DEVELOPMENT OF GENERAL SCHOOLS IN THE REPUBLIC OF UZBEKISTAN FOR YEARS OF INDEPENDENCE

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Abstract: Among the main priorities of the state policy of the independent Republic of Uzbekistan have always been questions of training of the educated and intellectually developed generation. The special role in the decision of these tasks belongs to the school education which is laying the foundation in formation of comprehensively developed personality. In the given article features of historical development of the education system in Uzbekistan in different historical periods are shined, functions and the content of training at different levels of formation of the Uzbek state and society are considered. Some data on types of the schools existed in the middle Ages, the methods of education in Muslim schools. In article the period of the end of XIX and the beginning of XX century, connected with emergence of movement of "enlightenment" when approaches to school education towards strengthening of its democratization, availability and a support on national values were radically reconsidered is allocated. The main attention in the article is paid to characteristics of changes that have occurred in continuing education in the country during the years of independence, marked the main directions of the reforms and achievements in the system of general secondary education on the basis of the established, on the initiative of the President of the country, National model of personnel training.

Keywords: training, pedagogue, education, general secondary education, continuous education, formation, progress, public education, learners, schools, experience, activity.

Formation of the system of education in the Republic of Uzbekistan has long history. Historical sources testify to the fact that the life of the children proceeded among the nature, all the efforts were directed at it, to teach them to fight for survival. These ideas formed as initial basis for the content of training and education and were leaders at later stages of social development. In the primitive-communal system of the nature of education of young generation was quite primitive, vital processes led by representatives of middle and elder generation. They thought children, to that were able to do: hunting, collecting of various fruits, digging the roots of plants, finding sources of water and other practical actions" (Tohtahodjayeva, 2007, p. 20). Together with the progress of human society ideas of training and education developed also. Life experience was from generation to generation passed on, directly, on own example of children trained in the principles of fight for a survival and though ideas of this "training" weren't investigated in any way, weren't systematized and didn't receive theoretical justification, but they were generalized as national pedagogic.

It is possible to claim that "the national pedagogic was formed before there were most ancient manuscripts" (Zunnunov and et., 1996, p. 17), the national pedagogic represents the concentrated experience, a complex of methods, means of education and training, informing the young generation to the level of development, on demand of time. "And even, if there were no schools, the pedagogical science wasn't formed yet, members of the tribe found the forms and ways to develop in children diligence, courage, morality, feelings of friendship, support and other human qualities. Results of life experience of that distant time, techniques and methods of training and education reached us in the form of national pedagogies" (Zunnunov and et., 1996, p. 17).

However emergence of speech and the letter in children process rather difficult and long. "In the history of mankind emergence of speech and the letter it is connected with the labor activity which is carried out collectively, it had progressive character, especially in relation to youth" (Tohtahodjayeva, 2007, p. 20). As a result of the analysis of natural change of eras accumulation of data in the different directions began. Emergence of speech and the letter led to communication among people, activization of their relationship.
The exchange of opinions, life experience under natural conditions collective accommodation promoted in-depth perception of essence of the occurring phenomena. Samples of oral national creativity established as a fruit of generalized people's ideas about the nature and society.

Oral work, then and written sources are important for formation of pedagogical values and ideas. With their help there was a possibility of consistent, systematic, continuous studying of knowledge.

Formation of the system of continuous education and development of schools in the Republic of Uzbekistan, definition of structure of training is one of the important directions of a state policy of the country. From sources it is known that in the middle of the VIII century when Movarounnakhr was under the rule of the Arab conquerors, in the region the Islamic religion was widely adopted, and in this regard there was a need for creation of places of its studying. These places are called «мактаб», the school (in Arabic: the place where teaching of the letter). In the new system of education schools were set up at the mosques, teaching in them was conducted in Arabic language. The training were covered by the children of mahalla (the surrounding settlements), they studied the sacred source of the Islamic religion «Koran» and were aimed at the dissemination of religious ideas.

For this purpose children of the non Arab nationality had to possess a diploma in the Arabic language, and textbooks "Haftiyak" and "Chorkitob" (X-XII centuries)-which were considered as the main didactic means were for this purpose used.

If to take as a whole, in the Middle Ages in the Muslim countries four types of schools functioned. Among them:

1. Schools "Koran" (in them didn't train in the letter and the account but only read and learned "Koran").
2. Schools Farsi (in these schools the lessons of letters and accounts were conducted in Persian (Farsi) language, read the works by Saadi, Khofiz Sherozi).
3. Schools in Farsi with the reading of the Koran (the schools worked on the basis of programs for the schools of the first two types).
4. The Arab schools for adults (schools at which learned and interpreted the Koran, got a literary education on the basis of tradition of the schools of Farsi) (Inoyatov and et., 2012, p. 44).

The further development of science and technology and even in Arabic language was the basis for the development of school education. As a result were established tradition of compulsory education to the letter and the account. Along with it, at schools trained teenagers «the art of trade, Arabic language, logic, rhetoric, calligraphy, arithmetic» (Nishonova, Hasanova, 2002, p. 25).

At Muslim schools, generally applied a method of reading and commenting of various literatures (Inoyatov and et., 2012, p. 44).

