



THE STATE OF SECONDARY SCHOOLS IN THE UZBEK SSR:  
ACHIEVEMENTS AND SHORTCOMINGS. (50-70S OF THE 20TH CENTURY)

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**Abstract:** *The article covers the state of general secondary education institutions in the Uzbek SSR, in particular in the Kashkadarya region in 1950-1970. The achievements and shortcomings of the education system in the region during this period, the backwardness of the education system, the lack of classrooms, and the orientation of education to political goals are covered in detail. The need for school education as a result of the population growth in the Kashkadarya region is also indicated.*

**Keywords:** *eight-year school, personnel issues, primary school, educational facilities, necessary educational equipment, educational building, material and technical base, major repairs.*

**Аннотация:** *В статье рассматривается состояние общеобразовательных средних учебных заведений в Узбекской ССР, в частности в Кашкадарьинской области, в 1950-1970 годах. Подробно освещаются достижения и недостатки системы образования в регионе в этот период, отсталость системы образования, нехватка учебных классов и ориентация образования на политические цели. Также указывается на необходимость школьного образования в связи с ростом населения в Кашкадарьинской области.*

**Ключевые слова:** *восьмилетняя школа, кадровые вопросы, начальная школа, учебная база, необходимое учебное оборудование, учебное здание, материально-техническая база, капитальный ремонт.*

**Annotatsiya:** *Maqolada O'zbekiston SSR da xususan, Qashqadaryo viloyatidagi 1950-1970-yillarda umumiy o'rta ta'lim maskanlarining ahvoli yoritilgan. Bu davrda viloyatdagi ta'lim tizimidagi yutuq va kamchiliklar, o'qitish tizimining ortda qolganligi, o'quv xonalarining yetishmasligi, ta'limning siyosiy maqsadlarga yo'naltirilganligi atroflicha yoritilgan. Shuningdek, Qashqadaryo viloyati hududida aholi sonining oshib borishi natijasida maktab ta'limiga bo'lgan ehtiyoj ko'rsatib o'tilgan.*

**Kalit so'zlar:** *sakkiz yillik maktab, kadrlar masalasi, boshlang'ich maktab, o'quv maskanlari, zarur o'quv qurollari, o'quv binosi, moddiy-texnik baza, kapital ta'mirlash.*

## INTRODUCTION

In the Uzbek SSR in the 1950s-1970s, due to the constant increase in the standard of living of the people and the increase in the birth rate among the population, the number of students grew rapidly, and the school network developed rapidly. In the 1966-67 academic year, the republican public education system included 6,805 general education day schools, including 2,227 secondary schools, 3,115 eight-year and other schools, and 1,462 primary schools. In addition, 333 working youth schools operated, and classes for rural youth were organized in 1,637 day schools. At the same time, there were 62 independent schools for rural youth.



**Methodology:** The research was conducted based on archival sources, scientific literature, and modern press sources. The scientific analysis used historical-comparative and systematic approaches. Through this, the content of reforms in the activities of secondary schools and the state of the quality of education were comprehensively covered.

**Literature review:** The Directives of the XXIII Congress of the CPSU on the five-year plan for the development of the national economy for 1966-1970 set a responsible task for the school. According to it, the introduction of general secondary education for young people was tasked with basically completing it within five years. To solve this task, public education bodies, school heads and all teachers were required to work hard to create all the necessary conditions for the rising generation to receive secondary education in general education schools. Among these conditions, the implementation of the Law on eight-year general compulsory education became of primary importance. Because this Law served as the basis for obtaining secondary general education in all the above-mentioned educational institutions. Therefore, the implementation of eight-year general compulsory education was the focus of attention of the public education bodies of the Uzbek SSR. In addition, there were issues that needed to be addressed in schools, such as personnel issues and improving the material and technical base of schools. The systematic struggle of public education bodies to improve the quality of educational work, fill schools with highly qualified personnel, and strengthen the material and technical base of schools ensured the creation of conditions for maintaining the contingent of students until they receive eight years of education. These circumstances indicated that more attention should be paid to the public education system.

**Analysis and results:** In the first post-war years, the main focus was on restoring the pre-war level of state education, ensuring universal education for children, and improving the quality of education. One of the most important measures was the introduction of seven-year compulsory education for children in 1949. In the 1950-51 school year, there were 5,004 schools in the republic, which was 166 more than in the 1940-41 school year, and the number of students was 1,265,485 children or 1,842 more students. In the Soviet education system, the number of students in grades 1-4 increased by about 5 times in the 1950-51-1969-70 school years, and by 1.5 times in grades 5-8. In December 1950, the republic's policy-making bodies adopted a resolution "On Measures to Improve School Work." It set out specific measures to implement the law on universal compulsory education for children. However, despite such ambitious goals, school dropout rates remained significant throughout the year. Thus, while the number of students at the beginning of the 1950-51 school year was 1,187,400, 103,500 students left school during the year by transferring to another school. However, when including those from other republics, only 39,000 students enrolled in another school. Since there was no significant outflow of the population from Uzbekistan during this period, it can be assumed that up to 70,000 children who left school due to transfer to another school actually dropped out. Furthermore, the dropout rate from grade 8 was 11.9% and from grade 9 was 8.7%. This shows that the state education authorities have not done enough to prevent students from dropping out of school [1].

