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TRAINING OF HIGHER EDUCATION PEDAGOGICAL CADRES IN UZBEKISTAN DURING THE INDEPENDENCE YEARS: PROBLEMS AND SOLUTIONS

Abstract: This article discusses the system of training teachers with higher education in Uzbekistan during the years of independence, the importance of teachers in the socio-economic and cultural development of Uzbekistan, the positive impact of reforms in the education system in recent years. It is reported that measures have been taken to create the best possible conditions for students to study in a number of higher education institutions.

Key words: Market economy, higher education, teachers, pedagogical staff, institutes, universities, knowledge, problems, shortcomings, solutions, research, international cooperation, achievements.

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Introduction

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Relevance. In connection with the transition to a market economy in Uzbekistan during the years of independence, the training of teachers in accordance with the new socio-economic conditions has become a requirement of the times. In this regard, the following words of the President of the Republic of Uzbekistan Sh.M.Mirziyoev should be quoted: “It should be noted that the development of the higher education system in our country is also a priority. Along with new higher education institutions, branches of prestigious foreign universities are being opened, quotas for admission to higher education institutions are being increased, and part-time departments are operating in many areas” [1].

2. Methods and level of study: Conclusions based on historical-comparative and generalized analysis, objectivity, scientific, historical approach, systematization form the methodological basis of research.

3. Research results:

Teachers are an important link in the socio-economic and cultural development of any country. Attention to teachers in the community helps to determine the state of cultural development in a particular country. “As we think about solving the complex and important issues facing us in today's rapidly changing life, we are once again convinced that their solution lies in education, in shaping the worldview of young people on the basis of modern knowledge, high spirituality and enlightenment. We will do it,” says Sh.M.Mirziyoev [2, 448].

The higher education system of Uzbekistan in the first period of independence faced a number of difficulties and problems. In particular, there are 14 pedagogical or language pedagogical institutes in the country, and serious reforms have been carried out in this area. In connection with the transformation of pedagogical institutes in the provinces into universities in 1992, there were some problems in the training of teachers and educators for schools and educational institutions [3, 88]. There has been a process of declining pedagogical training of students in regional universities.

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In the early years of independence, curricula could not completely get rid of ideological biases. In addition, the curriculum does not pay enough attention to the subjects that teach the spiritual and moral foundations, economic, legal, aesthetic knowledge.

Also, higher education institutions did not have the independence to organize the educational process and international relations. Research institutions, industry and social institutions in various fields have been largely uninvolved in the training process.

One of the biggest problems in the higher education system was the shortage of young scientists among the scientific and pedagogical staff. "Doctors of science under the age of 40 accounted for 0.9 percent of the total number of doctors of science in the country's universities, and 79 percent for those aged 50 and over. The average age of those approved for the degree of Doctor of Science was 50, and the average age of Candidates of Science was 36 "[4].

There are specific socio-economic reasons for this, primarily due to the declining interest of young people in science in the context of market relations. Because science required a great deal of self-sacrifice from man. The above-mentioned problems and shortcomings in the higher education system relate to the early stages of sector reform. Many of them are finding their solution today.

In recent years, reforms in the education system in Uzbekistan have had a positive impact on the training of teachers. Today, teaching staff in Uzbekistan is mainly carried out in more than 20 higher education institutions. The National University of Uzbekistan, Andijan, Fergana, Namangan, Samarkand, Bukhara, Karshi and Termez state universities, Tashkent State Pedagogical University, Kokand, Navoi, Jizzakh and Nukus pedagogical institutes play a significant role in this.

Tashkent State Pedagogical University was founded in 1998 on the basis of the Pedagogical Institute named after Nizami, and annually trained thousands of personnel in educational institutions of the Republic. For example, in 2006 alone, 13,753 students studied at the university [5, 382].

Pedagogical universities were established mainly on the basis of pedagogical institutes. For example, Andijan, Fergana, Namangan, Urgench, Bukhara, Karshi, Termez state universities are among them. They were granted university status in 1992 [6, 16].

At the Navoi State Pedagogical Institute, attention was paid to the training of teachers who will teach in Uzbek, Kazakh, Russian and English languages, which are unique to the Kyzylkum region. Therefore, the staff of the institute has established relations with pedagogical higher education institutions in neighboring countries. The issue of training teachers to teach in the national language in the region has always been a topical issue [7].

During the years of independence, the institute has trained specialists in chemistry and ecology, biology and life sciences, physics and astronomy, the idea of national independence, the foundations of law and spirituality, physical education, music education, based on the needs of teachers with higher education.

