



PRESCHOOL EDUCATION IN UZBEKISTAN: PERSONNEL TRAINING AND QUALIFICATION PROBLEMS (1950–1970)

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Abstract.

This article analyzes, on the basis of historical sources, the provision of preschool education institutions in the Uzbek SSR with personnel, the educational level of teaching staff, their professional training, and issues related to in-service training during the 1950s–1970s. The study draws upon archival documents and information published in periodicals concerning the activities of preschool education institutions in the regions of Tashkent, Andijan, Namangan, Khorezm, Samarkand, Kashkadarya, Syrdarya, and Karakalpakstan. Particular attention is paid to the proportion of teachers with higher and specialized secondary education, the shortage of qualified personnel, the organization of retraining courses, the assignment of specialists to workplaces, and the process of involving representatives of the local population in pedagogical activities within the preschool education system.

Keywords: Uzbek SSR, preschool education, preschool upbringing, teaching staff, preschool teacher, head of preschool institution, professional development, pedagogical education, local personnel, kindergarten, collective-farm kindergartens, Soviet period.

INTRODUCTION

Preschool education is one of the important areas contributing to the social, cultural, and educational development of society. The upbringing of preschool-aged children and their preparation for the subsequent stages of education constituted an important direction of the social and educational policies implemented in Uzbekistan throughout the twentieth century. Particularly during the Soviet period, expanding the network of preschool institutions, increasing the capacity of existing kindergartens, and providing them with pedagogical personnel became an integral part of state policy. However, the quantitative expansion of the system did not necessarily mean that its personnel capacity and qualitative indicators developed at the same pace.

During the 1950s–1970s, alongside the expansion of the network of preschool institutions in the Uzbek SSR, the shortage of qualified pedagogical personnel remained one of the pressing problems. In particular, preschool institutions and collective-farm children's playgrounds in rural areas faced such challenges as the low general and specialized educational level of teaching staff, limited staffing positions, and insufficiently developed retraining courses for preschool teachers. In some cases, individuals with incomplete secondary education worked as heads or teachers in preschool institutions.

In studying the personnel structure of the preschool education system, particular importance should also be attached to the involvement of representatives of the local population, especially Uzbek women, in pedagogical activities. Certain regional data from the 1950s and 1960s indicate that the proportion of local personnel in managerial and pedagogical positions in



preschool institutions was insufficient. On the one hand, this situation demonstrates the complexity of involving Uzbek women in the teaching profession; on the other hand, it shows that the training of local pedagogical personnel and their promotion to managerial positions became important tasks for state and local administrative bodies.

During this period, attention was also devoted to training specialists for the preschool education sector through higher and specialized secondary pedagogical institutions. However, the training of specialists alone did not completely eliminate the existing personnel shortage. The failure of graduates to reach their designated workplaces, the inadequate organization of retraining courses, and the inability to retain trained personnel in certain regions contributed to the continuation of problems within the system.

From this perspective, the provision of preschool institutions in the Uzbek SSR with personnel during 1945–1970, the educational and qualification levels of pedagogical staff, the processes of their training and retraining, and regional differences constitute important and relevant research issues that require examination on the basis of historical sources.

RESEARCH METHODOLOGY AND STATE OF RESEARCH

The methodological foundations of the study are based on the principles of historicism, objectivity, systematic analysis, and the comparative-historical approach. The development of the preschool education system was analyzed in close connection with the specific historical period, socio-political conditions, and state policy in the field of education. Therefore, the provision of preschool institutions with personnel was examined not only through statistical indicators but also in relation to the factors that influenced the formation of these indicators.

First and foremost, the historical-comparative method was employed in the study. This method made it possible to compare the personnel structure of preschool institutions in 1945–1950 with the situation in the 1960s–1970s. In addition, personnel provision in the regions of Tashkent, Andijan, Namangan, Khorezm, Samarkand, Kashkadarya, Syrdarya, and Karakalpakstan was compared in order to identify their common and distinctive features.

