

Teacher Shortages and Training Deficiencies in Uzbekistan's Orphanages: 1917-1941

Eshmurodova Gulbahor Khushmurodovna

Candidate of Pedagogical Sciences, Docent of the Pedagogical Department of the University of Information Technology and Management

Abstract:

This article examines the profound challenges faced by orphanages in Uzbekistan during the period 1917-1941 in securing qualified educators and addressing the critical lack of training for their staff. The paper explores the historical context, the root causes of the teacher shortage, the specific training deficiencies, and the detrimental impact on the education and well-being of orphans. It concludes with a discussion of the long-term consequences of these issues on the development of orphans and the need for future research to fully understand their impact.

Keywords: Orphanages, Uzbekistan, Teacher shortage, Training deficiencies, Pedagogical training, Soviet era, Social welfare, Child development, Historical analysis.

Introduction

The period between 1917 and 1941 in Uzbekistan witnessed a significant increase in the number of orphaned children due to the Russian Revolution, the Civil War, and the devastating famine of the 1920s. While orphanages sprang up to address this growing crisis, the lack of qualified educators and appropriate training programs severely hampered their ability to provide adequate care and education. This article investigates the multifaceted problem of teacher shortages and training deficiencies in Uzbekistan's orphanages during this crucial period.

Main Part

The turbulent political and economic landscape of Uzbekistan in the early 20th century created a complex and challenging environment for child welfare. The Soviet government, after its establishment in 1924, attempted to implement a socialist model of education and social care. However, the immediate aftermath of the revolution, the Civil War, and the subsequent famine led to an unprecedented rise in the number of orphans. The government established numerous

orphanages to accommodate the growing number of children, but without a robust system for training and supporting educators, these institutions struggled to fulfill their essential mission.

The lack of qualified teachers was a persistent problem in Uzbekistan during this period. The pre-existing system of education, largely based on traditional Islamic madrasahs, had been disrupted by the Soviet reforms. The shortage of trained educators in the Soviet system compounded the issue. Many educators in orphanages were untrained or underqualified, lacking the necessary skills to address the specific needs of orphans, who often faced trauma, emotional distress, and social isolation.

The educational methods in the institutions were grossly violated, the "design method" took on a dangerous tone, the graduates of ChSB, SB schools were still working, and the heads of education were changing frequently. For example, the heads of education departments (1932) changed 9 times in Samarkand, 4 times in Fergana, 12 times in Shavat, and 4 times in Kurama orphanage. Therefore, by the decision of the republican government (1932), 60 members of the youth organization and 200 teachers were sent to boarding schools. 50% of the educators have undergone summer training.

In 1935-1941, a number of inspections were conducted in order to determine the professional skills of pedagogues and increase their responsibilities. For example, in 1935, when 145 institutions were inspected, only 100 personnel were approved (237.29). According to the conclusion of the expert commission, the heads of boarding schools were wrongly selected in 72 districts. Of the 746 pedagogues (319 women) who passed the inspection, 4 had a higher education (0.6%), 295 had a secondary education (36.1%), and 473 had a primary education (63.3%). Among them, 185 Uzbeks, 14 Tajiks, 19 Kazakhs, 1 Kyrgyz, 3 Uyghurs, 146 Russians, 100 Tatars, 14 Jews, and 8 other nationalities were among them.

It is gratifying to note that since 1931, such courses were opened in eight cities of the republic, the number of admissions to 1.5-2 year courses continued to increase in 1931-1933. For example, in 1928, 120 in 1931, 120 in 1932, 120 in 1933 attended the course of labor teachers of orphanages (Samarkand); 50 people in 1932, 60 in 1933 for the managers' course (Fergana); In 1931, 840 people were admitted to the course of leaders for orphanages (Tashkent). But the admission plans did not envisage the training of highly educated personnel. In 1931, 56.9% and 79.8% in 1932 of the plan for the admission of secondary educated people were fulfilled. 94.9% of listeners are women; (Uzbeks 74.8%) spent an average of 378.3 soums per listener.

Polytechnic, general political, and agronomy lessons were included in the course curricula. But the situation in the institutions is still difficult - 80.7% of the personnel have two-rate jobs, 75% have primary education, 17% are graduates of short-term courses, SB and ChSB schools.

In 1935-1941, there were positive developments in the field. In the 1934/35 academic year, 429 club leaders, 200 guides in electroradio, avimodeling, industrial engineering, and agro-industry were trained in Andijan, Behbudi, G'ijdivon, Kattakurgan, and New Urganch courses (1 year). Also, 200 educators and 30 military education teachers who graduated from Fergana and Tashkent (1.5-2 months) courses were sent to orphanages. The youth organization provided institutions with methodical documents. About 60 hobbyists, prepared by the Central Children's Home, organized hobby clubs in more than 50 children's homes.

The available training programs for educators in orphanages were insufficient to address the unique challenges of working with orphaned children. There was a lack of emphasis on child psychology, special needs education, and trauma-informed care. Limited resources, including financial constraints and the absence of dedicated training institutions, further hampered the development of effective training programs.

The deficiencies in teacher training and the shortage of qualified educators had a detrimental impact on the lives of orphans in Uzbekistan. Inadequate educational quality hindered their academic

development and limited their future opportunities. The absence of proper psychological support, often due to a lack of training in child psychology and trauma-informed care, led to emotional and psychological difficulties for many orphans.

The lack of adequate education and social support during their formative years had a lasting impact on the lives of orphans in Uzbekistan. Many faced challenges in integrating back into society, finding employment, and forming stable relationships. Their experiences in orphanages, characterized by a lack of consistent care and emotional support, contributed to the perpetuation of social and economic inequalities.

