

**DEMANDS ON THE HIGHER EDUCATION SYSTEM IN THE UZBEK SSR IN THE 1920S-1930S: PROBLEMS AND THEIR SOLUTIONS****Shokhsanam Nazhimidinova**

PhD student at Andizhan State University, Republic of Uzbekistan

**Abstract:** The article examines the general contingent of students who studied in the higher education system of the Uzbek SSR in the 1920s-1930s and the social composition of students based on archival documents.

**Keywords:** higher education, university, institute, student, technology, medicine, national culture, agriculture, economy, education system.

**INTRODUCTION**

In 1920, 1,314 students studied at the Central Asian State University, of which 153 graduated. In 1921, 1,786 students studied at the university, of which 368 graduated. By 1922, 460 out of 2,509 students graduated from the university, in 1923 784 out of 1,940 students, in 1924 889 out of 2,278 students, in 1925 889 out of 2,485 students, in 1926 821 out of 2,651 students, and in 1927 840 out of 3,267 students [1.48]. It can be seen that the number of university graduates has increased.

**RESEARCH METHODS**

Methods such as Comparative analysis, Problem-chronological, objectivity, Structural-systematic analysis, Oral history were used in the article process. The social composition of students also changed radically. In 1921, the proportion of students belonging to the working and peasant classes was 38.4 percent, and the children of landowners, clergy, merchants, enterprise owners and other classes was 61.6 percent. By 1927, the proportion of children from working and peasant families in the total number of students had reached 61.2 percent, while the proportion of "outsiders" had decreased [1.51]. In the 1928-1929 academic year, there were 3 higher educational institutions in the Uzbek SSR, with 4 thousand students studying there [2.81].

**RESULTS AND DISCUSSIONS**

The quota for admission to higher education institutions of the Uzbek SSR also increased from year to year. For example, in the 1930-1931 academic year, a total of 1,704 students (of whom 363 were girls, 1,183 were representatives of local ethnic groups, including 879 Uzbeks, and 521 were admitted to the republic's higher education institutions as first-year students. In the 1937-1938 academic year, 3,861 students (of whom 1,415 were girls, 1,409 were representatives of local ethnic groups, including 1,161 Uzbeks, and 2,452 were admitted to the republic's higher education institutions as first-year students) were admitted to the republic's higher education institutions as first-year students [3.74]. These data also show that the number of students admitted to the Uzbek SSR doubled in seven years. In addition, the number of students from local ethnic groups, including Uzbeks, also increased significantly. In the 1930-1931 academic year, Uzbeks accounted for 75 percent of the students admitted to the Uzbek SSR, while in the 1937-1938 academic year, this figure rose to 83 percent. During this period, the percentage of women studying in higher education institutions also increased significantly. In the 1930-1931 academic year, only 21 women were admitted to the university [4.12], while in the 1937-1938 academic year, their number reached 225 [5.5-11]. It is also evident that the share of women in the admissions to higher education institutions increased eightfold over the past seven years. However, this was still a very low figure compared to the population. During this period, among the first graduates of the Uzbek Pedagogical Academy (formerly the Uzbek Pedagogical Institute) in Samarkand, women such as Mokhira Mamlizova, Rakhima Umarova, Maryam Rustamova, Manzura Sobirova, Robiya Akhmedova, and Makskuda Kasymkhodjaeva graduated and were sent to work in the republic's secondary education system [6.145-149].

It should be noted that during the period under review, due to a number of other factors, such as the inadequacy of the material and technical base of higher education institutions, the lack of educational buildings, the lack of professors and students, the lack of textbooks and teaching aids in national languages, and the poor material condition of the requirements, the annual student enrollment plans were not implemented. For example, in the 1931-1932 academic year, 896 students were enrolled in higher education institutions of the Uzbek SSR, out of a planned 2,480 students. Their composition: 140 women, 476 representatives of local ethnic groups, 611 from working and peasant families, and 237 of the requirements were members of the Communist Party, and 453 were members of youth organizations [7.8 - 9,12].

On March 3, 1931, the Central Asian Economic Council decided at its meeting to implement the following measures to improve the enrollment of students in higher education institutions. 1) from April 1931, to open 6- and 12-month preparatory groups in all higher education institutions in order to ensure that more local youth enter higher education; 2) until January 1932, to direct some of the graduates of the working faculties of the Central Asian State University and the Central Asian Cotton-Irrigation Polytechnic Institute to higher education institutions that could not fulfill their other admission plans; 3) to entrust the Central Asian Council with the distribution of graduates of the working faculties; 4) to distribute student dormitories and apartments for professors and teachers equally among higher education institutions [8.26-27].

