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EDUCATION SYSTEM IN UZBEKISTAN DURING THE SOVIET REGIME (1950S-1980S)



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**EDUCATION SYSTEM IN UZBEKISTAN DURING THE SOVIET
REGIME (1950S-1980S)**

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INTRODUCTION

The Republic of Uzbekistan has completed its 32-year history of independence and is still taking steps on this path. "We all know very well what difficult times and difficult trials there have been in the thousand-year history of the Uzbek people"¹. It is this past rich in trials, this inexhaustible culture that encourages the Uzbek people to take a step towards a great and bright future, to overcome difficulties and trials and unites them on the path of common goals. After all, as the President of the Republic of Uzbekistan Sh.M. Mirziyoyev said: "The most recent history of Uzbekistan and the universal achievements we have achieved, our brave and tenacious people are able to overcome any difficulties, obstacles and trials with their strength and gives a full reason to say that he is capable"².

The issues of education and science have been a relevant and important topic not only today, but also in all periods of history. In particular, in the period from the middle of the last century to independence, many innovations were introduced in the education system and in the field of science and many decisions were introduced to fundamentally improve the education system. During this period, a lot of enlightened and people-friendly scientists have grown up and the First President of the Republic of Uzbekistan I.A. Karimov described them as follows: we can see that the pursuit of high spirituality has never stopped, as an immortal symbol of the genius of our people, it has been clearly manifested even in the most difficult and complicated times.

For example, the activity of our great-grandfathers who raised the idea of enlightenment during the Tsarist colonial period can be another vivid example of this...

...The scientific and creative heritage and exemplary activities of our great ancestors were later in our country Qori Niyoz, Tashmuhammad Sarimsakov,

¹ Мирзиёев Ш. М. Эркин ва фаровон, демократик Ўзбекистон давлатини бирга курамиз. – Т.: Ўзбекистон, 2017. – Б.5.

² Мирзиёев Ш. М. Эркин ва фаровон, демократик Ўзбекистон давлатини бирга курамиз. – Т.: Ўзбекистон, 2017. – Б.7.

Habib Abdullayev , Sadi Sirojiddinov, Obid Sadikov, Sabir Yunusov, Yahya Gulomov, Boriboy Ahmedov, Oybek , Gafur Gulam, Abdulla Kahhor, Zulfiya, Said Ahmad, Azod Sharafiddinov, Lutfikhanim Sarimsokova, Halima Nosirova, Olim Khojayeov, Razzaq Hamroyev and many others are a solid foundation for the development of famous figures of science, literature and culture known to the world. served as "³.

There were many shortcomings in the Soviet education system and students were not allowed to think freely. Regarding this system, the First President of the Republic of Uzbekistan I.A. Karimov expressed the following opinion: "... the most undesirable aspect of the educational system inherited from the former regime was that in the educational process, students' independent and was not allowed to think freely. The principle of evaluating the graduates of any educational institution not based on their knowledge, but on the contrary, taking into account their loyalty to the former Soviet system and false ideas and guiding them to life took the main place. In many cases, the pursuit of quantity prevailed instead of quality. Most of the young people entered technical schools or institutes, not with the aim of gaining real knowledge or skills, but more in the pursuit of obtaining a diploma"⁴.

Reforms in the Soviet education system of Uzbekistan in the 1950s-1980s, the nature of public education, secondary special and higher education systems, as well as the study and comparative analysis of the development of various branches of science determine the relevance of the research topic.

³ Каримов И. А. Юксак маънавият – енгилмас куч. – Т.: Маънавият, 2016. – Б.50.

⁴ Каримов И. А. Юксак маънавият – енгилмас куч. – Т.: Маънавият, 2016. – Б.62.

CHAPTER I.

STATE OF THE EDUCATION SYSTEM IN UZBEKISTAN IN 1950-1960: REFORMS, RESULTS, PROBLEMS

1.1. Reforms in the system of public education in Uzbekistan in the 1950s-1960s

It would be a mistake to call 1950-80s a period of complete depression for Uzbek culture. Because during this period, although ideological pressures and stereotypes increased, culture developed to a certain extent. Although the positive works created in these years, the cultural and educational activities carried out among the masses were highly politicized and served for the authoritarian regime, it still remained the national culture of the Uzbek people at that time. It served to increase the level of sophistication. In particular, this applies to educational and higher education institutions⁵.

Public education of the republic had to overcome a number of serious difficulties in the years after the war. During the war, the education system was neglected. This "custom" continued in the years after the war.

In the years after the war, attracting school-aged children who were not involved in education during the war into the education system became a very important issue. In addition, during the war years, the quality of education was greatly reduced and it was conducted in the backward ways of the 20s. This made the students tired of studying, the cases of dropping out and staying in class were increasing. Attracting girls to school and keeping them until they finish education was a particular problem.

The issue of teaching staff was one of the most serious problems in the post-war years. Because qualified teachers were mostly sent to the war many of them were killed. More than 60% of district public education department heads, school principals and deputy education directors did not have relevant education. In 1950, 7125 schools needed teachers.

⁵Жўраев М. ва бошқалар. Ўзбекистон Совет мустамлакачилиги даврида. – Т.: Шарқ, 2000. – Б.571.

At the session of the Supreme Soviet of the Uzbek SSR on October 1, 1957, the adoption of the law "On the full implementation of compulsory 7-year education in the Uzbek SSR" was the first step aimed at improving the education system in schools. According to the new law general education school became compulsory for everyone. However, this did not end the shortcomings of republican schools. On the contrary, the school was separated from real life, the knowledge given to students did not correspond to the level of scientific and technical development. Therefore, in March 1959, the Supreme Soviet of Uzbekistan adopted a new law "On strengthening the connection of school with life and further development of the public education system in the republic"⁶. However, the habit of not finishing the work that was started, typical of the Soviet authoritarian regime served as a barrier to solving the problem and as a result, the situation in public education did not change.

Also in 1959, the Supreme Council of the Uzbek SSR adopted a law according to which 10-year secondary schools were transformed into 11-year schools. Later, in 1962, the transition to general compulsory eight-year education was implemented. All seven-year schools were converted into eight-year schools.

In order to educate young people employed in industry, construction and agriculture, evening and part-time schools have been established that provide the opportunity to study without being separated from production. In 1958-1965, about 1,000 such schools were opened and in 1965, 134,500 young people studied in them.

The Communist Party of Uzbekistan and the Government of Uzbekistan "On measures to further improve the work of general education schools of the Republic" (1966) and "On measures to further improve public education in connection with the transition to general secondary education of the Republic" (1969) made decisions.

⁶ Жўраев М. ва бошқалар. Ўзбекистон Совет мустамлакачилиги даврида. – Т.: Шарк, 2000. – Б.572

In addition, great attention was paid to teachers during this period. Since 1965, the professional holiday of teachers has been celebrated twice a year. The working day of schoolchildren is almost the same. To enter the lesson, the teacher must be ready for the lesson before the bell rings. In 1970, the charter for secondary schools was adopted. Now the behavior of the teacher is strictly controlled. Although the requirements of truthfulness, honesty and justice are stated in the rules of pedagogical ethics, in practice, the teacher is required to fully master and work on the basis of the "two-year" program. As a result, the quality of education has decreased. In the years after the war, the dressing culture of teachers became more regulated. The culture of dressing, the living environment of teachers depends on the level of material security. In the years after the war, teachers' monthly salaries were increased by 15% and the average monthly salary was 120 soums. In addition, teachers with pedagogic experience of not less than 25 years were assigned an allowance of not less than 40% of the monthly salary. This regulation envisages the delivery of land plots, free housing for living, fuel for winter use to the teachers of the village.

No decision has been made about uniforms or mandatory clothing for school teachers. The teacher had to dress according to the rules of etiquette. Almost 90% of female teachers wear headscarves and dresses. Teachers did not allow wearing jewelry and excessive make-up. Men also came to work in shirts, trousers and often with caps on their heads. The clothes they wore were considered a model for students. The content of student education is measured not by the color of the teacher's clothes, but by the color of the work style. His skills and experience played an important role in this. During the conversation with the retired teachers, it became clear that the teacher had only a few clothes in his wardrobe. The clothes of teachers living and working in urban areas were better than those of teachers living in rural areas. Because the lack of necessary products in the village stores and the lack of money did not make it possible to wear different clothes. Despite the material shortages, the teachers tried to dress simply but tastefully. The growth of the teacher's financial support showed a good indicator during the 1960s and

70s, but it decreased from the 1980s. By the beginning of the 1960s, there was a significant difference in the salary level of workers in the education and production sectors of the national economy. For example, in 1958, teachers' wages were 20% lower than those of industrial workers. On July 15, 1964, the Central Executive Committee of the Council of Ministers of the USSR adopted Resolution No. 620 on "Increasing the wages of employees of education and health care, housing and communal services". At the time of this decision, there were many shortcomings in the payment of salaries to the employees of the education sector.

