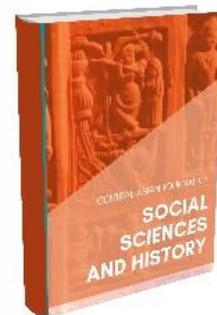




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History of Work with the Staff of Secondary Schools in Uzbekistan

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Abstract:

The importance of secondary education has been becoming more crucial than ever. Developing countries always pay great deals of attention to this in order to strengthen the quality form the very beginning of the early ages of nation. This article explains the issues of supplying general education schools in Uzbekistan's southern provinces during the years of independence, lack of teachers on the subject, problems of improving pedagogical cadres and ways to overcome them.

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I. INTRODUCTION

Decrees and resolutions have been adopted in Uzbekistan for education as a crucial aspect of society and the state, and the establishment of all its roles on the basis of modern requirements. In particular, on September 30, 2017, President of the Republic of Uzbekistan Sh.Mirziyoev issued a Resolution "On Improvement of the Activity of the Ministry of Public Education of the Republic of Uzbekistan" № PQ-3304, which states that the Ministry implements a unified state policy aimed at developing the public education system.

General education schools are the main focus of young people in shaping the foundations of knowledge, outlook and spirituality. At present, 5.2 million children in 9.7 thousand schools in Uzbekistan, and educated more than 450,000 teachers. [3] The consequence of reforms in education has largely been demonstrated in many aspects of life. In this regard, Uzbekistan has been undertaking measures to uplift and improve the qualifications of teachers, create favorable working conditions and living conditions for them. During the years of independence several reforms in the education system have led to the need to provide pedagogical personnel with modern requirements. A great deal of work has been done in Uzbekistan, particularly in Kashkadarya and Surkhandarya regions. In the 2003-2004

school year 472.8 thousand teachers were working in the secondary schools, while in 2007-2008 this number was 463.3 thousand. And in Kashkadarya this year from 55,0 thousand to 55,5 thousand and in Surkhandarya region from 37,8 thousand to 40,7 thousand. [5]

II. RESEARCH METHODOLOGY

In recent years there has been a decline in the number of teachers throughout the Republic. Thus, in the 2010-2011 Revised Manuscript Received on January 05, 2020 Sharopova Nigora Akbarovna, Independent researcher of the "History of Uzbekistan" department, Karshi engineering-economics institute, Karshi city Uzbekistan academic year, there were 419.8 thousand students in the Republic and 390.6 thousand in 2014-2015 academic year.

Especially it is felt in rural areas. In the 2005-2006 academic year 46.2 thousand teachers were working in rural schools of Kashkadarya region, while in 2006-2007 academic year this figure was 44.9 thousand. In Surkhandarya region these figures were from 36.0 thousand to 35.1 thousand. [5] The most serious problem in general education schools in Kashkadarya and Surkhandarya provinces was the lack of teachers with higher education and teaching staff on various subjects. For example, in the Surkhandarya region in the 1991-1992 academic year there were 18030 thousand teachers with higher education, and in 2000-2001 their number reached 22,144. [6] But in recent years, the proportion of university teachers has dropped. For example, 61.7% of the total number of teachers in Surkhandarya region was in the 2004-2005 academic year, while in 2007-2008 this figure was 56.2. [5] The majority of teachers with higher education have been trained by science teachers. There are many teachers in Uzbek language and literature, history, biology, chemistry, physics and mathematics. For example, in 2005-2006 academic year in Surkhandarya region, 18551 teachers have been teaching, 3049 teachers were Uzbek language and literature and 2556 teachers were mathematics.

Demand for foreign language teachers in Kashkadarya and Surkhandarya regions was high. In 2001-2002 academic year, in Kashkadarya region did not have foreign language specialists due to the lack of specialists foreign languages weren't taught in 98 out of 1082 schools.

In general, in the academic year 689 various teachers did not have enough. [7] In the 2013-2014 academic year, the need for foreign language teachers was identified and the issue was covered by increasing the pedagogical load of teachers and employing 1426 graduates of higher education institutions. In addition, retraining courses were organized for about 300 teachers, and the teachers improved their foreign language skills at 4 months courses. In addition, in line with the Decree of the Cabinet of Ministers of the Republic of Uzbekistan, in order to stimulate the work of foreign language teachers, the procedure for paying foreign language teachers' monthly rates to 30 per cent in rural educational institutions and 15 per cent in other educational institutions has been introduced. In Kashkadarya region in 2000, there were repeatedly mentioned the lack of 13479 teachers in mathematics, physics, foreign language and elementary education. There weren't enough 159 teachers in Dehkanabad district, 91 in Shahrisabz and 112 in Yakkabag district. [2] This is evident in Surkhandarya region. Every year, the demand for teachers has increased. If in 1997 this requirement was 1276, in 1998 this need was 1306, and in 1999 this figure was 1589. In his address to the Surkhandarya people's assembly, Islam Karimov, the First President of the Republic of Uzbekistan, stated that there were not enough teachers in the region to attend a total of 1589 secondary schools. [9] In this regard, the regional public education departments did not take adequate measures. In particular, it was necessary for them to return teachers who left school, take measures to invite foreign experts, create conditions for them, and find ways to provide additional benefits.

