



## **ISSUES IN THE SECONDARY SPECIAL EDUCATION SYSTEM IN THE EARLY YEARS OF INDEPENDENCE**

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**Abstract:** This article describes the problems in the education system in the first years of independence, the field of personnel, its achievements and shortcomings, as well as the state of educational laboratory equipment in the material and technical base of secondary special education and the field of training of secondary qualified specialists. .

**Key words:** vocational and technical educational institution, secondary special education, concept, center, state, science, pedagogue, engineer, teacher, specialist, graduate.

In the first years of independence, the education system of our country began to go through conflicting periods. The problems of strengthening the legal base of the education sector, launching its various forms and stages of activity, improving its material supply, and training pedagogical personnel have intensified.

In 1991, the number of vocational and technical educational institutions in the republic was 474, of which 279 were modern, 175 were adapted, and 20 were emergency[1].

In 1991, in the material and technical base of secondary special education in the republic, 40.3% were provided with educational laboratory equipment, 21.2% were provided with computer and information technologies, the number of available equipment was 8952[2] did In 1992, the “Concept of Development of Vocational and Technical Education of the Republic of Uzbekistan” was developed and this process was put into practice. In March 1993, within the framework of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, a Scientific-Methodological Center for Secondary Special Education was established [3]. The task of monitoring the activities of educational institutions and providing scientific and methodological advice was assigned.

In 1991, the total number of pedagogues and engineering pedagogues in secondary special education in the republic was 25,540, of which 186 were candidates of science, and 19,767 were teachers with higher education. the total number of specialties in special secondary education was 156, and the number of students covered by secondary special education was 170,562[4].

In the first years of independence, training of highly qualified specialists was carried out in 252 secondary special educational institutions belonging to 23 ministries and departments, and 81 thousand specialists were trained in 198 specialties. Based on the demands of the new era, the number of graduates of secondary special educational institutions has been



decreasing due to the decrease in the demand for certain specialties. For example, secondary special education graduation rate was 89.1% in 1994 compared to 1989, and enrollment also decreased by 26.3% in 1994 compared to 1989[5]. This situation testified that the difficulties of the transitional period and the complex situation in Uzbekistan did not bypass the secondary special education system.

Vocational and technical schools and technical schools had an important place in the secondary special education system. In 1991, there were 243 technical schools in Uzbekistan, where 63,194 students studied [6]. In the 1992-1993 academic year, 304 of the 442 vocational and technical educational institutions operating in the republic taught in Uzbek, 23 in Russian, 90 in mixed (Uzbek, Russian), 2 in Kazakh, and 2 in Tajik. , 22 of them were conducted in Karakalpak languages[7].

In connection with the transition to a multi-level system of education, reforms were also carried out in the field of secondary special education. The educational process in vocational and technical educational institutions was divided into general education, general technical and special education. Based on the curriculum and program approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, the scope and terms of the subjects of study were determined.

The decision of the Supreme Council of Uzbekistan on the procedure for implementing the Law of the Republic of Uzbekistan “On the introduction of the Uzbek alphabet based on the Latin script”[8] and the decision of the Ministry of Public Education of the Republic of December 19, 1993 No. 336 on the basis of the order of the introduction of the Uzbek alphabet based on the Latin script, certain works in this direction were carried out in all secondary special educational institutions of the republic [9]. In particular, 10-day courses were organized in May-June 1994 to teach engineers-pedagogues of vocational schools the new alphabet, and 172 managers, 501 teachers of special subjects, and 735 production foremen were involved in them [10].

More than 1,500 young people received training in the specialty “Secretary-typist working in Uzbek” for state agencies, enterprises, institutions and organizations in more than 40 vocational schools of the republic. Every year, more than 1000 young people graduated from vocational schools in this specialty and were sent to work [11]. They played a certain role in the introduction of the new alphabet in their workplaces.

In 1992, new curricula of educational institutions were developed in the Uzbek language and were put into practice starting from the 1992-1993 academic year [12]. Since 1993, 37 educational institutions of pedagogy operating in the republic have switched to education based on new improved curricula [13]. This could not eliminate the problems of connecting the structure and stages of education and training processes with each other, that is, ensuring continuity.

In the years of independence, for the first time in Uzbekistan, the concepts of “lyceum” and “college” types of education were introduced. On May 27, 1993, the Statute “On the Lyceum” was approved. Discussions about new types of educational institutions began in the first years of independence [14]. A number of articles about this have been published in periodicals, radio and television.

The lyceum was included among new types of educational institutions, and 9,300 students studied in 29 lyceums in Uzbekistan in the 1991-1992 school year[15]. They were opened mostly in big cities. For example, 8 new types of educational institutions have been



operating in Tashkent. In the 1992-1993 academic year, their number reached 51, and in the 1995-1996 academic year, 283. Great attention was paid to the establishment of lyceums, especially in Andijan, Tashkent city, Fergana and Khorezm regions. For example, in 1996, 25 lyceums were operating in Andijan region, 24 in Khorezm region, 2 in Syrdarya region, and 4 in Samarkand region. It can be seen that the organization of new types of educational institutions in regions is not the same approach.

From 1993-1994, test questions were prepared in the Uzbek language (for professions in light industry, construction, mechanical engineering, and agro-industry) for entrance exams to new types of vocational schools [20]. During this period, the test system was recognized as one of the new types of assessment in the educational process.

During these periods, great attention was paid to the organization of cultural and educational events. Events such as “Uzbekistan - My Country”, “Happy Independence to my Uzbekistan”, “Our Independence - our Fortune” were held. In April 1992, the 12th Republic competition of students of secondary special art schools was held in Fergana. Students of a number of educational institutions of the republic took part in it. For example, 5 students from Urganch University of Music took part and won the honorable places.

So, there were a number of reasons why the Law on Education of 1992 did not justify itself to some extent. Not being able to completely get rid of the ideology of the Soviet era, the insufficient level of organic connection between the stages of education, the inability to effectively use international experience in the field of education, the death of educational reforms in society factors such as lagging behind changes are among them.

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