The level of official wages of teachers was low compared to workers in the field of material production. Depending on the location of the school, there were different groups of teacher salaries (urban and rural areas). There was a difference in how teachers were paid depending on their age. There were 3 groups of rates: the lowest (in grades 1-4), high (in grades 5-8) and relatively high (in grades 9-10). Financial incentives for improving the level of education and business skills of employees were weak and there was little difference in the salary rates for teachers with and without higher education. There were no salary levels for teachers with higher education in grades 1-4. They were paid according to the levels provided for teachers with secondary pedagogical education.

Payment for additional work (class management, checking of written work) was not paid in accordance with the actual work of teachers. The reform of 1964 introduced a number of changes in the payment of the management staff of schools and other educational institutions. Now their salary depends on the number of students, level of education and pedagogical work experience. As a result of the introduction of new terms of payment, the salaries of teachers with higher education increased by 26.5%, those with incomplete higher education by 21.2% and those with secondary special education by 19.6%, those with general secondary education increased by 13.3%. Thus, after the 1964 reform, teachers began to receive 65-115 soums depending on the length of service and the number of hours taught.

However, teachers' monthly salaries began to lag behind the level of daily life support. A young teacher who started working at a school after graduating from higher education received 124 soums per lesson. The suit-trousers were bought for 140-150 soums. A large salary was required to save money and build a family. Due to the large number of teachers, there were not enough teaching hours. That is why the young men left teaching and moved to another field. As a result, most of the school workers are women. There were many teachers who retired with 50-60 soums after not working for 20 years. It is not because they do not love their profession, but because of the difficulty of the work and the disparity in payment. Only a financially well-off teacher will earnestly begin to implement the demands of reform. Otherwise, everyone will not go beyond the concern of livelihood. If you compare the prices of food products with the amount of monthly salaries for a period of 10 years, it can be observed that the value of monthly salaries 30 years ago was high.

There are several factors that have led to a decline in the reputation of teachers in schools and universities⁷:

First, the material factor. Since the 1950s, the attitude of the Soviet government towards the teaching profession has changed sharply in a negative direction and the remuneration for their work has been seriously reduced.

Secondly, under the pretext that material production is the primary task and on the basis of the desire to connect education with production, education in schools and higher educational institutions has been relaxed. Schoolchildren and students of higher educational institutions were chronically mobilized for several months to collect cotton, work between the rows and prepare fodder for cattle during the harvest season. Teachers and pedagogues became the additional labor force of the community and state farms, illiterate unit and brigade leaders became their bosses.

Thirdly, the lack of proper remuneration for the work of teachers-pedagogues and lack of material caused the disease of greed in schools and higher

⁷ Jo'rayev N., Karimov Sh. O'zbekiston tarixi. – T.: Sharq, 2011. – B.541.

educational institutions. This situation, in turn, caused the so-called plague that takes root and destroys any society from the inside. As a result, the holy saying "a teacher is greater than your father" has lost its meaning and in the eyes of young men and women, educators, coaches and mentors have become the lowest, slanderers and bribe takers. Young people have mastered their shortcomings along with the upbringing and education of such "teachers".

The Soviet government intensified the policy of great nationalism in the educational process of schools and universities. The number of hours allocated for learning the Russian language was increased several times, in all educational systems it was made mandatory to study this language as a "second mother tongue", "the language spoken by the genius Lenin"⁸, it was used in state exams and higher education. In most universities, classes were conducted mainly in Russian. There were even groups that took up the "initiative" of teaching social and humanitarian sciences in Russian.

The Communist Party and the Soviet government, under the banner of socialist realism, have always kept creative intellectuals under their steel claws. This process became even stronger in the years after the war. Manifestations of literature and science, especially in 1946-1952, experienced very difficult times. Because during this period, the worship of the personality of I. Stalin took the most terrible form.

In the years after the war, the issue of praising the communist party, the "great Russian people" and the Soviet rule was the main and main task of literature. Therefore, in this period, one of the Uzbek artists G. Ghulam, K. Yashin, R. Faizi, A. Mukhtar, Uygun, H. Ghulam, A. Kahhor, Mirtemir and others, this theme occupies a central place in the works. For example, Gafur Ghulam (1903-1966) in his poems such as "My Party", "Lenin's Fountain", "To V. I. Lenin", "A Thousand Thanks to the Party", "Song of Prospect". He writes that the global significance of great breeds like Sino, Navoi, Ulugbek happened because of

⁸ Jo'rayev N., Karimov Sh. O'zbekiston tarixi. – T.: Sharq, 2011. – B.542.

Lenin⁹. He declared that, thanks to Lenin, Uzbekistan has achieved great historical victories in the socio-economic and cultural spheres. However, the people of the world knew and appreciated the above-mentioned great figures of our nation even centuries before Lenin was born.

The same trend is characteristic of the work of the writer and playwright Kamil Yashin. He spent his entire conscious creative life praising Lenin, the Communist Party, the Soviet system and the Russian people, singing hymns and eulogies to them. At the same time, the past of our people was depicted in pale colors and the owners and rich people were evaluated only one-sidedly and they were portrayed as ignorant, illiterate, womanizers, and household criminals. K. Yashin's "Morning Star" (1957), "Dawn of the Revolution" (1974) and other stage works are a vivid proof of this idea.

It should be noted that between the 1950s and 1980s, Uzbek literature went through a period of complex and different stages of its development. These included the years of recovery after the Second World War (until 1956), the years of exposure of Stalin and Khrushchev's "warmth" (1956-1964), the years when the idea of "advanced socialism" was promoted (1964-85) and all three stages were named according to the social events that took place in these years and the development path and principles of Uzbek literature took different forms during this period. There were many great writers and poets who did not tarnish the high name of people's creators and did not betray the national interest even in the extremely difficult conditions during the Soviet rule. They glorified our nation's past history, revolutionary traditions, pure love and national achievements through artistic creativity. In this place Oybek, O. Yakubov, Shuhrat, P. Kadirov, E. Vahidov, A. Oripov, Sh. Kholmirezayev, A. Ibrohimov, H. Tokhtaboyev, O. Matchon, M. Boboyev, H. Davron, G. Nurullayeva and dozens of other young artists are meant. Thanks to their efforts in 1950s-1980s, a number of full-fledged artistic works of a high level, imbued with national spirit and pride were created. M. Ismaili's "Fergana at dawn", M. Shaykhzoda's lyrical poem "Tashkentnoma",

⁹ Shamsutdinov R., Karimov Sh. Vatan tarixi (Uchinchi kitob). – T.: Sharq, 2010. – B.406

"Mirzo Ulugbek" tragic drama, A. Kahhor's "Tales from the past", "A sound from the coffin", O. Yakubov's "Treasure of Ulugbek" and "Old World", "Starry Nights" by P. Kadyrov, "Golden Head of the Avenger" by H. Tokhtaboyev, O. Hashimov's "Spring does not return", "There is light, there is shadow", Sh. Kholmirezayev's "Black Belt", I. Sultan's "Iman", H. Ghulam's "Stone Lover", A. Oripov's "Hakim and Death", O. Matchon's "Beruni", "Pahlavon Mahmud", E. Vahidov's "Golden Wall" and dozens of other works are among them¹⁰. These works not only bring artistic pleasure to our people, but also give them great spiritual nourishment. In the minds of our youth, the past history of our nation and pride in our great-grandparents and love for the motherland are formed.

Amon Matchon also has a worthy place in the literary process of the 60s and 80s. Since the 60s, he began to appear in the press with his full and deep poetic work. Poet Amon Matchon wrote poems such as "Open Windows" in 1970, "Caravan Bell" in 1973, "Burning Tree" in 1977, "Wounded Lightning" in 1979, and "Swan Cry" in 1979. He is the author of collections and epics. The main theme of Amon Matchon's works is Motherland, justice, equality, peace, love, honesty and faith¹¹.

Abdulla Oripov was one of the shining stars of Uzbek poet in the 1960s and 1980s. His first collection of poems appeared in 1965 under the name "Little Star". After that, the poet's "My eyes are on your way!" (1967), "Mother" (1969), "Soul" (1971), "Uzbekistan" (1972), "Memory", "Wind of the Country" (1974), "Hayrat" (1979) and other collections of poems were published.

Erkin Vahidov is one of the poets who was respected by the people during this period. He wrote many poetic epics and collections during this period. In particular, "Morning Breath" (1961), "My Songs to You" (1962), "Heart and Mind" (1963), "My Star" (1964), "Shout" (1965), "Lyrics" (1965), "Epic Written in Palatka" (1967), "Department of Youth" (1969), "Lighthouse" (1970), "Epics"

¹⁰ Shamsutdinov R., Karimov Sh. Vatan tarixi. (Uchinchi kitob). – T.: Sharq, 2010. – B.407.

¹¹ Shamsutdinov R., Karimov Sh. Vatan tarixi. (Uchinchi kitob). – T.: Sharq, 2010. – B.410.

(1973), "Today's Youth" (1971), "Love", "Living Planets" (1980) can be cited as an example.