The method of source studies and document analysis was used to examine materials from the National Archives of Uzbekistan, the Archives of the Administration of the President of the Republic of Uzbekistan, and the Tashkent Regional State Archive. Staffing schedules, reports, personnel lists, reference materials, and other archival documents were used to determine the actual personnel situation in preschool institutions. Information published in periodicals was also compared with archival documents.

Thus, the study provides a comprehensive analysis of the process of personnel provision in preschool education institutions in the Uzbek SSR during the 1950s–1970s through the comparative examination of archival documents, statistical data, scholarly studies, and periodical publications.

The formation and development of the preschool education system in Uzbekistan during the Soviet period have been studied to a certain extent in historical and pedagogical research. Existing scholarly literature has mainly focused on the expansion of the network of preschool institutions, the level of children's enrollment in preschool education, the training of pedagogical personnel, and issues related to professional development. However, a comprehensive analysis of the personnel capacity of the preschool education system from the perspectives of regional differences, institutional subordination, educational levels of employees, and ethnic composition has not yet received sufficient scholarly attention.



In studying this topic, particular importance should be attached to the research conducted by O. Jumabayeva on the professional development of managerial personnel in preschool education institutions in the Uzbek SSR during 1945–1980. The study examines the number of heads of preschool institutions in different regions of Uzbekistan, their educational levels, the process of professional development, and problems related to managerial personnel on the basis of statistical and historical materials. In particular, the data presented for Andijan, Namangan, and Khorezm regions make it possible to identify differences between regions in terms of personnel provision and qualification levels.

Materials published in the periodical press also serve as important sources for studying the topic. In particular, publications such as “O‘qituvchilar Gazetasi” (“Teachers' Newspaper”) and “Sovet Maktabi” (“Soviet School”), published during the 1960s–1970s, contained information on the material provision of preschool institutions, the level of children's enrollment, pedagogical personnel, and tasks related to the development of preschool education in rural areas.

One of the important aspects of the topic can be revealed through archival sources. Materials preserved in the National Archives of Uzbekistan, the Archives of the Administration of the President of the Republic of Uzbekistan, and the Tashkent Regional State Archive include documents concerning the staffing structures of individual kindergartens and children's playgrounds, employees' educational qualifications, pedagogical training, retraining courses, and the assignment of personnel to workplaces. These documents make it possible to analyze the personnel problems that emerged in the day-to-day operation of the preschool education system on the basis of primary sources.

In general, although existing studies have addressed certain aspects of the preschool education system in Uzbekistan during the Soviet period, there remains a need for a comprehensive study that examines, within a single research framework, the formation of pedagogical personnel during 1945–1970, their educational and qualification levels, regional disparities, the training of local personnel, and the assignment of personnel to workplaces. This article is aimed at contributing to the resolution of this research gap.

RESULTS

During the 1950s–1970s, alongside the expansion of the preschool education system in the Uzbek SSR, the issue of providing it with qualified pedagogical personnel became increasingly pressing. Information contained in archival documents and periodicals indicates that during this period, particularly in preschool institutions located in rural areas, there were problems related to the number of employees, their educational level, and professional training. This situation can also be clearly observed in the case of Tashkent Region. In particular, in 1950, Kindergarten No. 8, administered by the Rural District Department of Public Education of Tashkent Region, operated within the territory of the Stalin collective farm of the Voroshilov Village Soviet [1.9.]. According to the staffing schedule of this institution, there were four employees in total, of whom only two were pedagogical staff: Yusupova, who served as the head of the kindergarten, and one teacher. The small number of employees indicates the limited organizational and staffing capacities of preschool institutions in rural areas at that time.

This example demonstrates that the personnel structure of preschool institutions should be assessed not only in terms of the number of pedagogical employees but also in conjunction with the overall educational level of all employees. In particular, the low educational level of



technical staff was one of the factors indicating that the system for selecting and training employees in preschool institutions had not yet been sufficiently developed at that time.

In 1951, certain organizational shortcomings also existed in the retraining of teachers and heads working at collective-farm children's playgrounds in Pskent District, Tashkent Region. In particular, it was noted that the one-month retraining course was not organized on a regular basis. Although the Buka District Executive Committee, in cooperation with the district departments of public education and healthcare, planned to train 30 personnel, in practice only 13 people completed the training [2.13.]. In addition, the fact that some teachers who had completed the courses did not return to their workplaces created additional difficulties in organizing the activities of collective-farm children's playgrounds.