III. RESULTS

Staffing of specialized boarding schools in the country has improved significantly. The specialized boarding school No. 6, established by the decree of the governor of Surkhandarya region dated December 24, 2004 № 224, started its work in 2005. Specialized secondary school in 2010 continued its work in the new building, which was built in 2010 with a capacity of 210 seats. In 2013, 5 out of the 20 teachers of the boarding school were awarded with "high" category, 11 "first" category teachers, and M.Sattarova, G.Majidova and RJavlieva were awarded the "Achiever of Public Education" medal by experienced teachers, Uzbek language and literature T. Abdullaeva taught mathematical sciences to the students. [10] Attempts to cover the deficit of pedagogical staff by hiring new specialists. In 2001-2004, 2045 teachers of higher education were enrolled in the hope schools in Kashkadarya region. Particularly, there were not enough pedagogues in Dehkanabad, Chirakchi and Bahoriston districts of Kashkadarya region. Young teachers were sent to workplaces in the district, and measures were taken to ensure their housing and land parcels. Additionally, they received an additional salary of up to 50 percent of their wages. [7] The success of the teaching and learning work has been largely dependent on the upgrade of teachers' skills. In Kashkadarya and Surkhandarya regions a number of measures were taken. Particularly, the Kashkadarya Regional Institute of Advanced Training of Teachers of Public Education is one of the educational institutions with many years' experience and tradition. In 1995 there were two chairs and 13 science rooms in the institute. In the institute has trained 24 specialists. At the institute has been set up training in the form of 24-day, 18 and 12 daily and a week short-term targeted or author's courses. Also on the basis of individual plans, the courses were organized directly in the cities and districts themselves on the extreme and summer education days.

IV. DISCUSSION

In the upgrading courses, teachers have acquired knowledge in 13 fields, including the theory and practice of their specialty, the improvement of public education in the market economy, the use of Uzbek alphabet based on Latin alphabet, computer technology.

Access and exit tests revealed the level of knowledge of the participants and diagnostic tests. In the institute, leading scientists from the oasis conducted training sessions for the audience. For example, professors from Karshi State University B. Aminov, T. Nafasov, O. Davronov, docents I. Vardiashvili, R. Kanyuk, A. Mamatov, X. Ruziev, O. Bolariyev taught at the institute. In addition, prominent creative teachers of the region visited the Institute of Advanced Studies and delivered lectures to the audience. Among them are G. Eshturdieva, Kasbidin B. Pulatova, Shakhrisabz B. Husainov, from Beshkent B. Boboeva. [8] Only in 1994, about 5 thousand public education employees improved their qualification in the Kashkadarya Regional Institute of Teacher Training. This year 50 24-day, 20 18-day, 16 12-day, 50 summer courses were organized.

Also, this year's work experience of 21 teachers in cities and districts was popularized [8] Karshi State University has also taken serious steps to train teachers in general education schools in Kashkadarya region. The teachers of higher education have been trained at the faculty of Physics and Mathematics, Chemistry-Geography, Biology-Soil Science, Vocational Education, Uzbek Philology, Foreign Languages, History, Pedagogy and Physical Culture. Over the years of independence, the University has trained more than 1,000 specialists per academic year. Special attention was paid to the preparation of specialists in accordance with the world standards. Depending on the requirements of the new time, the subjects taught at the departments, their curriculum, manuals and textbooks were re-prepared and published.

Teachers of public education institutions have improved their professional skills at least once in five

years. During the training, teachers have developed a profound study of the latest achievements in pedagogy, psychology and education in Uzbekistan and the world, and the use of modern information and pedagogical technologies. [1] Nevertheless, the analysis shows that the process of training, retraining and upgrading of pedagogical staff does not ensure continuity and coherence between public education and higher education. As a result, employees of general secondary and extra-curricular education were unaware of the methods of teaching science, the news of the theory of education, the reforms in the higher education system, advanced international experiences. [1] In the course of work on the integration of science, education and production, as well as improving the effectiveness of the training of pedagogical personnel, retraining and advanced training of public education personnel, continuous improvement of professional competence of the President of the Republic of Uzbekistan " and measures to further improve the system of their upgrading. "[1]

V. CONCLUSION AND FUTURE SCOPE

In fact, training of cadres in Uzbekistan has become one of the main objectives of the state policy. Personnel policy was defined as the main condition of improving the educational work. Accordingly, the quality of providing educational staff with educational staff in Kashkadarya and Surkhandarya regions has improved, and the number of specialists has grown year by year. However, there was a shortage of personnel in some educational institutions.

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