In the period after the war Abdulla Kahhor's "Lights of Koshchinar", Rahmat Faizi's "Spring has come to the desert", Parda Tursun's "Teacher", Ibrahim Rahim's "Springs of Life", Oybek's "Looking for Light" and Uzbek stories and novels were created.¹² It should be noted that such an "abundant harvest" was the first time in the literature. True, none of these works can be compared with "The Past Days" or "Navoi". But it was a positive phenomenon that large-scale prose which has been a weak field of Uzbek literature until recently, is undergoing quantitative changes.

In such conditions, the 20th Congress of the Communist Party was held where the revelation of Stalin's identity began a new era which entered the history of the Soviet country as the "years of Khrushchev warmth". The peculiarity of this period was seen in the fact that N.S. Khrushchev not only exposed the vices of the cult of Stalin's personality, but also led to the restoration of democratic norms, protection of human rights and other important social events in the country. The survivors of the repressed writers were released, and their plights began to be covered in the press.

1.2. Inculcation of the idea of "developed socialism" into the cultural and spiritual life of society

Having ended the Second World War with victory the USSR began to behave more proudly. The top political leadership interpreted this victory over fascism as "victory of Socialism over imperialism-capitalism", "valiant celebration" of the idea of Marxism-Leninism-Stalinism invincible power of communist ideology.

In a number of European countries liberated from the Nazis by Soviet troops (Bulgaria, Hungary, part of Germany, Poland, Romania, Czechoslovakia, etc.) new "Soviet" governments were established and they began to follow the

¹² Жўраев М. ва бошқалар. Ўзбекистон Совет мустамлакачилиги даврида.(Иккинчи китоб). – Т.: Шарқ, 2000. – Б.579.

"socialist path"¹³. Leaders of the communist ideology evaluated this process as "the victory of socialism on the world scale", "the victory of socialism in several countries at once", "the emergence of a socialist system". Since the post-war years, the communist ideology has mobilized its huge machinery of international and domestic propaganda and public-political work to inculcate this idea in the minds of the masses. As a result, ideological and political pressures and restrictions which had subsided a little because of the war began to intensify again.

It is surprising that at each historical stage communist ideologues invented new beliefs.

In the late 1950s, the 21st Congress of the CPSU (January-February 1959) solemnly announced "the complete and decisive victory of socialism in the USSR". At the same time, the political leadership promised that the Soviet people would live in communism in the 80s. Even the "moral code" of the future communist was developed, all cultural, intellectual, public and political activities were mobilized to re-educate the masses in the spirit of the "moral code".

However, since the autocratic regime was a unitary (combined) state by its essence, it could not create such a "free society". Already in the 1960s, the mechanism of slowing down the development of the society became more and more stronger, unstable development in the social and economic spheres became noticeable and it became clear that the "promised communism" would not exist in the USSR by the 1980s. That is why the political leadership of the Center put all the blame on N. Khrushchev who convinced the Soviet people that they would "live in communism" and said that in order to "achieve communism" it is necessary to go through another stage - the stage of "developed socialism", without this "it will pass to communism". On this basis, instead of the idea of "communism", the next belief - the idea of "developed socialism" was artificially introduced into the socio-political life of the Soviet society. The next ideological and political game of this party was to divert the public's attention from the

¹³ Жўраев М. ва бошқалар. Ўзбекистон Совет мустамлакачилиги даврида.(Иккинчи китоб). – Т.: Шарқ, 2000. – Б.569

important problems that are obstructing the development of society and the daily life of citizens which have arisen due to the evils of the authoritarian system. In the 1960s and 1980s, the party used all its capabilities to achieve "advanced socialism" and mass media and propaganda tools informed the minds of the masses that during the stage of "advanced socialism", socialism would reach its highest "phase". During this period, industry, agriculture, science and technology, and culture-enlightenment develop to a great extent. He tried to inculcate false, unrealizable ideas that the standard of living of the people would steadily increase and that a new "socialist way of life" would be formed for the Soviet people¹⁴.

In the period of 1950-80 years, education, higher education, science and art were highly politicized in Uzbekistan, as in the whole country, in this vortex of imaginary and unscientific beliefs invented by the ideologues of the center.

The most important thing is that during this period, the recognition of the creation of a single "Soviet culture" that embodies the culture of all national republics and nations determined the future direction of the spirituality of all peoples united in the USSR. During this period, freedom, democracy which is characteristic of culture and an important factor for its development, was completely destroyed. Culture, especially the "development" of national culture was put into a special mold. Any work that did not meet the political standards, the communist standard was destroyed and its author was "cast aside" as an invalid in society.

The 60s were declared the stage of "developed socialism" in Uzbekistan. The society was waiting for the country's leadership to implement serious qualitative changes in the socio-economic and cultural-educational spheres. However, it did not happen in practice. But instead of that, the political leadership intensified fanaticism and public-political activities. The public education system was thrown into this "vortex".

¹⁴ Жўраев М. ва бошқалар. Ўзбекистон Совет мустамлакачилиги даврида.(Иккинчи китоб). – Т.: Шарқ, 2000. – Б.570.

In order to practically strengthen the fake proletarian internationalism, the official authorities emphasized the wider teaching of Russian language and literature in schools. As a result, in the 1960s, the volume of lessons on the history of Uzbekistan, Uzbek language and literature, foreign languages, music and singing was sharply reduced and they were reduced to 16.5 hours per week from the curriculum. Russian language and literature were taught in the free hours. For example, during the hours when teachers should teach the topics of "Uzbek literary and artistic environment in the second half of the 19th-early 20th century", "national-cultural processes", the "progressive" of Russian culture they had to show their importance. Finally, 1,600 hours were allocated for the subjects of Russian language and literature in elementary schools while 52 hours were allocated for studying the history of the rich and ancient Uzbek people.

In the 1970s and 1980s, the quality of schools in Uzbekistan remained unchanged. Schools did not use world experiences, modern technology and teaching tools. Their material and technical base did not improve. It is true that the number of schools, students and teachers increased year by year in these years and the numerical indicators increased to the extent that one is surprised. For example, in the 1945-1946 academic year, there were a total of 4,525 schools in Uzbekistan where nearly 998,000 students studied and in the 1970-1971 academic year, the total number of educational schools in the republic was 7,072 and their students reached 3 million 164 thousand people.

However, their quality level (especially rural schools) was quite low. Because even the highly praised "advanced socialism" stage could not eliminate the social consequences of the "residual principle" formed in the 1920s and 1930s. In 1970-1980, the funds allocated by the state for public education decreased from 11% to 8%. 20-60% of schools in all regions of the republic were not equipped with the necessary educational materials and equipment, more than 50% of schools did not have hot food buffets. The work of the extended day groups was especially

difficult. In the 1970s and 1980s, only 8-9% of 1st-8th graders were involved in such groups¹⁵.

The activities of general education schools mainly consisted of inculcating the idea of "developed socialism" in students and educating them in the "communist spirit". The goal of "communist education" was to educate young people in the spirit of loyalty to "proletarian internationalism", "big brother", classism and partisanship. Nationalism began to be removed from the content of Uzbek schools. Education in schools was conducted on the example of the history of Europe. European culture and history were interpreted as an example of internationalism in practice.

As a result, Uzbek students began to lose their sense of national identity, customs and loyalty to national traditions. It has become common for schoolchildren not to master the hours of the curriculum. This is explained by the fact that they are more involved in cotton and other agricultural work. 3-4 months of the school year were occupied with such compulsory activities. This left the Uzbek student behind the world standards and did not allow him to master the modern fields of science.

The great losses in the Second World War led to a decrease in the number and quality of the highly educated personnel. This, in turn, required the development of higher education in the years after the war.

Public education, secondary and higher education sectors of Uzbekistan are provided with funds based on the residual principle. Therefore, they had a very poor material base. The growth dynamics of the capital allocated for education in the republic clearly proves this point. The amount of capital allocated for education was 282 million soums in 1960, 951 million in 1970, 925 million in 1980, and 2,619 million soums in 1985. In other words, if the sum of expenses for science, culture and public education were added together, they would not exceed 2.7% of the budget funds. However, in a country like the United States of America which

¹⁵ Эргашев К. Развитие общеобразовательной школы в Узбекистане. 70-е-90-е гг.: проблемы и тенденции. – Т., 1996. – С.20.

has been at a high level of development for 100 years, the total expenditure on education in 1989 was equal to 260 billion dollars. This is 6.4% of the US state budget. Most European countries spend 5.5% of their national budget on education and even countries on the African continent spend 5.4% of their national budget on education. This means 2 times more than the expenses spent for this purpose in Uzbekistan in the 80s. Therefore, by the 1980s, the material base of Uzbekistan's general, secondary and higher education sectors was in a very difficult and vulnerable condition.

According to written sources, one out of every four schools in the republic was in a state of emergency, 2,895 classrooms had no floors and 3,302 classrooms had no ceilings¹⁶. 50% of schools did not have facilities for eating, drinking water and sewerage. 1,200,000 students were taught in 2 shifts, in 35 schools in Karakalpakstan, Tashkent and Fergana regions classes were conducted in 3 shifts. The annual repair and preparation of schools for the new academic year is mainly carried out at the expense of funds allocated by parents' organizations and parents. The situation of higher and secondary special education sectors was not better. Not to mention the inadequacy of educational techniques and methodical bases of educational networks.