In 2003, the Navoi State Pedagogical Institute increased the number of faculties to 7 and the number of departments to 25. Education at the institute was conducted in 15 full-time and part-time bachelor's degrees in Uzbek, Kazakh and Russian languages. During this period, the institute began training staff in 3 master's specialties. In 2003, the number of students at the institute was 5,200, and the number of professors and teachers was 308. Of these, 15 were doctors and professors, and 58 were candidates of science and associate professors.

Termez State University plays an important role in the training of teachers in Uzbekistan. For many years, Termez State University has a special status and reputation as the only higher education institution in the region. In addition to the annual supply of specialists to various sectors of the regional economy, the University has done a great job in providing the oasis educational institutions with teaching staff. The university had all the opportunities to train highly qualified specialists. There are about 500 professors and teachers in 13 faculties and 55 departments of the university. In the 1990/91 academic year, M.A. T. There is a Termez State Pedagogical Institute named after Oybek, where a total of 7167 students (both pedagogical and part-time) studied [8, 346]. In 1992, the institution granted university status.

In 1999, 11 teachers from the university participated in the competition of the "Teacher" Foundation. Three of them were awarded fund grants. Two of them are N. Alimkulova and A. Khudoykulov in the field of pedagogy, A. Rahmonkulov had the opportunity to study abroad in the field of history. English Department Student A. Abdunazarov successfully passed the ACCELS competition and studied at the University of Wesconsin, USA. University professors participated in international conferences in France and China with their presentations on various important issues.

Professors and talented students of the university have established scientific cooperation with universities in many central cities of Russia, international scientific organizations of the United States, French scientists, Turkish researchers, as well as scientists and students of Ukrainian and Kazakh universities. These collaborations have contributed not only to major scientific research, but also to the strengthening of friendship and cooperation between peoples. For example, researchers of the Faculty of History in collaboration with scientists from the French Research Center, Osaka University, Japan, Institute of Archeology of the Academy of Sciences of Uzbekistan successfully continued research on

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"The cities of Termez and Bactria Tokharistan" [9, 13].

Many scientific works have been created and published in a short period of time. In particular, Professor E. Y. Turaev was awarded the International Soresh Prize for his innovation in science as "Turaev Seryogin effect". The two-volume book "Memory" about the soldiers of Surkhandarya who died in World War II was created in collaboration with the Republican Council of Veterans and scientists of Termez State University. Bunda Q. A. Avliyoqulov, H. Kichkilov, B. Yoriev and others took an active part. Doctor of Historical Sciences, Professor S. N. Tursunov and candidate of historical sciences T. R. "Unforgettable Courage" dedicated to the courage of the people of Surkhandarya region during the war years, Professor R.A. Kulmatov's works "Distribution of toxic elements in the rivers of the Aral Sea basin and the laws of reclamation" were published [8, 347].

Termez State University has become one of the scientific centers where a number of international scientific conferences are held. In May 1995, in cooperation with the International Association of People's Teachers, the I International Symposium on Folk Pedagogy "Zarautsoy-95" was held, and in 1998, the II International Symposium "Zarautsoy-98". The collection of reports made at the symposium was published in Uzbek, Russian, German and Tajik languages. The organization of these conferences, the preparation, editing and publication of books of scientific lectures is carried out directly by academician B. It was initiated and led by Kadyrov. In December 1995, at the initiative of scientists from Termez State University and the Institute of Archeology of the Academy of Sciences of Uzbekistan, international scientific conferences on "Urban culture of Bactria - Tokharistan" were organized by the Commonwealth and other foreign scientists. , 347].

The university has trained specialists and teachers in various fields. The university team tried to shape in all of them, first and foremost, the scholarly thinking potential. Because the prestige of higher education is determined primarily by its scientific potential. Science is first acquired, mastered, and then various miracles are created on its basis. The growth of scientific and creative levels of professors and teachers at the university has always been in the center of attention. Teachers published about 500 scientific articles a year in the central and regional press. They received several patents each year for their inventions created for practice. Talented students also took an active part in the research work of professors and teachers. In 2002, 118 gifted students participated in research [9, 13].

Karshi State University also plays an important role in the training of pedagogical staff in Uzbekistan. Karshi State Pedagogical Institute was granted university status on February 28, 1992. The

University (QarSU) has provided the entire Kashkadarya region with highly educated specialists in various fields. In 1995, the university had 4,574 students and 485 teachers. The university had 48 departments in 28 specialties [10, 78].

Karshi State University has cooperated with a number of universities and research centers of the republic, including the University of Manchester in the UK, the University of Edinburgh, the University of Cambridge, Uludag University, Zaveburg in Austria, Delhi University in India and the Technical University in Germany.

