

# **PROBLEMS OF HUMAN RESOURCES IN THE FIELD OF EDUCATION IN KASHKADARYA REGION IN THE FIRST HALF OF THE 20TH CENTURY**

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## **Abstract**

The article analyzes the state of educational institutions in the Kashkadarya region, personnel training policy, existing problems and ways to overcome them based on modern sources and archival documents.

**Keywords:** Kashkadarya region, education, personnel problem, teacher shortage, war years, personnel policy, pedagogical education, local education system.

## **Introduction**

During the Soviet era, alongside other sectors, the general education system in Kashkadarya region also experienced significant expansion. However, during the years of the Second World War, the region's education system encountered serious challenges. The education sector was among the hardest hit areas not only in Kashkadarya region but throughout Uzbekistan. In the early years of the war, a large portion of the state budget was redirected toward defense expenditures, leading to a drastic reduction in funding allocated to social and cultural sectors. As a result, the number of general education schools in Uzbekistan decreased from 5,504 in the 1940–1941 academic year to 4,475 by the 1944–1945 academic year. Likewise, the number of general education schoolteachers dropped from 36,267 in 1940–1941 to 30,616 in 1942–1943. Across the republic, there was a shortage of approximately 7,000 teachers; specifically, in Kashkadarya region, 320 teachers were lacking. Moreover, 30 percent of the teaching staff did not possess formal pedagogical qualifications.

During this period, the schools of Kashkadarya region were primarily staffed with pedagogical personnel trained by the Karshi Pedagogical College and the Bukhara Teachers' Institute. From 1930 to 1941, the Bukhara Teachers' Institute prepared 631 teachers for schools in three regions—Bukhara, Surkhandarya, and Kashkadarya. Between 1941 and 1945, the institute trained an additional 610 teachers, who were subsequently deployed across various sectors of public education. At the time, the majority of schoolteachers in Kashkadarya region held diplomas from pedagogical colleges. The Karshi Pedagogical College, recognized as the first institution of secondary specialized education in the region, made a significant contribution to the training of teaching staff. Established during the 1927–1928 academic year, its first cohort of graduates completed their studies in 1930–1931. In the 1943–1944 academic year, the college enrolled 86 students across 4 classes; by 1948–1949, this number had grown to 460 students distributed across 15 classes.

However, school enrollment among children of school age remained uneven. In urban areas, only 87 percent of children were enrolled in schools, while in certain rural districts, enrollment ranged between 25 and 30 percent. Consequently, the academic performance rate in Kashkadarya's general education schools declined from 96.6 percent to 88.6 percent.

During this period, Uzbekistan launched widespread short-term teacher training courses. In 1944 alone, more than 5,000 teachers—including 125 from Kashkadarya—were trained through this system. Additionally, 796 individuals were enrolled in the external studies department of the Bukhara Pedagogical and Teachers' Institute.

The analysis indicates that prior to the establishment of the Karshi Teachers' Institute in Kashkadarya region, the general education schools in the region were supplied with teaching personnel through the following channels: (a) the Karshi Pedagogical College; (b) the Bukhara Teachers' Training Institute; (c) short-term teacher training courses.

During this period, the majority of teachers held diplomas from pedagogical colleges. The Karshi Pedagogical College, recognized as the first institution of secondary specialized education in the region, played a pivotal role in training teaching staff for educational institutions in Kashkadarya. The college was founded in the 1927–1928 academic year, with its first cohort graduating in 1930–1931. In the 1943–1944 academic year, the institution enrolled 86 students across

4 classes; by 1948–1949, this number had grown to 460 students distributed across 15 classes.

The number of teachers with higher education steadily increased during this period. For instance, in 1944, of the 2,682 teachers employed, 79 held higher education degrees; by 1945, this number had risen to 87 out of 2,735 teachers. Additionally, in 1945 the teaching workforce included 106 teachers with partial higher education, 144 graduates of teacher training institutes, 797 with incomplete secondary education, and 700 with education equivalent to grades 5–6.

These figures underscore the acute demand for highly qualified teaching staff in Kashkadarya's educational institutions. It was not uncommon for individuals with as little as a 5th or 6th-grade education to serve as teachers in schools. Moreover, in the post-war period, the need for qualified personnel was particularly pressing as the nation embarked on reconstruction efforts. In response to these challenges, targeted measures were implemented in Kashkadarya to enhance teacher training. In 1944, a teacher training course was established within the Karshi Pedagogical College. The following year, in 1945, a branch of the Bukhara State Pedagogical Institute was opened in Karshi.

This branch, which today operates as Karshi State University, is now considered one of Uzbekistan's higher education institutions with a long-standing historical legacy. The university began its activities in accordance with a resolution of the Council of Ministers of the Uzbek SSR dated June 16, 1945. The establishment of this institution required comprehensive planning not only in terms of academic infrastructure—including instructional facilities and equipment—but also in providing accommodations for teaching staff and addressing the broader issue of training future qualified professionals.

Initially, the branch was allocated only a single classroom in a seven-year school building. Additionally, a former stable belonging to a collective farm was renovated and repurposed as a dormitory for students. For teacher accommodations, guest rooms and chambers located in the large courtyard of Oghaliq Eshon in the city of Karshi were provided. Later, the school was relocated, and the branch operated in a facility with eight lecture rooms. The branch building was gradually constructed on the sites of the historical fortifications of Kochebagh, Beklar, and Oqmachit villages. This area initially consisted of mounds, orchards, and dense thickets. The complex included the

"Zulm Ravot" fortress (now the site of Dormitory No. 1 of the university), the extensive two-hectare courtyard of Oghaliq Eshon, along with stables and warehouses (currently occupied by the site of Academic Lyceum No. 2 and its surrounding areas).

Umar Davronov, a participant of the Second World War, was appointed as the first director of the institution. In its inaugural year, instruction was provided by lecturers such as P.Y. Mezinsky, T. Yadikhanova, M. Tokhirzoda, N. Rakhmonov, and S. Rasulov. One of the most pressing challenges faced by the branch was a shortage of qualified personnel. Due to the scarcity of highly qualified specialists in higher education within Karshi at that time, instructors were invited from the pedagogical institution in Bukhara. Among them were P.N. Narishkin, N. Borukhov, S. Usmonov, and M. Mirzaev, who came to deliver lectures at the branch.

The academic process at the institution was organized under the supervision of the United Bukhara State Pedagogical and Teachers' Institute, which provided curricula, annual plans, and reporting templates. During this period, the branch admitted 32 students majoring in history, language, and literature. However, a significant portion of these students belonged to European nationalities; notably, 11 were of Russian ethnicity.

According to periodicals of the time: "In the 1945–1946 academic year, when the Teachers' Institute was established, only a Department of History and Philology was in operation. While there were two classes in 1945, their number had increased to eight by 1948. The number of permanent teaching staff more than tripled during the first academic year. In its first year, the Teachers' Institute enrolled 37 students. By the 1947–1948 academic year, the total number of students across all departments had risen to 184—an increase of fivefold compared to 1945. In 1947, 30 students graduated from the institute. That year, the institute supplied nearly 2.5 times more teachers to regional schools than in the previous year."

Overall, although the shortage of qualified personnel in the education sector during the 1940s posed a serious obstacle to the development of the education system in Kashkadarya region, the experiences gained during this period laid a vital foundation for the post-war restoration and future growth of the region's educational infrastructure.

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