Curriculums of subjects taught in schools and universities were prepared in Moscow and adapted to the conditions of Uzbekistan. Naturally, in such a case, education served the interests of the colonizing Soviet.

In the decision No. 656 of the Bureau of the Communist Party of Uzbekistan on June 10, 1983 "On the results of the republican scientific-practical conference on improving the study of the Russian language and improving the preparation of teenagers for the service of the Soviet Army" It is noted with satisfaction that a lot of work has been done to learn the Russian language in Uzbekistan. In particular, 13 special boarding schools and 1959 general education schools have been opened in the country which are engaged in in-depth study of the Russian language. All national schools have Russian-language classes.

¹⁶ Jo'rayev N., Karimov Sh. O'zbekiston tarixi. – T.: Sharq, 2011. - B.540.

In 1975 and 1979, the All-Union theoretical-scientific conference dedicated to improving the study of the Russian language was held in Tashkent¹⁷. Such a conference was also organized in Samarkand on May 20-21, 1983.

From school to higher educational institutions, representatives of the local nationality were obliged to learn the Russian language. All conditions have been created for the sons and daughters of the Russian-speaking nations to choose one of the foreign languages according to their wishes in schools and universities, but for the representatives of the local nations, such there was no chance. They had to study only Russian in high school. It has become customary to organize Russian language days once a week in schools, higher and secondary special educational institutions. On this day, young men and women were obliged to communicate with each other only in Russian and they were not allowed to speak in their mother tongue. All the buildings, rooms and dormitories of schools, higher and secondary special educational institutions were sometimes decorated with campaign and propaganda visual aids, slogans and appeals in Russian. All these things caused our national interests and values to be trampled and trampled.

From the 50s and 60s of the 20th century, the Uzbek language was almost excluded from government offices, meetings and gatherings¹⁸. Its role has decreased in higher and secondary special educational institutions. The influence of textbooks published in the Uzbek language, Uzbek and Soviet literature and even Navoi's works gradually decreased. In various institutions and enterprises, meetings and meetings of various circles were held only in Russian with the majority of local residents. A certain part of our national staff, for some reasons, did not forget to write and speak in their native language.

The neglect of the Uzbek language reached such a level that even the Uzbek language departments at the Institute of Culture and the Institute of Theater Arts were closed, the Uzbek language departments at some higher educational

¹⁷ Jo'rayev N., Karimov Sh. O'zbekiston tarixi. – T.: Sharq, 2011. – B.542.

¹⁸O'zbekiston tarixi (Oliy o'quv yurtlari nomutaxassis talabalari uchun darslik). R.H.Murtazayevaning umumiy tahriri ostida. – T.: VNESHINVESTPROM, 2019. – B.422.

institutions were also closed and some Departments of Uzbek language in higher educational institutions are not called "Department of Uzbek language" but they are called "Department of Languages". In creative associations uniting local intellectuals work was conducted mainly in Russian. Publishing books in the Uzbek language has fallen into a difficult situation. Scientific works were also published in Russian at the Academy of Sciences of the Uzbek SSR which is the center of republican science. For example, 80% of the scientific works prepared at the Institute of History of the Academy of Sciences of the Uzbek SSR were published in Russian, 16% in foreign languages and only 4% in Uzbek¹⁹.

In fact, such ideological strictness started in educational institutions. At this point, it should be noted that the Russian terminology was perfectly developed and was convenient for the exchange of ideas between nations in the former USSR. But over the years, Russian language and literature which were considered to inculcate the idea of "advanced socialism" into the minds of students, had ample opportunity. For example, 3,390 hours are allocated to each class of Uzbek language schools for studying Russian language and literature while Russian language schools spend only 560 hours or almost 6 times more hours for studying Uzbek language and literature. By 1988, the republic could not even satisfy the demands of Russians and representatives of other nationalities for Uzbek language textbooks Russian-Uzbek and Uzbek-Russian dictionaries.

Of course, among the achievements of the 1920s and 1950s, which were manifested in the midst of the negative events of the Soviet version of cultural construction, there was a significant increase in the level of education, the creation of a system of schools with a wide network, secondary specialized and higher educational institutions, it should be noted that a large generation of specialists has

¹⁹O'zbekiston tarixi (Oliy o'quv yurtlari nomutaxassis talabalari uchun darslik). R.H.Murtazayevaning umumiy tahriri ostida. – T.: VNESHINVESTPROM, 2019. – B.422.

been formed. For example, according to the results of the 1959 census 98.1 percent of the population of the republic aged 9 to 49 were literate²⁰.

During this period, the ideology of the Soviets occupied the main place in science, as in all fields of our country. It should be noted that the education system is subordinated to their interests.

²⁰O'zbekiston tarixi. (Oliy o'quv yurtlari nomutaxassis talabalari uchun darslik). R.H.Murtazayevaning umumiy tahriri ostida. – T.: VNESHINVESTPROM, 2019. – B.423.

CHAPTER II.

POLICY FOR THE DEVELOPMENT OF DIFFERENT BRANCHES OF EDUCATION AND SCIENCE IN UZBEKISTAN IN THE 1970s-1980s

2.1. Improving the system of higher and secondary special education in Uzbekistan

Great losses in the Second World War led to a decrease in the number and quality of highly educated personnel²¹. This, in turn, required the development of higher education in the years after the war.

In 1950, 26 higher educational institutions and 2 universities were active in training personnel for the national economy of the republic. At the same time, he worked in the education system of 92 technical schools. In 1950-1953, 16,600 specialists were trained in higher educational institutions of the republic and 19,000 specialists were trained in secondary and special educational institutions. However, the difficult economic situation in Uzbek villages and cities did not allow young people of the local population to study in higher schools and prevented them from training highly qualified specialists. In particular, in 1950-1953, Uzbeks made up only 30% of those who graduated from higher educational institutions and 33% of those who graduated from secondary-special educational institutions.

There were, of course, other specific reasons why Uzbek youth were not attracted to higher and secondary special educational institutions. The first of them is that due to the fact that young people entering educational institutions are unreasonably involved in mass-political activities, agricultural and other work (especially rural youth) in secondary schools, they are required to enter higher educational institutions. They would not have the opportunity to acquire knowledge. Since the 1960s, the organization of special training courses at higher educational institutions and the involvement of mainly rural youth in them proves the correctness of this opinion. One of the more important reasons was the

²¹ Жўраев М. ва бошқалар. Ўзбекистон совет мустамлакачилиги даврида (Иккинчи китоб). – Т.: Шарқ, 2000. – Б.574.

introduction of foreign language exams as a test for admission to higher educational institutions and the teaching of students in Russian (since the 80s). As a result, the number of rural youth in higher educational institutions of the republic decreased. Because neither foreign languages nor Russian were taught in rural schools (as a result of the lack of teachers in this field or their unwillingness to work in rural schools) and in some schools they were not taught at all. This situation led to the increase of urban youth in higher schools and the problem of highly educated specialists in rural areas²².

At the same time, it should be noted that the number of higher educational institutions in the republic has been increasing year by year. New institutes - Andijan Medical Institute, Central Asian Institute of Medicine and Pediatrics, Physical Culture and Electrical Engineering Institutes were opened in Tashkent. In 1959, there were 31 higher educational institutions in the system of the Ministry of Higher and Secondary Special Education of the Republic and 88 thousand people were educated in them. By 1985, the number of higher educational institutions 43, the number of students was 285,500. Also, 281,700 students received education in 249 secondary and special educational institutions of the republic.

However, these were some shifts in quantitative indicators. But the main aspect of the issue is the quality and level of specialists graduating from higher education institutions. In order to "show off" the "advantage of socialism" the main attention was paid to the numerical indicators of the training of highly educated specialists. This led to specialists lagging behind global requirements, training unnecessary specialists for the national economy, waste of funds and inefficient use of personnel in production.

At the same time, in the system of higher and secondary special education, educational work has become more ideologically based; instead of improving the teaching of the main subjects in the specialty, measures were developed to further improve the history of the Communist Party of the Soviet Union, the philosophy of

²² Жўраев М. ва бошқалар. Ўзбекистон совет мустамлакачилиги даврида (Иккинчи китоб). – Т.: Шарқ, 2000. – Б.575.

Marxism-Leninism, political economy, scientific communism and sociology which form the communist ideology, in all higher educational institutions and done²³.