University professors and students won various competitions and won the right to internships and study at foreign universities. English teachers A. Alikulov and I. Jumanovs at Cambridge University, T.C. Gafforova was an intern at Bilston College, England. The winner of the competition announced by the Republican Foundation "Umid" Gulzar Rasulova studied at the University of New York, USA, a student of the Faculty of Foreign Languages Sabir Rajabov studied at the University of Delhi, India. In September 1998, the University hosted a seminar of European experts on the TACIS program.

During the years of independence, more than 450 professors and teachers of the university, along with students, continued research work on various topics in a number of areas. There are 18 doctors of sciences, professors, 165 candidates of sciences, associate professors, 185 teachers in the existing 48 departments of Karshi State University. In 1997, 20 scientists and in 1998, 26 scientists participated in international conferences. In 1998, professors and teachers published 35 textbooks and manuals. In addition, in 1996, 1997, 1998, university scientists received patents for 2 invention proposals each year. The postgraduate department has been functioning at the university since 1993 [11, 133-134].

The scientific team of Karshi State University received a grant to participate in the EU project "Tempus-TASIS" in 1992-1999. In 1999-2001, the university organized 32 national scientific and practical conferences with universities in Russia, Lithuania, Kazakhstan, Kyrgyzstan, Belarus, Ukraine, Turkmenistan, Turkey and Azerbaijan. In the first 10 years of independence, university scholars have published more than 30 textbooks, 35 monographs, more than 250 manuals and programs. From 1997 to 2000, 19 talented students of the university participated in the competition of the "Umid" Foundation, and 3 students were awarded grants [11, 133-134], [12].

The Kokand State Pedagogical Institute has also consistently implemented reforms in the education system during the years of independence. In 2007, 5,600 students studied at 7 faculties of the Kokand State Pedagogical Institute. They were taught by more than 420 professors and teachers. In order to further develop the educational process, the scientists of the

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institute paid special attention to the creation of textbooks, manuals and lecture notes [13].

From the 2007-2008 academic year, students of the institute moved to study in one shift. This allowed them to do more research, enough time to practice in the library. The institute has a modern sports palace and various science clubs. The newly established Information Resource Center, equipped with state-of-the-art computers, provides an opportunity for young people to get acquainted with e-learning literature and learn foreign experience in their specialties. Students who completed the course also received a certificate in computer specialization.

Of course, the prestige of higher education is determined by its scientific potential. To create various miracles and discoveries, you must first acquire knowledge. During 2005-2006, 12 candidate and 3 doctoral dissertations were defended at the institute [13].

Special attention was paid to the training of scientific personnel at the Nukus State Pedagogical Institute named after Ajiniyaz. In 2007, 17 doctors of sciences, about 107 candidates of sciences, as well as several professors and associate professors taught students at the institute. Scientists such as B.Jallibekov, B.Allamuratov, A.Pakhratdinov, M.Tileumuratov, U.Dospanov, G.Asenov, S.Pirnazarov were elected academicians of international academies [14].

At the same time, a number of professors and teachers of the institute were awarded state prizes. In particular, Ilya Dilmanov, a senior lecturer at the Department of Uzbek Philology of the Institute, Candidate of Philological Sciences, was awarded the Medal of Fame for his selfless work on the occasion of the 15th anniversary of independence of the Republic of Uzbekistan. He was also awarded the degree of Doctor of the International Academy of Sciences. In 2006 alone, 15 teachers defended their dissertations.

Scientists of pedagogical institutes regularly published pamphlets and monographs, scientific articles. Newspapers and magazines have also been set up in institutes in this area. For example, the Nukus State Pedagogical Institute published the magazine "Science and Society" and the newspaper "Nukus Pedagogical Institute". In addition, the institute had dozens of clubs, the ensemble "Tomaris", a student theater studio established at the institute. Creative teams became known not only within the institute, but throughout Uzbekistan. They participated in various competitions and won prizes.

The students of the institute took an active part in the annual competition for the State Prize named after Zulfiya among talented girls. For example, in 2006 Yulduz Kalandarova, a student of the Faculty of History and Geography of the Nukus State Pedagogical Institute, took part in the competition and successfully passed all the stages. The achievements of the institute in the field of sports were also noteworthy. In 2006, he became a world and Uzbek champion in various sports. In particular, Jamshid Kamalov, a student of the Faculty of Physical Education of the Institute, won the international tournament in Muay Thai in Tashkent and became a world champion [14].

4. Conclusions

In short, the reforms in the education system in Uzbekistan in the early years of independence were closely linked with the training of teachers. One of the most serious problems was the provision of secondary schools in the country with teaching staff. Although some efforts were made by the government to address the problem in the early years of independence, the goal was not achieved due to a shortage of knowledgeable, experienced staff. Pedagogical institutes such as Kokand, Nukus and Navoi play a certain role in the training of teachers in Uzbekistan. Measures have been taken to create the best possible conditions for students to study at these educational institutions.

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