



**THE HISTORY OF THE FORMATION OF THE KOKAND
PEDAGOGICAL INSTITUTE**

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ABSTRACT	KEYWORDS
This article highlights the issues of education and development of the Kokand Pedagogical Institute.	Kokand, the policy of the Soviet government on education, Tashkent, Samarkand, Bukhara, Kokand, higher pedagogical institution, evening higher school. Women's educational institution.

In recent years, the education system has been actively reformed. Throughout its history, mankind has improved the mechanism of social adaptation of the younger generation, adjusting it in accordance with the needs of the era, the traditions of peoples, and universal values. At this stage of the movement of our society towards a democratic state, the education system is called upon to realize the basic values of democracy, freedom, tolerance and pluralism. The history of the formation of higher education in Uzbekistan is one of the topical issues in historical science.

The basis of the educational system in the Soviet state was laid back in 1918. The decree of the All-Russian Central Executive Committee of September 30, 1918 proclaimed the creation of a unified labor school. Now the school has become public and compulsory for all teenagers from 8 to 17 years old. Education was recognized as the highest value, standing above class priorities. Soviet pedagogical science and state policy in the field of education, which grew up on the traditions of the revolutionary education of workers, introduced ideological priorities into the education system and later turned the school into a state tool for preparing the younger generations for life.[1.7]

The Communist Party developed a doctrine in the field of education based on its own vision of the ways and means of building socialism. General prospects for the development of education were outlined: universal and equal education for all children, the creation of conditions that would ensure its accessibility. The general concept of the school looked like a unified, labor, polytechnic, ensured the dominance of the Marxist-Leninist ideology in the worldview orientation of the educational and educational processes. The Communist Party also subordinated to its interests the organizational

support for the implementation of educational policy through a rigid personnel line, the ideological and political education of teaching and leadership personnel, and control over the activities of public organizations. In the first half of the 20th century, the process of reforming the education system took place, and it took the forms familiar to us now.

It was during this period that the policy in the field of education began to be considered in close connection with the problems of cultural construction. The problems of public education were closely connected with the issues of party leadership in the cultural sphere.

Starting from 1918-1920, the creation of secondary pedagogical educational institutions began in Uzbekistan. In the 1920s, pedagogical educational institutions were opened in Tashkent and Samarkand. In 1929, the Tashkent Higher Pedagogical Educational Institution was established. In 1930, higher pedagogical institutions began their activities in Bukhara and Fergana. In 1931, higher pedagogical institutions were opened in Samarkand and Kokand. For the first time since January 1931, students were admitted to the Kokand higher educational institution and its preparatory course. Most of the 60 students who were admitted to the first year of the educational institution this year were non-higher educated teachers who were teaching in schools in the surrounding districts. The evening higher educational institution that started working in the city of Kokand did not have its own building. The training sessions were held in the building of the women's educational center in the city. In 1933, the evening higher educational institution had 3 departments, 146 students studied in 5 groups, and in 1934, 153 students studied. 147 people studied at the preparatory course at the educational institution.[2. 24]

H. Valishin was the first director of the higher education institution, and he worked until 1936. In 1931-1934, Roziyev, Maitsky, Lieberman, Baranov, Rahmonov, Khnigin, Vasileva, Korobkova, Antonov, Rumyantsev, Aminov, Samadov taught at the university. Some of them came from Ferghana University.

Evening classes at the higher education institution were held three days a week and every weekend, 16 hours a week or 80 hours a month. The curriculum was designed for 4 years. The first graduation of the higher educational institution took place in the 1934-1935 academic year, and in that year 42 people were the first to receive the diploma of the Kokand Higher Pedagogical Institute. Among them, 12 people graduated from the department of physics-mathematics (specializing in mathematics), 16 people from the department of medicine, 14 people from the department of Uzbek language and literature and history. Among them, there were 7 representatives of indigenous peoples, and only 1 of them was a woman. The documents show that those who graduated from the higher education institution successfully worked in city and district schools and other educational institutions. For example, one of the first graduates of the faculty of Uzbek language and literature, B. Jalolov worked as a teacher and head of the department of Uzbek language and literature at this university for many years. Inom Aliyev, who graduated from the department of mathematics and is now retired, worked effectively for many years in city schools and the Kokand oil technical school. [3. 56]

Kokand Higher Pedagogical Institute gradually strengthened its activities. In 1935, the physics-mathematics department was separated as separate Physics-mathematics and Uzbek language, literature and history department as Uzbek language and literature, History specialization.

