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THE FORMATION OF TERMIZ AS AN EDUCATIONAL CENTER IN THE POST-WAR YEARS

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Abstract:

This article analyzes the socio-economic and spiritual changes that took place in the city of Termez in the post-war years, in particular the development of the education system and the process of turning it into a regional science center. The main attention is paid to the state policy in the restoration of public education, secondary specialized and higher educational institutions, and the training of scientific personnel.

Keywords: Termez, education system, post-war years, public education, teacher training, personnel policy.

Introduction

In the years after World War II, the southern regions of Uzbekistan, in particular the city of Termez, became one of the centers that played an important role in the scientific, cultural and spiritual life of the country. During the war years, as a result of the collapse of the economy and the departure of many teachers and intellectuals to the front, the education system was in a state of crisis. Therefore, in 1945-1955, the restoration of public education in the city of Termez and the training of new personnel became one of the priorities of state policy.

At that time, the government of Uzbekistan adopted a number of decisions aimed at developing the sphere of public education. In particular, in 1947, the Termez Pedagogical Institute was established on the basis of the resolution "On the retraining of teachers". The activities of this educational institution subsequently had a positive impact on the entire regional education system.

Methods

This article was prepared on the basis of historical-analytical and comparative approaches. The sources were the National Archives of Uzbekistan, the State



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Archives of Surkhandarya Region, and the documents of the Departments of Public Education for the years 1946–1960.

Also, the annual reports on the educational process of the Termez Pedagogical Institute, secondary schools No. 1 and 2 were analyzed. Using statistical data, the stages of development of the education system were identified.

Discussion

The process of transforming the city of Termez into an educational center in the post-war period was closely related not only to economic or organizational factors, but also to deep socio-political processes, cultural renewal, and the spiritual needs of the people. The process of restoring the education system in Termez was carried out, first of all, with the desire of soldiers returning from the front to educate their children, and the active participation of young people who dreamed of becoming educated. Through the involvement of the city's population, especially women, in education, a new social stratum was formed in society - a generation of enlightened women.

Although the issue of restoring the education system in Termez was resolved at the state level in the period from 1946 to 1955, in practice this process faced many problems. The biggest problem was the shortage of teaching staff, and at that time more than 40 percent of the existing schools did not have qualified teachers to teach basic subjects. For this reason, the Termez Pedagogical Institute was established, which initially became a teacher training base for 7 districts of the region. By the 1950s, this educational institution had the opportunity to send teachers through its graduates not only to Surkhandarya, but also to Kashkadarya and even Khorezm regions.

One of the important aspects is that the role of local intellectuals in the development of the education system in Termez was incomparable. At that time, teachers such as S. Yuldashev, H. Nazarov, M. Abdullayev not only taught in schools, but also wrote textbooks themselves, adapted textbooks from Russian to Uzbek. This was one of the first steps in forming the content of national education in the region.

It is also noteworthy that in the post-war years, increased attention was paid to women's education in Termez. The "Girls' School" (later secondary school No. 4),



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established in 1948, provided secondary education for girls. In the 1950s, 38 percent of students at the Termez Pedagogical Institute were girls. This ensured the involvement of women in social life, their activities in the fields of pedagogy, medicine and culture.

At the same time, the problem of the material and technical base also became urgent in the process of Termez becoming an educational center. Many school buildings were destroyed during the war years, and some students studied in private courtyards or temporary buildings. Between 1949 and 1955, 9 new school buildings were built at the expense of the state budget, and 3 were overhauled. During this period, the people's contribution was also significant - the residents of Termez participated in the construction of schools through "hashar" and provided material assistance.

By the end of the 1950s, a secondary specialized education system began to take shape in Termez, along with secondary education. In particular, on the basis of the pedagogical school opened in 1956, teacher training courses were later organized. In 1960, evening schools were established in Termez, which created an opportunity for working young people to continue their studies. Thus, Termez became not only a center for secondary education, but also a center for retraining teachers. Another noteworthy aspect during the discussion was the increase in the regional prestige of Termez through education. In the 1950s and 1960s, more than 60 percent of teachers in the Surkhandarya region studied in Termez. This strengthened the scientific potential of the city and formed it as the "spiritual capital" of the region. Therefore, in recent years, the need to open a higher educational institution in Termez arose, and this process reached its logical conclusion with the establishment of Termez State University in 1992.

The education system of the post-war period served not only to make young people literate, but also to educate them in the spirit of national and human values. The formation of qualities such as diligence, patriotism, and discipline in students was considered the main direction in the teaching process. It was during this period that the basis of the Termez education system was formed - the principle of harmony of science and spirituality.



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Conclusion

In the post-war years, the restoration and development of the education system in the city of Termez played an important role in the revival of spiritual life in the southern region of the country. As a result of the policy pursued in the 1940s-1960s, the city became a major educational and educational center of southern Uzbekistan. During this period, the number of schools increased, a system of training pedagogical personnel was established, women's education developed, and the spirit of enlightenment among the people grew stronger.

However, this process was accompanied by a number of difficulties and negative aspects. First of all, due to the post-war economic crisis, the funds allocated to the education system were insufficient. The material and technical base of the schools was weak, the classrooms were cold, and the equipment was outdated. Since many schools were destroyed during the war, some students were forced to study in temporary buildings or in open spaces.

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