The content of activity of the schools acting at the beginning of the Middle Ages, remained in the basis and at schools of Central Asia during an era of domination of imperial Russia. In the second half of the XIX century on the territory of Turkestan were created Russian-native schools. «In Turkestan, the first Russian school appeared in Tashkent in 1866, in Samarkand, in 1870, and within 1-2 years began to appear schools in other cities of Turkestan» (Hoshimov, Nishonova, 2005, p. 213). In 1884 as an experiment was opened Russian-native school (as a part of seminary of teachers of Turkestan), which was introduced Uzbek language for learners. In the Russian-native schools were trained only boys. The parents did not give the girls to such schools. In 1903, Turkestan pedagogical circle (the society), opened the Russian-native school for girls. But this school existed not for long: two years later it was closed. In 1904, in the region the number of Russian-native schools reached 57 (Hoshimov, Nishonova, 2005, p. 212).

A group of intellectuals-educators, worthily estimated the progressive ideas of the activities of the Russian-native schools, came to the conclusion about the necessity to introduce changes in the organization of local schools, update the content of the reform of school education and thus to improve the level of consciousness of the people. As a result, since 1895, schools of jadids (the updated schools) began to be created. Jadids movement in the sphere of school education adhered to the following principles:

1) Substantiation of new approach to teaching;
2) Creation new (according to the contents) programs, textbooks and manuals;
3) Equipment of educational rooms in "modern spirit";
4) Providing pupils with educational subjects (means: textbooks, school supplies);
5) Creation of the charitable organizations for support of talented youth for the purpose of its direction to the foreign states for education;

6) Orientation on training of children in foreign languages (including to Russian).

After the establishment of the Turkestan Soviet rule changed accordingly the content of school education. «On March 23, 1918, the National commissariat of education of RSFSR issued the Decree about creation of the National commissariat of education of Turkestan region.

The Commissariat was supposed to carry out the management of public education in the borders of Turkestan. The places were created district, city, district authorities of the public education. Started the accelerated education of children and teenagers, elimination of illiteracy adults. On August 14, 1930 the Central Executive Committee of the former USSR and the Council of people's Commissars adopted a decree on the introduction of General compulsory primary education, and assistance in the elimination of illiteracy» (Hoshimov, Nishonova, 2005, p. 262).

The republics which were a part of the Union gradually, within three, seven, ten years had to reach the planned level of education of the population. In the years of independence of the Republic of Uzbekistan introduced the system of continuous education and at all levels of education, including General secondary education (schools) carried out a radical reform. In 1992, there was adopted the Law «On education», in 1997 changes and additions were made to the Law. According to this Law education in secondary schools is carried out in two stages. It is: In 1992 the Law "About Education" was adopted, in 1997. According to this Law training in general education average educational institutions is carried out in two stages. It:

1) Primary education (I-IV classes);
2) General secondary education (V-IX classes)

Training of children of first stage (from 6-7 to 10-11 years) is directed on compulsory mastering knowledge, formation of initial knowledge and abilities.

The purpose of the general secondary education – to give knowledge of bases of sciences, to create common cultural knowledge at school pupils, to raise the quality of the hard work, creative thinking, spiritual and moral qualities, the conscious attitude to the surrounding world on the basis of national and universal values.

The number of secondary schools in the Republic today is 9,779.

Proceeding from the State national program of development of school education, special modern projects on the basis of which (only) 258 children's music schools and schools of arts, 2 republican specialized musical academic lyceums are repaired, reconstructed and constructed are developed, continuing of material base of the educational institutions answering to the international standards proceeds. In 2009-2011 are put in operation of 119 new children's music schools and schools of arts.

Providing pupils with school textbooks in 20 years of independence of the Republic of increased from 55, 4% to 99,4%. Children from low-income families receive textbooks free of charge.

As a result of effective educational policy in 9,5 thousands of newly built and capitaly repaired schools are completely equipped with modern educational laboratories; 9,400 schools (96 percent) are connected to the electronic and information network ZyoNet.

At the Ministry of public education of the republic runs the Center for development of multimedia general education programs thanks to which 20 electronic textbooks, 40 visual laboratory works, 113 various multimedia resources are created. All of these software products are successfully applied in the school practice.

For years of independence at comprehensive schools are created 1074 information and resource centers which have been completely technically equipped. The school information and resource centers (book fund) contain 7,960,840 copies of educational and other literature and, besides, 95,645 electronic editions (Inoyatov and et., 2012, pp. 11-13). Thus, the general secondary education as a component of system of continuous education passed a long historical way of the development. From initial installation of training – "fight for a survival" – at the subsequent steps of historical development became possible to pass to training in the systematized knowledge in educational institutions (in particular, at schools), preparing children for life. With the development of human society has developed, and school education, and created conditions for the formation of a harmonious personality. Especially intensively began to develop school education in the Republic in connection with the introduction of the content of the idea of national independence and on the basis of the principles laid down in the Law «On education».
The state policy directed on support of system of education, the international cooperation with the developed countries in the sphere of education, sciences and productions, broad involvement of the public to the activities of educational institutions serve further improvement of school education.

References