ANALYSIS OF THE EDUCATION SYSTEM IN SURKHANDARYA REGION (1970–1980)

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Abstract: *Based on archival documents, this article analyzes the formation and development of the education system in the Surkhandarya region (using the examples of Sherobod, Shurchi, Jarkurgan, Termez, and Denau districts) between 1970 and 1980. The study examines demographic growth, the expansion of the new school network, and factors influencing the quality of education during this period. Furthermore, the activities of devoted educators who significantly contributed to the development of regional education and their role in the pedagogical system are highlighted. Along with the achievements of that era, the article critically analyzes the material and technical deficiencies and quality issues resulting from a "command-and-control" administration and extensive approach.*

Keywords: *Surkhandarya, public education, archival documents, education system, Sherobod, Shurchi, Jarkurgan, devoted educators, quality problems, general compulsory education.*

Introduction

The study of the socio-cultural life of the southern regions, particularly the Surkhandarya region, which is an integral part of the history of Uzbekistan, holds significant importance for the history of pedagogy today. The 1970s and 1980s, in particular, are characterized by demographic growth, economic rise,

and reforms in the education system within the history of the province. During this period, the expansion of the network of educational institutions, the transition to general compulsory secondary education, and the increase in the potential of pedagogical personnel served as the foundation for future intellectual capacity.

Although certain studies have been conducted on the history of education in the Surkhandarya region, issues such as analysis at the district level specifically during 1970–1980, working with archival documents, and the systematic coverage of the activities of devoted educators still require separate research. The contradictory processes in the education system of that period—on one hand, the strengthening of the material base, and on the other, the extensive approach to educational quality and instances of "command-and-control" bureaucracy—serve as an important source for drawing conclusions for modern educational reforms.

The purpose of this article is to analyze the developmental stages of the education system in the Surkhandarya region (exemplified by the Sherobod, Shurchi, Jarkurgan, Termez, and Denau districts) between 1970 and 1980 based on archival data. Based on this goal, the following tasks were identified:

To assess the state of the material and technical base in the region's educational sector;

To highlight the training of pedagogical personnel and the experiences of the leading teachers of that era;

To identify the imbalances between quantitative and qualitative indicators in the education system.

The methods of historicity, objectivity, and comparative-logical analysis were utilized in writing the article. The data is based on statistical reports and periodic documents found in the funds of the Surkhandarya regional and district

state archives (Fund 52, Fund 20, etc.). This ensures the reliability and scientific validity of the facts presented.

Discussion

While the 1970s and 1980s may appear to be a "golden age" for the Surkhandarya regional education system in terms of quantity, a deeper analysis reveals serious contradictions and crisis tendencies within the system. Archival data and statistical indicators necessitate a critical assessment of the educational policy of that period from several perspectives.

First, the problem of the extensive approach and "chasing quantities." Research indicates that the sharp increase in the number of students in the Jarkurgan and Shurchi districts did not lead to an improvement in the quality of education. On the contrary, the plan for "transitioning to universal compulsory secondary education" established by the central government was often fulfilled only on paper. Despite the existence of 56 schools in the Jarkurgan district, the fact that most were located in "buildings without standard designs" confirms that the educational process did not meet sanitary and pedagogical requirements. This suggests that state funds directed toward education were often spent not strategically, but on temporary measures to alleviate the situation (cosmetic repairs, adapted buildings).

Second, "Command-and-Control" and the stifling of pedagogical freedom. As noted in the article, a command-and-control administrative system prevailed in the district public education departments. The activities of teachers and school principals were focused more on submitting "beautiful reports" to higher authorities than on providing real knowledge. The marginalization of quality issues in education gave rise to the vice of "percentage-mania" (false statistics claiming all students studied with "good" grades). This created a wide gap between the real knowledge levels of students and the grades on their certificates.

Third, the moral obsolescence of the material-technical base and the shortage of personnel. The examples of Shurchi and Jarkurgan show that schools were not sufficiently provided with teaching aids and laboratory equipment. In particular, the shortage of specialists in the exact sciences (physics, mathematics, chemistry) caused the quality of education in remote villages to suffer. The presence of devoted educators (such as I.P. Evgrafov, H. Ollamurodov) in the Sherobod district indicates not a success of the system, but rather that education "survived" due to the personal sacrifice of individual teachers. The system relied on the courage of individuals rather than a sustainable mechanism.

Fourth, the disconnect between theory and practice. One of the most painful points in the pedagogy of the 1970s–1980s was the lack of harmony between theory and practice. In many cases, labor education in schools was replaced by involving students in agricultural work (cotton harvesting). This "extensive labor" was carried out at the expense of stealing hours from the curriculum, and as a result, students' opportunities to gain fundamental knowledge were limited.

Although Surkhandarya's education in the 1970s–1980s was externally labeled as "development," internally it was caught in a whirlpool of serious systemic problems. The truth hidden behind the figures in archival documents is that the education system failed to fully function as a social lift and focused on quantity rather than quality in personnel training. This experience highlights the vital necessity of abandoning "report-mania" and emphasizing quality in today's educational reforms.

Conclusion

In the 1970s and 1980s, the education system of the Surkhandarya region went through a complex and contradictory path of development. Analysis of archival documents shows that this period is characterized by the expansion of

the school network, the construction of new types of educational buildings, and a sharp increase in the student population. However, behind the statistical achievements lay systemic problems—deficiencies such as the quality of education lagging behind quantitative indicators, the intensification of administrative command, and the moral obsolescence of the material-technical base. Nevertheless, thanks to the personal courage and professional skill of devoted educators working in districts like Sherobod, Shurchi, and Jarkurgan, the level of literacy in the region was maintained, and a generation of intellectually capable personnel was formed. Studying the experience of this period serves as an important source for drawing conclusions from past extensive errors and for shaping quality education and a person-centered pedagogical approach in today's educational reforms.

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