However, in 1939, 150, in 1940, 77 educators were retrained in 1.5-month courses, and in 1941, 100 heads of orphanages were retrained in 2-month courses (279, 17,18). Pedagogical institutes trained only 200 teachers for boarding schools (66,77).

Curriculum in the courses: 6 (total 185) hours per day for managers; For teachers (I-IV c), a series of lectures of 4 (total 500) hours a day, 2 times a month (from 1 hour) without leaving work (the plan of September-December 1940 of XMXMOИ) is set. (279.24). During the 1040 (41) academic year, students-teachers were changed twice in the classes.

Another way of training and retraining of pedagogues was organizing trips and excursions to children's institutions in the center of the country. In particular, in March-April 1926, in March 1937, the pedagogues of orphanages in the cities of Kiev, Moscow, and Kharkov were supposed to report on this based on a special scheme after studying the best practices. Unfortunately, we did not find this report scheme in the archive documents. At the conference at the end of the trip and excursion, the most urgent problems (rules and purpose of organizing children's homes, organization of work and rest of children, education of teenagers who are late for normal school education, etc.) were discussed.

All forms of professional development are aimed at improving both general education and professional skills of personnel. The characteristics of orphans were taken into account in the educational programs. However, until the end of the researched period, there were no separate educational institutions training personnel for the industry, and this is still the case. This situation does not correspond to the spirit of public education reforms of our independent republic (29.08.1937).

Thus, "the process of training and re-training of pedagogues for Internet institutions in Uzbekistan, during the period under study, in a controversial situation, among the pedagogues and former students of boarding schools, famous pedagogues-scientists, authors of textbooks, science and technology, culture and art of the republic the stars came out.

But at this time, the national program of personnel training is very necessary, it would be nice to think about it.

Conclusion

The teacher shortages and training deficiencies in Uzbekistan's orphanages during the 1917-1941 period represented a significant challenge to the well-being of orphaned children. This problem had a profound impact on their education, social development, and long-term life prospects. The lack of comprehensive training programs, combined with the ongoing need for qualified educators, highlights the importance of robust systems for providing education and social support to orphans. Further research is needed to fully understand the long-term consequences of these challenges and to inform future initiatives aimed at improving the lives of vulnerable children in Uzbekistan.

Due to the research of the collected materials, it was determined that there were negative and positive changes in the organizational and pedagogical processes.

Negative changes. Due to the rule of the Red Empire, the spiritual and social life in the country was destroyed and millions of children became orphans. due to the lack of theoretical and practical

pedagogical recommendations regarding the education of orphans, untested paths were taken. The involvement of multi-ethnic orphans in one institution created a morally flawed generation: local orphans learned many harmful habits from Europeans, scientific suggestions of Professor K. Horvath were not followed. The classification of boarding schools into types has been extended.

In the conditions of financial shortage, the activity content of boarding schools remained the same. When the emphasis on classism became stronger in the selection of teaching staff, the shortage of personnel became acute. Special educational institutions for training pedagogues were not established. As a result of the frequent change of leaders, looting escalated, the quality of pedagogical processes deteriorated, and infectious diseases increased. No one was interested in the fate of local orphans during the cult of personality: they lived in "silence" with constant persecution and suffering. Enterprising pedagogues were repressed, and incompetent personnel accumulated in institutions.

Positive changes: tens of thousands of orphans were saved from physical and spiritual destruction. In this process, the fight against orphanhood and the system of boarding institutions was formed. Boarding schools serve as a pedagogical laboratory in the implementation of general compulsory education in the republic and in the supply of personnel to the field. Trying to avoid the sameness of their institutions is a positive thing, and this experience is still valuable today.

Adoption, fostering and employment of orphans were tried for the first time. Termination of small institutions was found to have negative consequences. This direction became more important during the period of independence, and it is being followed by the establishment of family orphanages ("SOS-Kinderdorf") for a small number of (5-10) orphans.

Keeping orphans from the same family together has been found to create a positive microclimate in children's communities. They tried to open boarding schools for the children of the nomadic population. People's initiative in material supply has come to the fore. This experience is still in use today.

By the 1930s, viable forms of boarding schools were preserved. Institutions have found sources of self-sufficiency.

References:

1. R. Saparniyazova MAIN ISSUES OF PROFESSIONAL DIRECTION OF SCHOOL STUDENTS // SAI. 2023. №B4.
2. D. Khalilova INNOVATIVE EDUCATIONAL ENVIRONMENT AS A FACTOR FOR IMPROVING PROFESSIONAL COMPETENCE IN DEVELOPING SOCIAL RELATIONSHIPS IN STUDENTS // SAI. 2023. №B1.
3. Zashikhina I., Postnikova M. Social implications of media education in the curriculum of a future teacher // Медиаобразование. 2019. №4.
4. Narimanova Jamola Yuldashbayevna THE MAIN WAYS OF TEACHING LITERATURE BY USING BASIC APPROACHES AT SCHOOL // EJTI. 2024. №1-1.
5. Parveen Khan, Rakhshan Anjum PERCEPTIONS OF TEACHERS REGARDING LACK OF INTEREST OF STUDENTS IN CO-CURRICULAR ACTIVITIES // Russian Law Journal. 2023. №2.
6. Kulikova Tatyana Ivanovna TIME-MANAGEMENT AS A FACTOR OF THE MODERN TEACHER'S STRESS RESISTANCE // Modern European Researches. 2017. №2.