Democratic and creative aspects which are important for the educational process were denied. As a result, a mechanism for training irresponsible, uninitiative, apathetic "mediocre" specialists was created in the higher education system. The political leadership of the central government mobilized all branches of the national economy, including science, to strengthen the authoritarian system and improve it. Just as the specific task of all national republics was defined in the national economic complex of the Union, the science of each republic was given separate directions which were derived from the task of the republic at the level of the Union. During these years, the network of vocational and technical educational institutions in the republic has also expanded. The number of teachers and pedagogues who provide education in general education, secondary special and higher educational institutions has also increased somewhat. However, the Soviet government did not implement an education policy that met the interests and requirements of an independent state in Uzbekistan which was considered its colonial country. The main focus was on numbers that would quickly bring prestige to the colonizers and the content that formed the core of the educational process served the interests of the colonizers. National interest was put on the back burner. Educators who had their own opinions in this regard were repressed. This is a component of the essence of the Soviet government's policy in the national colonies and dependent countries. Public education and higher education in the order "Top secret" (Moscow, 06.1947. K AA) SS 113, NK (003.47) sent by the Soviet secret service to the heads of its puppet governments in national colonies and dependent countries gave the following instruction on the issue: "Teachers who have gained a lot of attention in primary and secondary schools and before

²³ Жўраев М. ва бошқалар. Ўзбекистон совет мустамлакачилиги даврида (Иккинчи китоб). – Т.: Шарқ, 2000. – Б.575.

that, in secondary and higher educational institutions, will have to be removed from their jobs. They should be replaced by people who are determined by us...

It is necessary to achieve admission to higher educational institutions of such people, that they should be from the general strata of the people and that they should be interested only in a diploma, not in-depth knowledge of a specialty²⁴. During the years of the Soviet authoritarian regime, public education, higher and secondary special education was guided in Uzbekistan based on this instruction. This situation, of course, did not leave negative results.

On average, more than 100,000 specialists are trained every year in existing higher and secondary special educational institutions. By 1984, there were 1,300,000 specialists with higher and secondary specialized education in Uzbekistan and a large number of personnel who received 5-6 years of higher education became specialists themselves. In the extramural system, efforts to obtain a diploma have intensified rather than seeking in-depth knowledge. For example, in 1982, according to the investigations conducted by the People's Control Committee of the Uzbek SSR and the Prosecutor's Office of the Uzbek SSR, 117 specialists graduated from 251 vocational and technical educational institutions in the Kashkadarya region from the Moscow state farm in the Chirakchi district of the region. He was sent to the collective farms named after Okhunboboyev. But only 6 of them worked in their field and 73 of them did not come to their assigned place²⁵.

Such a situation also existed in industrial cities. In the light industry of the Uzbekistan SSR assimilation of the network norms of machine tool and machine maintenance required a lot of effort compared to that of large combines in cities and in this field there was also a shortage of master's assistants, electricians and plumbers. Culture was also important in ensuring the domination of the communist ideology. The ruling ideology did not take into account the educational value of the

²⁴ Shamsutdinov R., Karimov Sh. Vatan tarixi. (Uchinchi kitob). – T.: Sharq, 2010. – B.392.

²⁵ O'zbekiston tarixi. (Oliy o'quv yurtlari nomutaxassis talabalari uchun darslik). R.H.Murtazayevaning umumiy tahriri ostida. – T.: VNESHINVESTPROM, 2019. – B.424.

local spiritual and cultural heritage. Due to the fact that a number of decisions and plans adopted by the state were taken without understanding the situation and without taking into account the real possibilities, the activities carried out in Uzbek spiritual and cultural life also went in a unique direction and cultural spheres adapted to the politicized cultural path.

Among the intellectuals of the republic are more than 125,000 specialists with higher and secondary specialized education, including more than 25,000 engineers and technicians, 10,000 agricultural specialists, 24,000 doctors and more than 60,000 teachers. , more than 100 poets, writers, dramatists, artists' union had 105 members, composers' union had 26 members. At the end of 1956, the 1st congress of intellectuals was held in the republic²⁶.

During these years, secondary special and higher education sectors have also developed. In the 1940-1941 academic year, there were 98 secondary special educational institutions in Uzbekistan, but in the 1960-1961 academic year, their number decreased to 75 and in 1988, there were 248. During these years, the number of students in them also increased: the number of students in secondary special educational institutions was 25,100 in the 1940-1941 academic year and 292 thousand in the 1960-1961 academic year²⁷.

The network of higher education institutions has also grown. In the 1940-1941 academic year, 19,100 students studied in 30 higher educational institutions in Uzbekistan while in the 1960-1961 academic year, 1,001,300 students studied in 30 higher educational institutions and in 1987- In the academic year of 1988, 300,300 students studied in 43 higher educational institutions.

The admission and training of many students from Uzbekistan to the faculties of Russian language and literature in Pedestrian Institutes of the RSFSR Ukraine was also manifested as a means of Russification.

²⁶ Ўзбекистон тарихи. (Олий ўқув юртларининг номурахасис талабалари учун дарслик). Р.Х.Муртазаеванинг умумий таҳрири остида. – Т.: Янги аср авлоди, 2003. – Б.519.

²⁷ Shamsutdinov R., Karimov Sh. Vatan tarixi. (Uchinchi kitob). – Т.: Sharq, 2010. – Б.391.

The reputation of teachers of schools secondary special and higher educational institutions as teachers, educators and pedagogues has fallen. This process intensified especially in the second half of the 1950s and 1960s. In particular, this situation took a sharp turn in the 70-80s. At the VII Congress of Teachers of Uzbekistan held in May 1987, it was noted that over the next two years, about 23,000 teachers and pedagogues left their jobs. Interest in the profession of pedagogy has faded among young men and women. This is proven by the fact that 20 percent of first-year students of pedagogical institutes in Karshi, Sirdarya, Termiz, Khorezm and other places stated that they chose this profession by chance, even though they entered the profession of pedagogy. In the fifth year, more than 30 percent of students answered that they do not want to work as pedagogues. 40 percent of students who graduated from the Institute of Russian Language and Literature Pedagogy in Termiz, Karshi (1983-1987), Fergana, Khorezm (1984-1988), Syrdarya Republic (1984-1989) want to work in other organizations, 46.4 percent were disappointed with their specialty. 31% of students of seven pedagogical higher educational institutions chose the profession of pedagogy with the advice of their parents (1986). It makes no sense to talk about the quality level of trained personnel when there is no love and interest in the profession they have chosen. For this reason, when students of Jizzakh, Karshi, Bukhara pedagogical institutes were given a written assignment in the program, half of them received an unsatisfactory grade. 80 percent of 100 teachers who graduated from Fergana Institute and teach mathematics in the school received a written work in the scope of the school program and in Jizzakh in the 1988-1989 academic year, all 60 teachers received an unsatisfactory grade.

In the faculties of Russian philology, it has been introduced to give stipends to national groups by 15 percent²⁸. All of these things together caused the trampling and undermining of our national interests and values. The Communist Party and the Soviets conducted a hypocritical policy, organized various slanders

²⁸ Shamsutdinov R., Karimov Sh. Vatan tarixi. (Uchinchi kitob). – T.: Sharq, 2010. – B.395.

against the leadership of the republic, confused the public and carried out conspiracies by pretending to be fighters for the interests and goals of the people of Uzbekistan. These "games" were also used in the field of education and training.

At this point, it is appropriate to recall the evidence presented in Alisher Azizkhodzhaev's book "Chinese Uzbek Case"²⁹.

During the period of the big game that started after the "Pakhtakor" game, applications were sent on behalf of someone named V. Smirnov to the Chairman of the Presidium of the Supreme Soviet of the USSR, N. V. Podgorny to the editors of the "Pravda" newspaper and to Sh. Rashidov, the 1st Secretary of the Central Committee of the Communist Party of Uzbekistan. .

In one of these applications, it was said in a sarcastic tone: "Dear Comrade Rashidov! We need to warn you about the dangerous tendencies that are emerging in the political life of Uzbekistan, which you are leading, in national issues". In this letter, the Uzbek people were not only accused of nationalism, but national cadres, Uzbek intellectuals, scientists of our country, and Uzbek students were condemned to extreme illiteracy. It was also slandered that "non-Uzbek students are being expelled from all higher education institutions of the republic and Uzbek students are taking their place".

When checked, it was found that 11,194 students are studying in full-time departments of 4 higher educational institutions in Tashkent - Institute of Textile and Light Industry, Institute of National Economy, Institute of Railway Transport Engineers and Communication Electromechanics. It was found that 5836 students or 52.2% belong to the local nationality and the remaining 5358 students or 47.8% are representatives of European and other nationalities³⁰. In the last 4 years, a total of 1,945 students were expelled, of which 793 or 53% were representatives of local ethnic groups. As of January 1, 1969, a total of 12,330 scientific and pedagogical staff were working in Uzbekistan's higher educational institutions, of which 6,184, i.e. 53.3%, were representatives of the local nationality. Based on

²⁹ Азизхўжаев А. Чин ўзбек иши. Академия. – Тошкент, 2003. – Б.142.

³⁰ Азизхўжаев А. Чин ўзбек иши. Академия. - Тошкент, 2003. – Б.13.

this, A.A. Azizkho'jayev writes: "Although Russian-speaking people did not make up half of the population of the republic, how else can one explain that about 50 percent of the jobs in educational and scientific institutions are occupied by them?" (Would someone like to open their mouths about the national interests of millions of Uzbek people, which are currently being trampled on on all fronts?)