By the 1960s, as a result of the expansion of the network of preschool institutions, the issue of personnel became even more pressing. In 1962, more than 70 children were enrolled at Kindergarten No. 1 in Zomin District of Tashkent Region; however, the shortage of qualified pedagogical personnel was recorded as a serious problem [7.2.]. This situation demonstrates that the increase in the number of preschool institutions and the growth in the number of children enrolled also increased the demand for pedagogical personnel.

Materials from Andijan Region dated December 25, 1965, make it possible to analyze the personnel structure of the preschool education system by cities and districts. In the city of Andijan, there were three kindergarten heads, six pedagogical staff members, and 17 teachers [5.189.]. However, the number of employees alone does not fully reflect the level of personnel provision. Their educational qualifications and professional training were also important indicators.

The example of Khorezm Region also demonstrates a discrepancy between quantitative and qualitative indicators in the process of providing preschool institutions with managerial personnel. Statistical data dated June 1, 1966, indicate that the educational levels of heads of preschool institutions in the region varied. At the same time, the educational qualifications of personnel were also influenced by the institutional affiliation of the preschool institution, whether it was administered by the public education system, other agencies, or collective farms. A total of 31 heads worked in preschool institutions under the public education system. Of these, four had higher education, 20 had specialized secondary education, and seven had secondary or incomplete secondary education [5.192.]. These figures indicate that the majority of managerial personnel consisted of specialists with specialized secondary education. In preschool institutions administered by other agencies, one head had higher education, six had specialized secondary education, and four had general secondary or lower levels of education. Thus, the proportion of managers with higher education was also relatively low in this system. Certain differences can also be observed at the district level. In the collective-farm system of Khiva District, 16 kindergarten heads were employed, of whom two had higher education, 13 had secondary education, and one had secondary or incomplete secondary education. In Khonka and Yangibazar districts, 17 heads worked in each district. The majority of them had specialized secondary or secondary education. These figures demonstrate that the level of training and distribution of preschool managers was not uniform across the districts of Khorezm Region.

Data from Syrdarya Region for 1968 demonstrate the scale of the problem associated with the specialized training of pedagogical personnel. Although the total number of heads and teachers in the region was 1,450, only 228 of them had specialized education [3.65.]. Thus, despite the

considerable total number of employees, the proportion of specialists with specialized pedagogical training was relatively low. This situation meant that, alongside the quantitative expansion of preschool institutions, ensuring their staffing with qualified specialists also became a primary task.

The distribution of specialists to workplaces and ensuring that they worked in their designated areas was another important problem in the process of personnel training. In 1967, Karimova Mashkhura, who had studied at the Tashkent State Pedagogical Institute named after Nizami in the specialization of preschool education pedagogy and psychology, was officially assigned to work in Kashkadarya Region; however, she did not actually report to the workplace to which she had been assigned [4.17.]. This case demonstrates that training specialists in higher pedagogical institutions alone was insufficient to fully meet the personnel needs of different regions. Directing trained specialists to areas with a high demand for personnel and ensuring that they worked in those locations was also an important task of the system.

Republic-wide statistical data also make it possible to generalize the patterns observed in the regional examples discussed above. In 1971, a total of 33,015 preschool education employees worked in the Uzbek SSR, of whom 20,764 had higher or specialized secondary education [6.2.]. Of these employees, 4,000 worked in permanent preschool institutions at collective farms and state farms. In addition, in 1971, 3,742 heads of preschool institutions and 18,326 teachers worked in the cities of the republic.

CONCLUSION

A chronological analysis of the data presented demonstrates that personnel issues in the preschool education system developed through several stages from the 1950s to the 1970s. Initially, the shortage of employees in rural areas and their low general educational level were among the main problems. In the subsequent period, greater emphasis was placed on improving the specialized pedagogical training of existing personnel, distributing specialists across different regions, and increasing the proportion of local personnel. By the 1970s, as the scale of the preschool education system expanded, the issue of ensuring the system with qualified specialists had become increasingly systematic.

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