

Sharof Rashidov's Personality and His Contribution to the Historical Development of Uzbekistan Education

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Abstract. In this article, some measures implemented by the Uzbek state and public figure Sharof Rashidov for the development of public education in the Uzbek SSR and their role in the development of the republic are mentioned.

Key words: Science, USSR, Uzbek SSR, Presidium of the Supreme Soviet, general education schools, Central Committee of the Communist Party of Uzbekistan, Council of Ministers of the Uzbek SSR, Institute of Nuclear Physics of the Uzbek Academy of Sciences.

Introduction

In the decision of the President of the Republic of Uzbekistan to celebrate the 100th anniversary of the birth of the famous statesman and writer Sharof Rashidov on March 27, 2017. The public of our republic welcomed the events to honor the bright memory of the famous statesman, famous writer Sharof Rashidov and to properly celebrate the 100th anniversary of his birth.

Sharof Rashidov was a state leader who had a good understanding of the field of science and culture of his time, and was able to perceive its achievements and shortcomings. It was not by chance that such a person made great changes in the fields of education, science and culture during the leadership of the republic. Because he is a constant reader of classical and historical literature, well versed in many poems, including Alisher Navoi and Omar Khayyam to A. Sh. Rashidov certainly gave a great opportunity to carry out important activities for the cultural development of the republic.

Analysis And Considerations

Like many representatives of the new generation, Sharof Rashidov came to the seven-year school in Jizzakh in 1924 at the age of 7. Later N. This educational institution, the 10th secondary school named after Narimonov, also has a long history¹. According to his contemporaries, Sh. Rashidov had a sharp memory and mastered science very quickly and easily. In 1932, Sharof Rashidov graduated from the seven-year school and entered the Jizzakh Pedagogical Technical College. At the technical school, he soon showed himself not only as an excellent student, but also as a good organizer, and soon he was elected the chairman of the technical school trade union. During these years, Sharof Rashidov's ability in literature was also demonstrated.

He wrote poems and published them in the wall newspaper of the technical school. At that time, Hamid Olimjon, who graduated from the pedagogy in Samarkand and came to Tashkent, encouraged his nephew's poetic exercises.

Sh. Rashidov could also become a teacher at school, benefit the society, and get the respect and attention that most parents dream of. But this young man, who is very demanding of himself, aims for much higher goals. In 1935, Sh. Rashidov entered the State University of Uzbekistan in Samarkand in 1937².

¹<http://oz.sputniknews-uz.com/society/20170328/5068046/Sharof-Rashidov-Tavalludining-100yilligi.html>

²Ergashev Sh. Sharof Rashidov. - Toshkent: Ilm-ziyo zakovat, 2019. – B.5.

Sharof Rashidov is engaged in creativity, writes poems and short stories. The dean of the faculty Ibrahim Mominov (a philosopher, academician who later became a famous public figure) who observed his aspiration, gave this active student permission from the rector to work in the Samarkand Oblast newspaper "Lenin Yoli" in his spare time. Sh. Rashidov works as a reporter, secretary-in-charge, deputy editor in the newspaper "Lenin Yoli" and will be promoted to the position of editor of the newspaper on the eve of graduation.

The war that started in 1941, along with many Sh. It changes Rashidov's life plans as well. In November of the same year, after graduating from the Frunze (now Bishkek) Infantry Military Academy on the basis of an accelerated program, junior politruk (commander engaged in political training of personnel in the Soviet Army) Sh. Rashidov was sent to the Kalinin front³. Sh. Rashidov took part in the battles on the outskirts of Moscow in December 1941, after which he was sent to the North-Western Front, and then to the Volkhov Front. By this time Sh. Rashidov was elected secretary of the Komsomol Bureau of the 38th Guards Division. At the end of 1942, he was seriously wounded in his left hand.

After a long treatment in Revda, Sverdlovsk (Ekaterinburg) region, he was found unfit to continue military service at the medical examination, because the wound left a complication in Sharaf Rashidov's heart. He will suffer from this complication until the end of his life. Sh. Rashidov returns to his native Jizzakh to find a quieter job and continue his life. Here he is appointed as the principal of the school he once attended. Of course, wartime school directorship was not a quiet job that ensured a quiet life. Since many teachers went to war, one person had to teach several subjects, sometimes far from each other.