In the 1960s, 8 new higher educational institutions were established - Andijan Cotton Institute, Fergana Polytechnic Institute, Samarkand Institute of Architecture and Construction, Termiz, Siradaryo, Tashkent Regional Pedagogical Institutes, Andijan Pedagogical Institute of Languages, Tashkent Pedagogical Institute of Russian Language and Literature³¹. In the 1970s, 5 more higher educational institutions were opened - Nukus State University, Tashkent Highway Institute, Pediatric Institute³². Also, new faculties and branches of large higher educational institutions were opened in the regions. Personnel training in new specialties has been launched.

In 1961-1985, the republic's higher educational institutions trained about 828,000 engineers, economists, agronomists, lawyers, teachers, culture and art workers.

Serious deficiencies were also made in the training of specialist personnel. In the training of specialists, the extensive method, that is, the training of a large number of personnel was in the first place. Efforts to improve the quality of personnel training did not yield the expected results. There are many reasons for this:

- The material and technical base of educational institutions was much lower than the level of growth of students, they were not sufficiently provided with modern technical means;

- The republican party and the Soviet bodies set a plan for the admission of students from each region for higher educational institutions and it was mandatory

³¹ Usmonov Q., Sodiqov M. O'zbekiston tarixi. – T.: Sharq, 2010. – B.225.

³² Usmonov Q., Sodiqov M. O'zbekiston tarixi. – T.: Sharq, 2010. – B.226.

to fulfill this plan no matter what. This, in turn, led to young people with extremely low levels of education getting places in higher education institutions;

- In the 1960s and 1970s, curricula and programs were changed 3 times under the influence of scientific and technical development in higher and secondary special educational institutions, each time the taught subjects increased due to new ones. The volume of educational materials increased, the time for independent study of students decreased. Involvement of students in long-term agricultural work had a negative impact on educational processes. Widespread usury in educational institutions, conditional transfer of those who have not mastered several subjects from one course to another led to a decrease in the quality of personnel training;

- The national economy's demand for specialists was not well studied, as a result, serious mistakes were made in the planning of personnel training, in some areas, specialists were trained excessively and in other areas, especially in the crucial sectors of technical development, there was a shortage of personnel;

- The spread of negative situations such as nepotism and bribery in the activities of educational institutions has reduced the quality of personnel training and the number of people has prevailed. In such a situation, a certain part of young professionals could not connect the acquired knowledge with marriage, they could not show ideological, professional and moral maturity and determination and they entered the path of pretentiousness and extrapolation. Of course, the root of the widespread negative situations in the socio-economic life of the republic goes back to the defects in the training of specialists.

2.2. The development of various branches of science in Uzbekistan in the 1970s and 1980s.

In 1950-1985, the Soviet government paid attention to the development of various branches of science in Uzbekistan based on the interests of the Great Sultanate. We can see this in the example of the increase in funds allocated from the state budget for the development of science branches. If in 1970 the amount allocated for science was 30.1 million soums, in 1980 it was 50.3 million and in

1985 it was 54.7 million soums. The number of scientific workers in Uzbekistan has also increased. In total, there were 329,000 employees working in various fields of science in 1960, this number reached 25,244 in 1970, 35,288 in 1980 and 38,093 in 1985. During this period, admission to postgraduate studies also increased. If in 1960 there were 1432 graduate students in 1985 their number reached 3214³³. But behind these beautiful figures that attract people from the outside, terrible factors and meanings for the fate of the nation and the country were hidden. What do they consist of?

First, during the years of the Soviet authoritarian regime the Uzbek language lost its importance in Uzbekistan as the language of fundamental science. All scientific work will be conducted only in Russian. Candidates of science, doctoral dissertations, even dissertations on the issues of the Uzbek language and literature were written in Russian. The situation reached such a level that scientific works prepared in Uzbek language were not accepted for competitions in the scientific circles of students in higher educational institutions of Uzbekistan.

Secondly, the intellectuals of the local nation were deprived of creativity based on free scientific observation and thinking in their native language, they could not fully show their abilities and capabilities. This situation, in turn, in the country that once rocked the cradle of world science and culture, such as Al-Khorazmi, Ibn Sina, Ahmad Farghani, Beruni, Farabi, Ulugbek is serious about educating worthy successors of their work even in the 20th century. But despite this, in the years after the war figures who made fruitful creations in the field of science and showed the glory of the nation to the world grew up among our people. R.N. Nabiyeu, I. Mominov, Kh. Sulaimanova, O. Aminov, I. Iskandarov, B. Ahmedov, R.Kh. Aminova, geologists O'. M. Abdullayev, I.H. Hamraboyev, G. Mavlonov, biochemist Y. Torakulov, chemists O.S. Sodikov, M.N. Nabiyeu, S.Yu. Yunusov, physicists and mathematicians T.N. Kori-Niyaziy, T.D. Sarimsakov, U.O. Oripov, S. Sirojiddinov, S. Azimov, V. Qabulov, M. T. Orozboyev, who

³³ Jo'rayev N., Karimov Sh. O'zbekiston tarixi. – T.: Sharq, 2011. - B.543.

worked in technical sciences, Z. Kadirov, A. Dadaboyev, A. Imomaliyev, S. Yoldoshev and others in biology and botany. .

In the 1950s and 1960s, the scientists of the Academy of Sciences of the Republic carried out work, especially in the fields of mathematics and mechanics, medicine, energy, and agriculture. Several research institutes of traumatology and orthopedics, energy, mathematics, oncology and radiology, mechanization and electrification of Central Asian agriculture, cybernetics and several other institutes were launched in these years. The Institute of Philosophy and Law was established under the Academy of Sciences and the activities of the Institute of Oriental Studies were expanded³⁴.

Since the 1950s, nuclear power has been used in scientific research work in the republic. Initially, nuclear power was used in the laboratories of Tashkent and Samarkand State Universities, the Institute of Physics and Technology of the Academy of Sciences, polytechnic and medical institutes. However, due to the insufficient technical base, the scope of using nuclear power was narrow. At the beginning of 1956, 30 km away from Tashkent, a Nuclear Research Institute for 750 state units and a town with all amenities was built and put into operation in 1958. The great physicist, academician Ubay Orifov was appointed its first director.

In 1951-1954, another large scientific center was established in the republic. The Tashkent botanical garden which grows in the only natural conditions in the Union was created on an area of 80 hectares. On November 5, 1956, the first Tashkent telecenter was launched in Central Asia. Television centers started working in Urganch in 1962 and in Nukus in 1964.

Also, in the 1950s and 1960s, nuclear physics, chemistry, plant raw materials and cotton, water problems and hydraulic engineering, oil and gas, local medicine, astronomy, biochemistry, cybernetics, electrical engineering, seismology, philosophy and law were studied in Uzbekistan. Large scientific

³⁴ Ўзбекистон тарихи. (Олий ўқув юртларининг номутахассис талабалари учун дарслик). Р.Х.Муртазаеванинг умумий тахрири остида. – Т.: Янги аср авлоди, 2003. – Б.518.

institutes such as art studies, archeology, Karakalpakstan Complex Scientific Research Institute were established. In addition to scientific research, training of scientific personnel was launched in these institutes. Training of scientific personnel was carried out mainly through postgraduate studies. The number of graduate students increased year by year. In the Academy of Sciences alone, their number was 370 in 1958, and by 1973 it reached 839. However, as a result of the abolition of the doctoral system in the republic in 1956, the training of doctors of science created serious difficulties in the training of highly qualified scientific personnel³⁵.

The researches of Uzbek scientists in the field of computational mathematics and techniques, radio engineering, physics of solid bodies and semi-conductors have had important results.

Scientists of Uzbekistan have made great progress in the study of problems of nuclear physics, cosmic rays, celestial bodies, probability theory and mathematical statistics, in various fields of geophysics. Scientists of the Academy contributed to a certain extent to the solution of theoretical issues of geological science. Progress made by geologists in revealing the laws of formation and location of fuel and metal fossils in the Earth's crust, to find large deposits of natural gas in the Gazli region, deposits of non-ferrous and rare metals in the mountains of Chotkal-Kurama ridge, North Nurota and similar places.

In the 1970s and 1980s, researches in the fields of mineralogy and biochemistry, mathematics, chemistry of alkaloids, theoretical and applied mechanics, biology, geophysics and other sciences were successfully continued.

The fact that the scientists of the Academy created a machine that completely cleans the hairs of the seeds before sowing, started the production of new types of fertilizers and developed methods of making different types of cement using local raw materials gave valuable results.

³⁵ Жўраев М. ва бошқалар. Ўзбекистон Совет мустамлакачилиги даврида.(Иккинчи китоб). – Т.: Шарқ, 2000. – Б.576.

In these years, the number of research institutions in Uzbekistan has also increased. They reached 64 in 1960, 90 in 1970, and their number increased to 100 in the mid-80s. They conducted research in various fields of science, produced highly qualified, world-renowned scientists.