In the 1951-52 academic year, a nine-year school was opened in the Kochkak area of the Kashkadarya region. It enrolled 22 students. In that academic year, there were 13 classes



with 260-270 students. The first graduates were 34, 16 of whom were girls. By 1953, due to the sharp increase in the number of students and the lack of classrooms, the first part of a new educational building was built. At that time, the school director was Karimov Halim. Later, in 1963, the second part was built. By the 1959-60 academic year, this educational institution was transformed into a ten-year, that is, secondary school, and by the 1966-67 academic year, an additional, third part of the school building was built [2].

In the Uzbek SSR in the 1970-71 academic year, there were 845 boarding schools operating under schools, and the student contingent of these state-funded boarding schools was 29,450 people. However, the plan to attract children to boarding schools every year was not implemented in all regions, and at the same time, the shortage of boarding schools under schools was acutely felt in pasture areas and mountainous areas. Due to the remoteness of such districts, it was almost impossible to take children to and from school every day, because in some places, in particular, in some districts of the Kashkadarya, Surkhandarya, Samarkand, and Bukhara regions, the distance to school reached 50 kilometers. Such conditions required the struggle for universal compulsory education, and the search for additional funds from local Soviet executive committees, collective farms, state farms, and public education bodies to support children from financially disadvantaged families in boarding schools [3].

The implementation of eight-year compulsory education created conditions for obtaining secondary education both in rural areas, in pasture zones, in mountainous grain-growing regions, and in sparsely populated areas. The implementation of eight-year compulsory education and the transition to secondary general education led to a decrease in the number of students staying in one class for two years and a decrease in school dropouts, while at the same time the natural growth of the population led to an increase in the contingent of students in day and evening general education schools. All this required a continuous expansion of the scope of pedagogical training in order to fully meet the needs of primary school classes and teachers of certain subjects in qualified teachers. According to the calculations of the Planning and Finance Department of the Ministry of Education of the Uzbek SSR, over the five years (1966-1970), the additional need for teachers with higher pedagogical education was 37,430 people, and the additional need for teachers with secondary education was 6,565 people. Many Uzbek and Karakalpak schools lacked highly qualified teachers of the native language, literature, and Russian, as well as teachers of mathematics, physics, and physical education [4].

As a result of the significant expansion and strengthening of the material and technical base of general education schools, especially the construction of a large number of school buildings of the same type at the expense of collective farms and state farms, underdeveloped schools were enlarged, and great work was carried out on the rational placement of the network of rural eight-year and secondary schools.

The republic's collective farms actively participated in the construction of schools. For example, in 1966, collective farms commissioned schools with 78,938 places, and in 1970, schools with 93,000 places. Over the course of five years, collective farms built schools with their own forces and means for a total of 432,000 students. In addition, during these years, other ministries and departments in the republic commissioned schools with 92,400 seats,



180,130 seats through capital repairs, and 11,080 seats through the adaptation of other buildings. [5]

The number of girls in schools in the Kashkadarya region has also increased year by year. In the 1966-67 academic year, out of 5,817 students who graduated from secondary schools, 1,870 were girls, and in the 1967-68 academic year, out of 7,120 students who were about to graduate from secondary schools, 2,485 were indigenous girls [6].

Although the number of students has been steadily increasing, the condition of the schools has not improved. In the 1970-71 school year, 2,111,736 students, or 67.3 percent, of the total number of students studied in the first shift, 1,020,872 students, or 32 percent, in the second shift, and 4,466 students, or 0.2 percent, in the third shift.[7]

Increasing the pedagogical and economic efficiency of organizing and placing schools has provided a great opportunity for the implementation of eight-year education and the transition to secondary education. The study of the experience of organizing a network of general education schools in the republic has shown that the rational placement of the network of schools, especially their types, should be the primary task of the district public education authorities. However, it should be noted that this most important issue has not been approached equally correctly everywhere. In a number of cases, real local conditions and demographic changes in a particular district are not taken into account. Sometimes mistakes are made when enlarging small schools. In some rural areas of the republic, the network of secondary schools began to be artificially expanded, contrary to pedagogical and economic expediency, and some cases of separation of secondary and eight-year schools were allowed.

The above shortcomings confirm the need to further improve and increasingly rationally deploy the network of general education schools in connection with the transition to general education.

Conclusion. In the 50s-70s of the 20th century, a number of reforms were carried out in the field of education in the Uzbek SSR. Although these reforms brought about certain changes in the education system, they did not fully solve the problems of the public education system. Many shortcomings were left to their own devices. The population continued to grow. As a result, there was a need for additional classrooms. However, this situation was not eliminated. The existing classrooms were not regularly renovated. The renovated school buildings did not meet the requirements to a sufficient extent. The increase in the number of students increased the need for teaching staff. This was also one of the problems that had to be solved at that time. Along with the shortcomings, there were some successes. Boarding schools were established under the schools. The established boarding schools provide food for students and clothing for children from low-income families.

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