Sh. Rashidov also taught subjects such as mother tongue and literature, history, Russian language, along with being a director. Due to the lack of teachers, the new teachers who replaced those who left for the front usually graduated from accelerated courses and had neither sufficient knowledge nor experience. Sh. Rashidov worked as a school director for less than a year. Sh., who has somewhat forgotten the hardships of the war and has recovered his health. Rashidov returned to the profession of journalism. He was appointed editor of "Lenin Yoli" newspaper of Samarkand region. In this position Sh. Rashidov demonstrated his excellent qualities such as initiative, team management, and the culture of building relationships with people.

Sh., who has good knowledge and organizational skills. Rashidov quickly caught the attention of party leaders of Samarkand region. During the war, the party also desperately needed such leaders. Therefore, in July 1944 Sh. Rashidov will be transferred to the post of secretary of the Samarkand Regional Committee of the Communist Party of Uzbekistan⁴. Due to his personal qualities, although he was young, he was assigned the most difficult direction - the direction of selecting and working with personnel. Nasir Mahmudov Sh., who worked as the first secretary of the Samarkand Oblast Party Committee during this period. He mentored Rashidov in becoming a skilled politician and leader.

Sharof Rashidov, who works as the secretary of the Samarkand Oblast Party Committee, actively participates not only in the oblast, but also in the republic. He was among the Samarkand residents participating in the development of the Central Fergana deserts and the construction of the Farhod

³O'zbekistonSSRrahbariyatiningijtimoiyvasiyyosiyfaoliyati (1945-1983 yillar).

Mas'ulmuhammadirvaloyiharahbariQ.Rajabov. – Toshkent: Fan, 2020. - B.87.

⁴O'zbekistonningyangitarixi. 2-kitob. O'zbekistonSovetmustamlakachiligidavrida. –Toshkent: SHarq, 2000. - B. 545

Hydroelectric Plant. His active leadership and passion for work attracted the attention of Usman Yusupov. In 1947, Sharof Rashidov was appointed editor-in-chief of the Central Organ of the Communist Party of Uzbekistan "Kyzil Uzbekistan" (from 1964 "Soviet Uzbekistan", now "Voice of Uzbekistan").

They say that Sh. Neither before nor after Rashidov, no one has been the editor-in-chief of this newspaper at the age of thirty. Sharof Rashidov moved to Tashkent with his wife Khursand Gafurovna and two children: daughter Sayyora, son Ilhom (later two more daughters were born). This year Sh. Rashidov prepared one more ground for his further party activity: he entered the High Party School under the Central Committee of the VKP(b) by correspondence⁵.

It was during the years when he was the editor-in-chief of the newspaper "Kyzil Uzbekiston" that Sharof Rashidov began to work on his first major prose work - the short story "The Winners". The story is dedicated to the struggle of the Uzbek people for the development of protected lands. At the 10th meeting of the Communist Party of Uzbekistan held in March 1949, Sh. The issue of releasing Rashidov from the position of editor-in-chief of "Kyzil Uzbekistan" newspaper was raised. Only Usman Yusupov, the first secretary of the Central Committee of the Communist Party of Uzbekistan Sh. His positive attitude towards Rashidov made it possible to solve the problem correctly. In the years 1953-1964, great changes took place in the spiritual life of the society. They played a major role in the spiritual renewal of all peoples of the USSR, including the Uzbeks, in getting rid of the complications of Stalinism. This period is also characterized by rapid development of science and culture. Great attention was paid to the development of secondary and higher education.

In 1959, the reconstruction of the entire public education began. This year Sh. was elected as the head of Uzbekistan. Rashidov also approached the issue of teacher training and retraining as a major political issue. In his speech in 1960, he said: "Training and retraining of teaching staff, providing them with all-round assistance in improving their pedagogical skills should be a constant focus of party organizations⁶. "In two to three years, all schools should be provided with specially educated teachers," he said. From this period, the strengthening of the material and technical base of secondary schools and the repair of buildings began.