Doctor of history, academician Yahya Gulomov (1908-1977) is one of the scientists who made an invaluable contribution to the development of social science in Uzbekistan, in particular to the development of the history and archeology of the country³⁶. He is considered one of the first Uzbek archaeologists. In 1943, Yahya Ghulomov defended his thesis on the subject of "Khiva and its monuments" to receive the degree of candidate of sciences in history and in 1950 he received his doctorate degree on the topic "The history of irrigation of Khorezm, from ancient times to the present". The historian and scientist headed Tashkent, Bukhara, Ferghana and other archaeological groups since 1936. Since 1938, he has been conducting scientific-research work as part of the Khorezm archaeological-ethnographic expedition under the leadership of Academician S.P. Tolstov. He is one of the authors of the 4-volume "History of the Uzbek SSR" and the 2-volume "History of Samarkand". Yahya Ghulomov's scientific work on the history of irrigation in Uzbekistan is of great help in identifying the ancient oases of agriculture (Amu Darya, Zarafshan, Kashkadarya, etc.) and using them for national economic purposes. His scientific research in the valleys of Zarafshan and Fergana, as well as in the Tashkent oasis, made a great contribution to the study of the Stone Age in Uzbekistan. This is how the First President Islam Karimov described this gifted person, science worker: "I knew Academician Yahya Ghulamov well. He was a person with an independent opinion and if necessary, he could boldly say the right thing that the holder of the highest position did not like. Historians know well that historical monuments and a whole city are usually buried in the depths of the hills. I remember very well that during the Soviet era, when cotton was not planted only on the roofs, when the policy of turning such

³⁶ Shamsutdinov R., Karimov Sh. Vatan tarixi. (Uchinchi kitob). – T.: Sharq, 2010. – B.398.

historical hills into cotton fields started, it was the scientist Yahya Gulomov who opposed it. I have also heard that he was persecuted because of this quality. But this is what a patriotic person who knows justice above all else is like. The lives of such people should be a lesson for us"³⁷.

According to the decree of the first President Islam Karimov, Academician Yahya Ghulomov was awarded the Order of Merit.

Academician Ibrahim Mominov (1908-1974) was a scholar of philosophy and history. He was one of the enthusiastic leaders of social and humanitarian sciences in Uzbekistan. In the late 1950s and early 1970s, under the leadership of Ibrahim Mominov, many works, textbooks, manuals and collections were published on philosophy, the history of Uzbekistan, literary studies and cultural issues. In particular, he paid special attention to the issues of studying our past historical heritage. The services of Ibrahim Mominov in making the works of great figures such as Al Khorazmi, Al Farabi, Beruni, Ibn Sina, Alisher Navai, Babur, Furqat, Muqimi, Ahmad Donish reach a wide readership are immeasurably great. It's not for nothing, of course. Because the enterprising and patriotic scientist was interested in studying the past historical heritage of the nation and promoting it from a young age. As early as 1946, Alloma's work "Philosophical views of Mirzo Bedil" appeared in the press. Then he defended his doctoral dissertation on the topic "On the history of socio-philosophical thoughts of Uzbekistan at the end of the 19th and the beginning of the 20th century."

The treatise "Role and Place of Amir Temur in the History of Central Asia" published in 1968 brought great respect and prestige to Allama Ibrahim Mominov, whom Uzbek admired and loved. Because this work was a great feat for its time. Based on the ideology of the Communist Party, in the science of Soviet history, Amir Temur is illuminated as an "invader", "bloodthirsty", "executioner", "ignorant person who built towers from severed skulls", it is important for the

³⁷ Каримов И.А. Тарихий хотирасиз келажак йўқ. – Т.: Ўзбекистон, 1998. – Б.27-28.

scientist to give a true assessment of the place and role of Sahibkiran in the history of our nation. It was the result of high respect for Timur's personality.

The brave and courageous son of the Uzbek people, Ibrahim Mominov, joined in extremely meritorious works such as publishing the "Temur tuzuklari" in 1968 and the facsimile copy of Sharafuddin Ali Yazdi's work "Zafarnoma" written in the 15th century in 1972³⁸. Although these commendable works were enthusiastically received by the scientific community and public of Uzbekistan, Ibrahim Mominov was angered by his personal enemies and rivals. In particular, this work was not liked by the apostates in the Center whose minds were poisoned by the idea of great statesmanship. The attack launched against the scientist was personally led by the Central Committee of the CPSU and called Ibrahim Mominov "unscientific approach to the past", "idealized the past", "made an ideological and political mistake". The great scientist, who could not absorb ugly, morally base ideas and views into his pure and pure mind and historical-philosophical conscience, died on July 22, 1974 after a short illness. Although the great scholar died, his image is forever alive in the hearts of his people.

One of the youngest, underdeveloped components of the history of the country is the science of source studies. Ibodulla Odilov (1872-1944), Sadiq Mirzayev (1885-1961), Abdulla Nosirov (1899-1988), Abdulla Juvonmardiyev, Yunus Khan Hakimjonov, Abdulfattoh Rasulov, Abdulkadir Murodov, Salih Mutalibov and others carried out great research work in this field. Academician Akhmedov is one of the historical scientists who gained fame in the science of source studies with his brilliant and blessed work. He was born in August 1924 in the village of Karasuv, Kurgantepa district of Andijan region, in a peasant family and went through a difficult and difficult path. B.Ahmedov used his pen to study written historical sources, search for and publicize many current problems of the history of the Motherland and won the respect of the people. "From the history of the origin of the Uzbeks" (1962), "The State of Nomadic Uzbeks" (Moscow,

³⁸ Jo'rayev N., Karimov Sh. O'zbekiston tarixi. – T.: Sharq, 2011. - B.545.

1965), "Ulugbek" (1964), "Khondamir" (1965), "Mahmud Ibn Vali" (1966), "Bahr ul-asrar" (1977), "History of Balkh" (1982), "XV-XVIII centuries Central Asian historical and geographical literature" (1985) and about 300 other monographs, treatises and articles increased the fame of the scientist. Akhmedov's works on source studies are recognized not only in Uzbekistan, but also in a number of foreign countries. In particular, more than ten reviews of the scientist's "Historical and Geographical Literature of Central Asia" were published in foreign countries. Czech scientist Irji Bekcha, academician of the Academy of Sciences of Azerbaijan Ziya Bunyadov, Kyrgyz scientists U.Q.Korayev, M.B.Jamgirchinov evaluated this book as a great achievement of source studies. In fact, the author reflects on the history, culture, and social life of Central Asia during the Shaybani, Ashtarkhani and early Mangit periods based on the analysis and conclusion of about 50 written monuments. However, the hard-working and arduous scientific work of a hard-working and patriotic scientist was not appreciated in the Soviet era.

H.M.Abdullayev (1912-1962) is a well-known mineral scientist, state and public figure. Although he lived a short life, he left a great legacy. Seven volumes of selected works of Habib Abdullayev were published after his death. In its first volume, alloma's articles on "Shaleite skari Mines" created in 1937-1947 were collected (1964); to the second volume "Geology of Shaelite Skar Mines of Central Asia" (1964); to the third volume "Genetic relation of mineralization to granitoid intrusions" (1964); to the fourth volume "Daykalar and mine" (1965); monographs "Magmatism and Minerals of Central Asia" and "Mineral-Petrographic Provinces" in the fifth volume (1965); the sixth volume included the textbook "Minerology - the theoretical basis of prospecting for mines" (1967), and finally, the seventh volume included Habib Muhammedovich's articles on economics and history, scientific and journalistic works (1969)³⁹. In total, the great scientist wrote more than 130 scientific works.

³⁹ Хизр назр қилган олим (Академик Ҳ.Абдуллаев таваллудинг 80-йиллигига бағишланади. – Т.: Фан, 1992. – -Б. 4.

Habib Abdullayev was not only a scientist, but also a skilled organizer and statesman. At the age of twenty-seven, in 1941, he was promoted to the position of rector at the Polytechnic Institute. Habib Abdullayev was elected president of the SA of Uzbekistan for two terms. The world recognized the famous Uzbek scientist. In 1960, the French Geological and British Mineralogical Societies admitted him to full membership, referring to his extensive discoveries. Habib Abdullayev, who took part in lectures in theoretical-scientific conferences and symposia held in Mexico, Finland, USA, France, India, Italy, Czechoslovakia, China, Switzerland and other countries of the world, introduced the fame of Uzbek science to the world.

In 1943, the 20th Congress of World Geologists was held in Mexico. An Uzbek scientist also participated in this international conference with a scientific lecture. "As soon as I got off the pulpit," H. Abdullayev recalls, "the head of the American delegation came to me and shook my hand and said: Mr. Abdullayev, who are you?" he asked. Then I said: ... I will become an Uzbek geologist. He said: No. You are not Uzbek. "You are a well-educated person, Uzbeks have not yet produced scientists like you," he said. Then I proudly replied: "I am a real Uzbek child".

Habib Abdullayev's "Genetic connection of mineralization with granitoid intrusions" and many other works have been translated into foreign languages. "This work," wrote T.Shoyakubov and M.Ahmedov, "brought Uzbek science in the form of H.Abdullayev to the most advanced scientific heights of the world." People of world science once again felt that there is a republic like Uzbekistan in the world, and that science has not died out in Beruni's homeland.