The majority of students admitted to higher education institutions were graduates of working faculties and preparatory courses. For example, out of 1,147 applicants admitted to higher education institutions of the Uzbek SSR in the 1933-1934 academic year, 361 had graduated from working faculties, 270 from preparatory courses, 186 from nine-year schools, and 140 from technical schools [9.3]. Thus, 55 percent of those admitted to higher education institutions were graduates of working faculties and preparatory courses. The level of education of applicants admitted to higher education institutions during the period under review was also very low. An example of this is the report of the director of the Ferghana Pedagogical Institute to the Central Committee of the Communist Party of the Uzbek SSR and the People's Commissariat of Education of the Uzbek SSR on July 20, 1933. It is noted that the main attention in the admission process is paid to the admission plan, the number of new students, and the level of education of the admitted applicants is extremely low, which creates additional difficulties for higher education, leads to the organization of additional classes in the full implementation of the curriculum, the teaching process, and hinders the normal functioning of the higher education institution. The report notes that out of 694 students studying at the institute in the 1932-1933 academic year, 331 could not fully master the subjects, in addition, the financial situation of the students and poor living conditions also negatively affected their mastery of the requirements [10.11-13]. In 1933, 1,136 students, or 56.6 percent of the total number of students, could not fully master the subjects [11.5].

As of January 1, 1933, 1,052 out of 2,068 students of pedagogical universities, that is, more than half of the students, could not master the subjects due to low knowledge [12.104]. In the 1932-1933 academic year, the number of students who did not complete the subjects at the Uzbek Pedagogical Academy was about 900. In this academic year, many students in a number of other universities of the republic, including the Medical Institute, the Bukhara Pedagogical Institute, the Institutes of Irrigation, Railways, Highways, Construction, Finance and Economics, Trade, Planning, Cotton and Agricultural Institutes in Kokand, Tashkent and Samarkand, and the Central Asian State University, also failed to fully master the subjects [13.62, 118-120].

Nevertheless, both the number of higher education institutions in the republic and the total number of students studying in them increased from year to year. In 1928, there were 2 higher education institutions in the Uzbek SSR, where 886 students studied, of whom 209 were representatives of the local ethnic group and 677 were representatives of other ethnic groups [14.3,8]. By 1933, there were 24 higher education institutions in the republic, where 10,558 students studied. Of these, 4,198 were representatives of the local ethnic group, including 2,415

Uzbeks, 6,360 of the students were representatives of other ethnic groups, and 1,677 of the total number of students, or about 16 percent, were women [15.167-168]. In the early 1930s, many higher education institutions were established in the Uzbek SSR. By January 1, 1939, these higher educational institutions had produced 10,869 highly educated specialists for various sectors of the republic's national economy. Among them were engineers of various specialties - 2,828, economists - 1,150, agronomists - 1,016, doctors - 2,155, zootechnicians and veterinarians - 345, teachers - 2,458, and other specialists - 917 [16.85]. In short, the Soviet authorities did everything possible to ideologize the higher education system in order to retain the right to manage the spiritual and moral state of the people in their own hands. In this process, the current government understood very well the great role of the intelligentsia that had grown up in the country and the need to use them effectively. In addition, in order to raise the moral prestige of intellectual potential, ideas about intellectuals were constantly formed through the media. This was taken into account when allocating quotas for admission to higher education, which made it possible to control the class composition of students. The republic pursued a policy aimed at admitting workers, collective farmers, civil servants and their children to higher educational institutions. For example, an analysis of the social composition of the requirements for admission to students in the 1938-1939 academic year revealed that 45 percent of students were from working families, 33 percent from collective farmers, and 22 percent from the families of civil servants and intellectuals [17.22].

### CONCLUSION

It is clear that increasing the number of people with higher education or improving their literacy among the low-income strata of the population was one of the main ideological tasks of socialism. That is, the Soviet government pursued a policy in the education system, while remaining faithful to its doctrine of class struggle. A different view of the middle and upper income strata remained in the education system, especially in the higher education system. However, these were some shifts in quantitative indicators. However, the main aspect of the issue was 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 ignored [18.27-28]. This has led to a serious lag in the training of highly educated specialists from global requirements, waste of funds, and inefficient use of specialists in production.

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