With the increase in the demand for students to master specific subjects, the teaching of the Russian language in the national schools of the republic has also improved in these years. At the same time, on the basis of the decision of the Central Committee of the Communist Party of Uzbekistan and the Council of Ministers of the Uzbek SSR dated July 8, 1961 on "Improving the study of foreign languages", dozens of schools where some subjects are taught in foreign languages were opened, in a number of schools, in-depth study of Eastern languages - Arabic, Persian, Hindi, etc. . Sh. The leadership of the republic led by Rashidov paid special attention to the development of vocational and technical education. Thanks to this attention, a wide network of vocational and technical educational institutions was created.

New, science-demanding forms of scientific and technical development and production have placed high demands on the labor profession since the 1970s. Based on these requirements, a number of measures have been taken to further develop vocational and technical education and strengthen its material and technical base. These measures made it possible to provide the industry with skilled

⁵O'zbekiston SSR rahbariyatining ijtimoiy vaziyatini faollashtirish (1945-1983 yillar).

Mas'ul muharrir va loyihalar rahbari Q. Rajabov. – Toshkent: Fan, 2020. - B.89.

⁶O'zbekiston SSR rahbariyatining ijtimoiy vaziyatini faollashtirish (1945-1983 yillar). T.: Fan, 2020. 147 bet.

workers. By 1983, there were 3.5 million skilled workers in Uzbekistan, and most of them were representatives of local nationalities.

Sharof Rashidov started his career as a school teacher in 1935 and therefore knew the problems of school education very well. On his initiative, many special schools and boarding schools were opened along with regular general education schools. For example, 109 music and other art schools, including the famous Glier boarding school, national music, national applied arts and sports boarding schools were opened in the republic in order to develop students' artistic skills.

In the 1960s and 1970s, the rapid development of the economy in Uzbekistan led to great positive changes in the field of education. The steady growth of the population, the increase in the number of schools and the increase in the quality of education demanded the training of a new generation of teachers. The leadership of Uzbekistan, personally Sh. Rashidov approached the issue of providing the republic's schools with a new generation of teaching staff as a first-class political issue. In the late 1960s - early 1980s, new pedagogical institutes were opened in Samarkand, Nukus, Angren, Jizzakh, Navoi and other cities. Student admission quotas to higher educational institutions of pedagogy have also been increased.

Taking into account the importance of the role of highly qualified technical personnel in the complex mechanization of agriculture, which began in the 1970s, special attention was paid to the training of engineering and technical personnel with higher and secondary special education in the republic. First of all, in accordance with the decision of the Central Committee of the Communist Party of Uzbekistan and the Council of Ministers of the Uzbek SSR dated November 9, 1976 "On measures to improve the engineering and technical service in the republic's agriculture", measures were taken to expand the network of higher and secondary special agricultural educational institutions.

In particular, in 1976, branches of agricultural higher educational institutions were opened in Fergana and Yangier. In the following years, they became major centers for agricultural personnel training.

In addition, 6 state agricultural technical schools were established in the regions of the republic, mechanization technical schools in Sirdarya and Andijan regions, agricultural technical schools in Namangan, Bukhara and Jizzakh regions. New educational institutions were filled with qualified personnel.

Conclusion And Suggestions.

To sum up, Sharof Rashidov paid great attention to the material and moral support of writers and poets, artists and scientists of Uzbekistan. On his initiative, in 1964, the State Prizes of the Uzbek SSR named after Hamza were established to recognize the best works in the field of literature, art and architecture, and in 1967, in the field of science and technology, named after Beruni, and many scientists and artists were awarded with these prizes.

Sh. Rashidov's organizational and educational activities are noticeable not only in the republic, but also on the scale of the entire union. Being a writer, he was one of the initiators of convening an international conference of writers from Asian and African countries. The conference was held in Tashkent.

The general crisis in the former Soviet society from 1970-1980 did not affect the spiritual sphere as well. For example, the growth of quantitative indicators in education and science did not lead to such changes in qualitative indicators.

Moreover, there was little need for specialists who graduated from higher education institutions in an extensive economy that did not require high qualifications and knowledge. Reforms started with the aim of bringing science closer to production did not give the intended result in the conditions of administrative and command. The increase in the number of higher educational institutions did not lead to an increase in the quality of education in them.

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