

Establishment of Training of Historians in Uzbekistan

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Abstract: This article examines the establishment of a system for training historians in our country in the 20th century, the activities of the first personnel, and other aspects using the example of Samarkand State University.

Keywords: history, historical personnel, scholarly education, educators, educational programs, teachers, Higher Pedagogical Institute, museum of history.



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Today, in measures aimed at improving the state and prospects of higher education in Uzbekistan, special importance is attached to the training of qualified personnel for each field. It is known from history that in the recent past of Uzbekistan, the issues of training personnel and their employment in society began to be implemented through the establishment of higher educational institutions. In particular, the study of the history of the issue of training historians in the country is one of such problems.

In the history of Uzbekistan in the 20th century, it is important to analyze the teaching of history in the system of sciences and its impact on people's thinking based on its content and essence. The implementation of any educational process and its systematic development are, of course, closely related to its implementation on the basis of an approved curriculum and curricula based on the demands and needs of the era¹.

Samarkand State University, one of the oldest and largest universities in our country, was also one of the higher educational institutions that began training personnel in various fields and areas during the 20th century. By decision of the leadership of the Republic of Turkestan, starting in 1920, the teachers of the Mirzo Ulugbek Madrasah were involved in short-term courses for the training of pedagogical personnel, and their graduates later began teaching in educational institutions². Later, on January 22, 1927, the Higher Pedagogical Institute was established in Samarkand, the capital of the Uzbek SSR. This educational institution was one of the first higher educational institutions in Central Asia. Along with prominent representatives of the national intelligentsia who received higher education at the madrasah, professors and teachers from the

¹ Narmanov F.A. O'zbekiston hududida davlatchilik tarixi: an'analar va transformatsion jarayonlar. Mavzusidagi respublika ilmiy - amaliy anjumani materiallari. – Samarqand, 2024 yil 24-25 iyun. – B. 135-136.

² Asfandiyorovich, N. F. (2023). O 'ZBEKISTON TA'LIM TIZIMIDA TARIX FANI (1941-1945-YILLAR). Issue 4 of 2023 (140/1), 4(135), 5-11.

cities of the former Soviet Union, Moscow, Leningrad and Kiev, were invited to work at the institute³.

In the 1930s, a review of educational programs and their content began. In particular, the Communist Party's Resolution No. 58 "On Primary and Secondary Schools" of August 25, 1931 was published. This resolution tasked the People's Commissariat of Education and its local departments with organizing the development of educational programs based on existing political requirements by January 1, 1932, and ensuring a clearly defined framework of systematized knowledge (mother tongue, mathematics, physics, chemistry, geography, history) in them⁴.

In 1930, the educational institution was transformed into the Higher Pedagogical Academy. The first rector of the academy was Karim Abdullayev (1931-1935), who was later repressed by Stalin. In 1933, one of the largest universities in Central Asia, the Uzbek State University, was established on the basis of the Pedagogical Academy and the Medical Institute. The majority of the first applicants who expressed a desire to study at the university were school teachers, organizers of the public education system, and representatives of factions and youth organizations. According to the Regulations on the Higher Pedagogical Institute, adopted in April 1927, it initially had 4 specialized departments: socio-political, physical-technical, natural-historical and linguistic. However, this structural structure later changed significantly. The establishment of the first Higher Pedagogical Institute in Samarkand, the capital of the Republic of Uzbekistan, was a major social and political event. But providing it with qualified personnel was a difficult task for its time⁵.

In the pre-war years, the history of the peoples of Central Asia, the development of their socio-political thinking, the revolutionary movement due to the political situation, the spread of Marxist-Leninist ideas in the region, were studied at the Faculty of History by Professor S.V. Yushkov (founder and head of the Department of History of the USSR in 1927-1934), Professor M.Ya. Fenomenov (head of this department in 1934-1937), Associate Professor A.M. Malkov (head of this department in 1937-1941). Since 1927, the Department of General and Modern History was headed by Professor V.E. Favorsky (1927-1937), Associate Professor G.I. Savitsky (1937-1941), and the Department of History of the Peoples of Central Asia, established in the same year, was headed by Professor P. Soliyev (1927-1937)⁶.

In June 1944, a scientific conference of students was held at the Samarkand Institute of Teacher Training and Pedagogical Education. 5 lectures were heard in the philological and historical section of the conference. Students Vafaev delivered interesting lectures on the topic "Kutuzov in the War of 1812", student Asadov on "Navoi's Influence on the Work of Muhammad Salih", student Barakaev on "The Importance of the Frontline during the War"⁷.

53 students of the Faculty of History completed archaeological field practice in the village of Sazagan, Nurabad District, Samarkand Region, and Sherabad District, Surkhandarya Region, 53 students completed archive, museum and excursion practice in the Central State Historical Archive in Leningrad, the Central State Historical Museum in Leningrad and the Samarkand archives, 30 5th-year students completed practice in the archives and museums of Samarkand⁸.

³ Хрестоматия по истории самаркандского университета. – Самарканд: СамГУ, 2017. – С. 9.

⁴ Narmanov F.A. O'zbekiston hududida davlatchilik tarixi: an'analar va transformatsion jarayonlar. Mavzusidagi respublika ilmiy - amaliy anjumani materiallari. – Samarqand, 2024 yil 24-25 iyun. – B. 136-137.

⁵ Тўрақулов Б. Самарқанд давлат университети тарихидан лавҳалар. – Самарқанд: СамДУ, 2017, – Б. 8.

⁶ Mamarasulov D.T. Samarqand davlat universitetining tarixiy ildizlari va taraqqiyot bosqichlari. Tarix fan bo'yicha falsafa doktori ilm daraja disser. – Samarqand. 2023. – B. 75.

⁷ Asfandiyorovich N. F. O'ZBEKISTON TA'LIM TIZIMIDA TARIX FANI (1941-1945-YILLAR) //Issue 4 of 2023 (140/1). – 2023. – T. 4. – №. 135. – C. 5-11.

⁸ Samarqand viloyat Davlat arxivi. 637-fond. 1-ro'yxat, 2611-ish, 53-varaq.

In conclusion, Samarkand State University, as in many areas of society, was one of the first higher educational institutions in the field of historical personnel. While local students were a minority among the initially trained personnel, over time the number of local historical personnel increased.

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