Issues of Training the Teachers in Khorezm in the 30s of the XX Century

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Abstract: The article examines the cultural and educational environment of Khorezm during the period of socialist ideology. The contradictions between the methodology of culture and its development are presented.

Keywords: culture of Khorezm, Soviet ideology, educational institutions, teaching.

INTRODUCTION

During the formation of the system of institutions of Soviet power the problem of staffing these institutions arose. The People's Commissar of Education of the Republic of Turkestan N. Turakulov drew attention to the issue of providing schools with teaching staff, and the struggle for teaching staff in Turkestan went in two directions:

1. The old school teachers were mobilised to work in the Soviet schools.
2. The training of teaching staff on a new organisational basis [9].

MAIN PART

The main aim was to train "cadres" loyal to the Soviet state and to raise the prestige among the people by training teachers from the children of ordinary people, as if by impoverishment. As in many other areas, one-sided work has been done here. In particular, literacy courses, although primary schools were opened, there was still a shortage of teachers. Or, unfortunately, the teachers who worked in the aforementioned schools, in the institutions that were training teachers for the courses, did not have not only a specialised secondary education, but also a secondary basic education. Under such conditions the Soviet government began to train personnel for the new type of schools. The training of local teachers was accelerated. The Soviet government at the time referred to all teachers as "Soviet teachers" and assigned great tasks to the teaching staff, believing that the rural teacher had to be a good teacher on the one hand, and implement the policies of the Soviet government on the other. Soviet officials and teachers were sent to Khorezm from Moscow, Orenburg, Kazan and Tashkent.

Ruzimat Yusupov, Bolta Sharipov and Norjon Abdusalomova, prominent party figures in Khorezm at that time, were cadres trained by the Communist University of the Workers of the East. Son of Khorezmian, local teacher Norjon Abdusalomova was born in 1906 in Gazavot village of Koshkopira in the poor peasant family. She came to study at a girls' school opened in Khiva in 1924, and after graduation was invited to work in Tashkent. She returned to Khorezm and did excellent work among women. In addition, Turkish citizens Abdullah Mamedov, Hussain Ismailov and Bahri Kamollar were active in establishing secondary special schools in Khorezm. The Bashkir Afzal Tagirov and the Turkish pioneer Poti contributed greatly to the establishment of special secondary education in Khorezm [10].

The first pedagogical technical school opened in Khiva in 1922 and produced its first graduates in 1926. However, the number of pupils there did not meet the growing demands of the school, where there were very few girls among the pupils. So in 1925 a women's pedagogical school was opened. In 1929, Norjon Abdusalomova was appointed Director of the Women's Pedagogical School of the area. This school was one of the most important centres for work with women in
the oasis.

In 1929 there were 355 students in the Khorezm school [11:54 p.]. But at the time of its first opening, the Khiva pedagogical schools were not in demand. Many lecturers had not only higher but also incomplete higher education, and many students did not have even basic knowledge before entering the school [12]. However, the number of staff in Khorezm increased at the expense of specialists from other parts of Uzbekistan. All this served as an important factor in increasing the number and quality of teachers. Whereas in 1925 there were 76 teachers in Khorezm, in 1932 there were 519 [13: 834-841 p.]. The Khorezm provincial party organisations were sent from the centre to strengthen their numbers, and 254 teachers were sent to the Uzbek SSR [14].

CONCLUSION

In 1933-34 the Khorezm province required 9,770 workers, including 2,122 in the field of public education [15: 97-99 pp.]. For this reason short-term courses in 43 sectors were opened in Khorezm Province in 1934 [16: 2 p.]. Despite the growing number of graduates from various educational institutions, the quality of their training was not up to par. Between 1932 and 1934 the number of teachers in Khorezm rose from 1,387 to 1,720. But more than half of them had inferior education. Therefore the question of retraining would be first on the agenda. In 1933, 385 people in Khorezm alone attended retraining courses, and 520 in 1934 [17:81 p.]. It should be noted that as a result of the 'Ataka' and the actions of the advanced intelligentsia relevant to this period, the number of indigenous women increased not only in comprehensive schools but also amongst students in teacher training and vocational schools. In the 1931-1932 school year, 44 per cent of the total number of students in the 25 vocational schools alone were women [18:10 p.].

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