Habib Abdullayev was a true lover of Uzbek science. For this reason, hundreds of candidates of science and doctors of science were produced during his leadership. Because the great scholar knew very well that the future and prospects of the nation depend on highly qualified national personnel. Under the leadership of H.Abdullayev, the number of graduate students increased tenfold and reached

1000 people. "When he sent more than four hundred Uzbeks to Moscow for post-graduate studies and doctoral studies in a short period of time, Khabib did not follow the "right path", because the chauvinists who were in the most important positions in the republic, this work didn't like it. The chauvinists were oblivious and learned about this event too late and "bited their elbows" from their grief. Then they brutally took revenge on Habib for this work. For this and many other things he did in the interest of the Uzbek people, Habib was removed from the post of president of the Academy of Sciences of Uzbekistan... He was the second (in fact, the first) secretary of the Central Committee. the work of Melnikov, who worked and was named "miller" by Khabib Muhammedovich. "This is how a fierce chauvinist will take revenge on a loyal child of the Uzbek people."

After dismissing Habib Abdullayev, a great scientist and organizer with unique abilities, he was not even left among the members of the Presidium of the Academy, nor was he found worthy of leadership in any scientific research institute. Of course, these injustices and injustices did not fail to affect the health of the people. He died on June 20, 1962.

Tashmuhammad Aliyevich Sarimsakov is one of the bright stars of physics and mathematics in Uzbekistan. He was born in 1915 in Shahrikhan district of Andijan region.

He studied at the Faculty of Physics and Mathematics of Tashkent State University.

T.A. Sarimsakov, in addition to being a great public and state figure, is a scientist who spread the fame of Uzbekistan to far and wide countries in the field of physics and mathematics. In 1938, he defended his candidate thesis on "Cases of second order differential equations and asymptotic solution of some algebraic equations". Tashmuhammad Aliyevich, who was called up for military service due to the war that started in 1941, served in the meteorological department of the Central Asian Military District in Tashkent. Here he worked on the synoptic map,

which was a new field for him. In 1942, the scientist defended his doctor's thesis on the topic "On random processes with finite states"⁴⁰.

T.A. Sarimsakov is the author of many textbooks and manuals. In 1968, his textbook "Functions of a real variable" was published in "Teacher" publishing house. Before that, in 1954 Alloma's "Fundamentals of Markov Processes" was published in Moscow. This manual was reprinted in 1982. In addition, the hard-working scientist's textbook "Functional Analysis Course" was published in 1980, and a large monographic work called "Introduction to Quantum Probability Theory" was published in 1985. The work entitled "Passages of Life", which appeared in the press in 1989, contains the life memories and reminiscences of the scholar.

Tashmuhammad Sarimsakov, in addition to being a great scientist and scholar, had great organizational skills. Since 1943, he worked as rector of Tashkent State University, from 1946 as President of the FA of Uzbekistan, and from 1959 as Minister of Higher and Secondary Special Education of Uzbekistan. Wherever he worked, he worked for the happiness and development of the nation.

Academician Obid Sadiqovich Sadiqov (1913-1987) was undoubtedly one of the great leaders of chemistry in Uzbekistan⁴¹. Under his leadership, the department of plant chemistry was established at Tashkent State University (1946), the laboratory of cotton chemistry at the Institute of Cotton Cellulose Chemistry and Technology (1954), and the laboratory of problems of chemistry of natural compounds at Tashkent State University (1958). Major scientific problems in the field of protection of substances contained in cotton and alkaloids contained in wild plants of Central Asia were solved in these laboratories. Under the leadership of Alloma, alkaloid plants in Central Asia were examined, more than 100 alkaloids were isolated, 70 of them were new alkaloids, and the structure and conformation of most of them were determined. Various high-molecular hydrocarbons, alcohols, sterols, triterpenes, carbohydrates, as well as vitamins A, E, R, G' were extracted

⁴⁰ Jo'rayev N., Karimov Sh. O'zbekiston tarixi. – T.: Sharq, 2011. - B.550.

⁴¹ Shamsutdinov R., Karimov Sh. Vatan tarixi. (Uchinchi kitob). – T.: Sharq, 2010. – B.405.

from cotton leaves, seeds, husks, flowers and stems. The development of an inexpensive method of obtaining itaconic acid made an important contribution to the development of the industry of obtaining artificial wool (nitron). Academician Sodikov and his students made great progress in studying a number of natural compounds: alkaloids, polyphenols, fatty acids, hydrocarbons, phosphatides, etc. Particular attention was paid to the study of the chemistry and stereochemistry of the substances contained in cotton. More than 80 substances were isolated from cotton, many of which were new substances that had not been discovered before. Almost all scientific researches of the scientist gained great importance not only theoretically, but also in the national economy. A new and inexpensive method of extracting citric and malic acids was created and put into production.

A technology for extracting alkaloids of the Anabasis plant individually has been developed. The correct selection of the objects of scientific works, the scientific methodological approach to them, the use of modern physico-chemical, quantum-chemical methods helped to solve a number of issues in the field of physical, organic, biological chemistry. This made a certain contribution to the emergence of a new field of chemistry - bioorganic chemistry.

The technology for obtaining citric and malic acids was awarded the gold medal of the Exhibition of National Economic Achievements during the former Soviet Union. Academician Obid Sadikov is one of the scientists who spread the knowledge of Uzbekistan at international scientific conferences. He gave lectures at conferences organized in the GDR in 1956, USA in 1958, Bratislava in 1959, France in 1960, India and other places in 1964, 1967⁴².

Academician Obid Sodikovych Sodikov also had great organizational skills. He headed the Academy of Sciences of Uzbekistan for almost 20 years.

However, as in all spheres of social life in Uzbekistan, strict state censorship imposed on science, press, radio and television did not allow Uzbek intellectuals,

⁴² Jo'rayev N., Karimov Sh. O'zbekiston tarixi. – T.: Sharq, 2011. - B.551.

especially scientists, to reach higher scientific heights. stifled their creativity at every step.

Alimtayev, the head of the General Censorship Department of the Uzbek SSR, admitted in his speech on December 25, 1975 at the V-Plenum of the republican journalists' department, where he conducted his work, that the "Voprosy istorii Uzbekistana" prepared by the scientists of Samarkand State University "One scientific article was removed from the collection ("Issues of the History of Uzbekistan"). What was wrong with this article? In it, according to Alimtayev, the author of the article wrote that "for several years of the transitional period, the Communist Party of Uzbekistan waged a brutal struggle not only against class enemies, but also against people of good conscience who were temporarily lost.

CONCLUSION

All reforms implemented in the Uzbek SSR during the Soviet regime were carried out on the basis of instructions and orders from the center. The ideology of the Soviets took the main place in the education system. The Soviet government intensified the policy of great nationalism in the educational process of schools and universities. The number of hours allocated for studying the Russian language has been increased several times, in all educational systems it has been made mandatory to study this language as a "second mother tongue", "the language spoken by the genius Lenin". The 60s were declared the stage of "developed socialism" in Uzbekistan. The society was expecting serious quality changes in the socio-economic and cultural-educational spheres from the leadership of the country. However, it did not happen in practice. But instead of that, the political leadership intensified fanaticism and public-political activities. The public education system also fell into this "vortex". Schools did not use world experiences, modern technology and teaching tools. Their material and technical base did not improve. This had a serious impact on the quality of education.

Public education, secondary and higher education sectors of Uzbekistan are provided with funds based on the residual principle. Therefore, they had a very poor material base. When the sum of expenses for science, culture and public education are added together, they did not go beyond 2.7% of the budget funds. However, in the USA, this indicator is 6.4%, and even countries located on the African continent spent 5.4% of the state budget on education. It can be seen that the people in the center did not pay much attention to the education system.

From the 50s and 60s of the 20th century, the Uzbek language was almost excluded from government offices, meetings and gatherings. Its role has decreased in higher and secondary special educational institutions. Publication of textbooks published in Uzbek language, works of Uzbek and Soviet literary figures was stopped. This situation also seriously affected the education sector. As a result, the Russian language gradually became the main language in society. In this way, the Uzbek people began to forget their national language. During the Soviet era, the

education system served their ideology, and this led to many negative consequences for the Uzbek people.

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CONTENTS:

INTRODUCTION3

FIRST CHAPTER

STATE OF THE EDUCATION SYSTEM IN UZBEKISTAN IN 1950-1960: REFORMS, RESULTS, PROBLEMS

1.1 Reforms in the system of public education in Uzbekistan in the 1950s-1960s5

1.2 Inculcation of the idea of "developed socialism" into the cultural and spiritual life of society13

SECOND CHAPTER

POLICY FOR THE DEVELOPMENT OF DIFFERENT BRANCHES OF EDUCATION AND SCIENCE IN UZBEKISTAN IN THE 1970s-1980s

2.1 Improving the system of higher and secondary special education in Uzbekistan21

2.2 The development of various branches of science in Uzbekistan in the 1970s and 1980s30

CONCLUSION43