also the student dormitory. Although the institute's 31 classrooms, laboratories, and large library play an important role in organizing the educational process, their condition has not been sufficiently improved in recent years. Despite the fact that the library has a book fund of more than 120 thousand copies, in recent years there has been almost no renewal and replenishment with additional literature. This has caused serious problems in the educational process, especially in such subjects as history, linguistics, literary studies, and foreign languages. There was very little special educational literature for Uzbek groups, and there were no textbooks at all in some subjects. Also, the lack of a sufficient number of fiction and classics of foreign literature had a negative impact on the educational process of students.

In addition, the lack of necessary educational and laboratory equipment for the faculties of physics, mathematics and natural sciences has become a major obstacle



to ensuring the quality of education at the institute. Since most of this equipment is outdated or does not exist at all, students' practical training and scientific research are not fully and effectively carried out. Therefore, updating the material and technical base of the institute and bringing the educational process to the level of modern requirements has been identified as one of the priority tasks to be solved in the next academic year.

During the Second World War, the laboratories of these faculties were not only not filled, but also moved frequently. Offices were destroyed, stolen, etc. from one building to another. The existing equipment in physics and chemistry was outdated and did not allow students to familiarize themselves with the latest achievements in these disciplines [2].

In the 1946/47 academic year, the general admission plan for the Tashkent State Pedagogical Institute was set at 385 people, of which 225 were directly allocated to the Pedagogical Institute. Including, 60 Uzbek applicants were scheduled to be admitted to study on a referral basis. According to the established admission plan, the admission process at the Pedagogical Institute was carried out with high performance, and the plan was fulfilled by 147 percent. In specific figures, 331 students were admitted instead of 225 applicants. This indicator reflects the high demand for the educational process of the institute and the need to eliminate the shortage of teaching staff.

The admission plan for the Teachers' Institute was set at 160 people, and in fact 117 people were admitted to study, that is, the plan was fulfilled by 73%. The admission of 106 students in excess of the established plan at the Pedagogical Institute was carried out with special permission from the deputy of the Uzbek SSR. This situation indicates a sharp increase in the demand for highly qualified teaching staff in the education system of that time and the great attention paid by the state to their training. At the same time, these changes in the admission process also created the need to expand the material and technical capabilities of the institute [3].

The plan for the admission of Uzbek women to the Pedagogical Institute was fulfilled by 58 percent. Out of 95, 55 were admitted, and at the Teachers' Institute, 61 percent, and out of 60, 37 were admitted to study. The above figures show that if the admission plan for the institute as a whole was fulfilled in excess, it was due to admission to the Pedagogical Institute. The practice of admission for several

years shows that the main interest of applicants was realized through the Pedagogical Institute [4].

The fact that the admission plan at the Teachers' Institute stopped at 73% is explained by a number of organizational and financial difficulties. First of all, the ministry did not pay enough attention to the process of attracting students to this institute. This hindered the effective organization of the admission process. Also, the lack of scholarships or other financial incentives for students entering the Teachers' Institute also reduced interest in studying. The lack of financial support created great difficulties, especially for students from rural areas.

Another factor that affected the admission rates was the change in the previously operating system. According to it, university graduates had the right to continue their studies at the Pedagogical Institute after completing the 3rd year of their studies in the correspondence department. At the beginning of 1946, this system was changed, and a procedure was introduced for admission to the Pedagogical Institute from the teachers' institute only for the 1st year of the correspondence department. This limited the opportunities for teachers to continue their education and significantly reduced interest in the institute. As a result, there were shortcomings in the process of staffing the institute, which negatively affected the full implementation of the admission plan [5].

By the beginning of the 1946/47 academic year, a total of 175 scientific staff worked at the Tashkent State Pedagogical Institute. Of these, 133 worked full-time, while 42 worked as part-time. Although this situation indicated that the institute had sufficient human resources to conduct the educational process at a high level, there was also a noticeable shortage of personnel in some areas :

No.	Category names	Approved by the Ministry of Higher Education		Availability at the beginning of the academic year		Availability at the beginning of the second half of the year	
		State	in practice	State	in practice	State	in practice
1	The head of the department is professor	4	4	2	4	2	4
2	The head of the department is associate professor	17		17		16	
3	Professor of the department	4	1	1	4	1	4
4	Associate Professor of the Department	25	4	16	10	15	11
5	Senior teacher	45	2	70	17	65	24
6	Candidate of Science			3	4	4	1
7	assistant	19	1	9		9	
8	teacher	6	4	20	3	25	3
	<b>total</b>	<b>120</b>	<b>8</b>	<b>135</b>	<b>34</b>	<b>133</b>	<b>42</b>



According to the table, in the first half of the academic year, there were certain changes in the composition of department heads, professors, associate professors and senior teachers. For example, the number of department heads-professors was 4, which remained unchanged throughout the year. In contrast, the number of department heads-associate professors decreased from 17 to 16. While at the beginning of the year only 1 employee worked as a professor of the department, in the second half their number increased to 4. A sharp increase was also observed among associate professors of the department, from 10 at the beginning of the year to 11 in the second half [5].

At the same time, there was a significant increase in the number of senior teachers, from 17 at the beginning of the year to 24 in the second half. There were also some changes in the number of assistants and teachers: the number of assistants was 9 at the beginning of the year, and this figure remained the same in the second half, while the number of teachers remained unchanged at 3.

## **Conclusion**

In general, these data show that measures aimed at expanding the staff of professors and teachers in the organization of the educational process and strengthening of scientific potential have been taken at the institute. However, there is still a significant shortage of personnel in some areas, and additional reforms and strengthening of the material and technical base were necessary to ensure the quality of the educational process at the institute.

## **References**

1. Uz MA, Fund 94, List 5, Case 4848, Sheets 1-5.
2. Uz MA, Fund 94, List 5, Case 4848, Sheets 1-5.
3. Uz MA, Fund 94, List 5, Case 4848, Sheets 1-5.
4. Uz MA, fund 94, list 5, case 4848, sheet 2.
5. Uz MA, fund 94, list 5, case 4848, sheet 2.
6. Uz MA, fund 94, list 5, case 4848, sheet 5.