The pre-school education department has also started work. On December 1, 1936, 21 students studied in the philology department, 56 in the physics-mathematics department, 30 in the nature

department, 32 in the geography department and 17 in the pre-school education department. It should be noted that this pre-school education department is the second in the republic and the first in the Fergana valley. Educational activities are conducted in Uzbek and Russian languages. The students consisted of representatives of different nationalities, Russians, Ukrainians, Belarusians, Tatars, Jews and other nationalities studied together with local nationalities.[4. 114]

There were many difficulties in the activity of the higher education institution: there is a lack of specialized personnel, especially pedagogues who teach in Uzbek. Therefore, a number of subjects (mathematics, physics) were taught in Uzbek groups with the help of translators.

The university did not have its own professors and associate professors. (Professor A.A. Sokolov and associate professor M.O. Rumyansev, who taught at the university in the early years, worked at the Fergana Pedagogical University.) Due to the lack of teachers, the educational plans for some subjects were not implemented. After the resignation of H. Valishen, who worked as the director of the university until 1936, this position remained vacant during 1937, and F.S. Mayasky did it. From October 1937, M.I. Golitseva, who was working as a school director at the same time, was appointed to the directorate of the higher educational institution. All this has a negative effect on the educational process of the higher educational institution, and on January 1, 1938, 32 students dropped out. In the 1937-1938 academic year, the number of students was 137.

In 1937, 11 teachers worked at the higher educational institution, one of them was a professor and two were associate professors. 7 teachers worked in the main staff and 4 as substitutes. Until 1937, there was a branch of the Kokand Evening Higher Pedagogical University in the city of Namangan, where 60 students studied.

In order to speed up the training of pedagogical staff, by the order of the People's Commissariat of Education of the Republic No. 866 of 1938, the Kokand evening pedagogic higher educational institution was transformed into an evening teachers' educational institution.

It has 2 departments, i.e. Uzbek language and literature and physics-mathematics department, and later, by the order of the People's Commissariat of Education on November 27, 1938, part-time for teachers under the higher education institution. a consultation point was opened. Most of the students were city and rural teachers without higher education. In addition, 1-year preparatory courses were opened at the university, and 140 students studied there.[5. 127]

Until 1938, the scientific research work carried out by the professors of the evening pedagogic institute consisted mainly of preparing for candidacy exams and writing scientific-methodical articles on some topics. after it was turned into a university, and after the establishment of departments, teachers began to engage in scientific work on strictly dissertation topics. For example: in 1940, one of the members of the Department of Fundamentals of Marxism-Leninism, F.S. Mayasky, Marxism-Leninism teaching on the theory of Inikos, L.L. Khnigin, increasing labor productivity in the collective farms of Kokand group regions, S. Soatov, history of the Kokand khanate and the movement in it in 1875-1876. who conducted scientific work on candidacy dissertations on various topics.

In 1938, the draft of the first charter of the Kokand Evening Teachers' College was developed. This charter consists of the following 9 sections:

1. Students
2. Organization of educational work
3. Departments

- 4 Scientific-pedagogical and educational support staff
5. Management and office style
6. Social organizations
7. internal rules and discipline
8. Property and funds
9. Charter approval procedure[6.4]

According to the charter, the main tasks of the university were as follows:

- a) training of highly qualified pedagogues for secondary schools who are able to master the latest achievements of science;
- b) Conducting scientific-research works, improving the qualifications of professors-teachers;
- c) Dissemination of scientific knowledge among the local population, etc.

In this charter, it is stated that graduates who have received an honors diploma will be sent to secondary schools as teachers.

In the written report of the People's Commissariat of Education of Uzbekistan on May 6, 1939, sent to the secretary of the Central Committee of the Communist Party of Uzbekistan U. Yusupov and the chairman of the Council of People's Commissars A. Abdurakhmanov, it is partially stated: -obliges to complete seven years of compulsory education in villages in five years. Currently, we have 1700 incomplete secondary schools. The number of teachers teaching basic subjects in grades 5-7 is 7417. In the current 1938-39 academic year, there is a shortage of about 3,000 teachers. At the end of the 3rd five-year period, this number will reach 10,000 people. Due to the introduction of compulsory education in the countryside, the number of schools will increase and up to 17,000 subject teachers will be required...now this shortage is becoming unbearable, and the quality of teaching is deteriorating. is covered by one subject teacher's teaching of all other subjects in the curriculum, which is undoubtedly.[7.53]

At present, the Kokand State Pedagogical Institute is one of the leading universities in the Fergana region. In a higher educational institution, specialists and teachers are trained in 25 areas. The Institute has its own rich history and traditions.

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