

Changes in the System of Secondary Schools in the Southern Regions of Uzbekistan in the Early Years of Independence

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Abstract: *In this article, The Cabinet of Ministers of Uzbekistan on July 2, 1992, the reform in the field of school and education by the law “on education” was one of the first steps taken to satisfy the long-term thirst for Gifted Youth. The effective use of pedagogical heritage created by our ancestors in the system of school education of our republic consists in expanding the capabilities of the individual, focusing on his theoretical-practical directions in developing it intellectually, spiritually and morally.*

Keywords: *Independence, Uzbekistan, social, economic, educational, institution, legal, regulatory, documents, general education, school, material, technical, base, educational literature, contemporary, teacher, City, people, experience, Law, principle, theory, quality, interpretation, generation.*

1. Introduction

In the early years of independence, 1991-1997, socio-economic tension in Uzbekistan in its place negatively affected all spheres of social life. In particular, this period is characterized by a special period in the educational system, in which problems awaiting their solution accumulate. Problems such as the lack of application of world experience in establishing the activities of educational institutions, the obsolescence of legal regulatory documents in the regulation of the industry, the helplessness of the material and technical base of secondary schools, lagging behind the modern requirements of the content of educational literature, low teacher qualifications became especially relevant during this period.

Updates in the field of pedagogy in their place laid the foundation for the process of reforming education and wellness.

In the system of public education of kashkadarya and Surkhandarya regions, a number of works were carried out to ensure the implementation of the law of the Republic of Uzbekistan “on education”, decrees on the social protection of people's education workers, the full appropriation of funds allocated from the budget and the implementation of national economy plans.

In the academic year 1991-1992, there were 917 comprehensive schools in Kashkadarya region, of which 822 operated in villages. The number of pupils in the municipality was 429,629, of which 337,982 were rural. In surkhandarya region, a total of 677 comprehensive schools operated with 332,965 students, of which 626 were settled in rural areas and had a student population of 286,855. Also during this period, 11 primary schools operated in Kashkadarya region and 7 in Surkhandarya Region [1]. Number analysis shows that schools

that operated in the southern provinces operated primarily in rural areas. This in its place led to the need to strengthen the rural comprehensive system.

In the following years, the number of secondary schools in the southern provinces increased. For example, in the second half of 1992, secondary schools in the Kashkadarya region reached 943. Of this, there were 37 in Qarshi, 28 in Nishan District, 90 in Yakkabag district and 138 in Chirochi district. There were also 52,974 pupils of the region who came from the Chirochi district. The municipality received an average of 22-24 students in one class. This amounted to 29.5 students in Koson city and 16.4 students in Dehkanabad District [2]. So, the analysis shows that the fact that the educational network has expanded mainly in villages and districts is clearly thrown into the fall.

The independence of the Republic of Uzbekistan in 1991 gave rise to revitalization in the system of secondary schools, which were hardened in one place. The Cabinet of Ministers of Uzbekistan established gymnasiums, lyceums in accordance with the law "on education" on July 2, 1992. This reform, carried out in the school and the educational sphere, was a step taken to satisfy long-standing thirst for talented young people. Under this law, preliminary attempts were visible in the Qarshi district. In the 1993-94 academic year, under the name Behbudiy School in the district, through the efforts and initiative of the head of the scientific Department of the same school, philologist Egamberdi Ergashev, Lyceum classes with a deep study of Uzbek language and literature and physical and Mathematical Sciences were organized. In the 1994-95 academic year, 42 students graduated from these high school classes, of which 20 students successfully passed the tests and were admitted to higher education institutions. In September 1995, a Lyceum was established by the decision of the district municipality. Pupils were provided with free meals and a hostel. Teachers were allocated 65 percent extra pay. In the 1995-96 academic year, 42 students graduated from the Lyceum, of which 36 were admitted to various higher educational institutions. In the 1996-97 school year, 39 out of 47 students enrolled, and in the 1997-98 school year, 41 out of 50 students enrolled in higher education[2].

The kashkadarya region has also done some work on this. 1993 Kashkadarya region Capital Construction Department for the construction of secondary schools 439.2 mln. the sum was allocated and the funds were spent on the construction of school buildings with 320 seats in the village of Karshi district Kochkak, 420 seats in the company farm of the community named Chola OTA, 624 seats in the village of Beshkent [3]. In the same year, new school buildings were continued in other districts of the province. In 1992, a 192-seat school building was built in the rifle village of the Kasbi District [2]. Also, the repressed village of the Kasbi district received 133 million dollars for the school building. sum, 203 million for the school building of the village of Karakhoja. the sum was spent. Due to a shortage of funds, the construction of the educational facilities building was not completed in time. For example, in 6 out of 13 school buildings in the Kasbi District, construction work was not completed in time [2]. These processes indicate that in the early years of independence, a certain amount of attention was paid by the state to strengthen the material and technical base of the educational system, and while funds were allocated, problems were accumulated in the construction of school buildings due to the coldness of someone.

In the academic year 1991-1992, 37,125 teachers were active in secondary schools of Kashkadarya region, of which 26,944 were higher, 1,979 were unfinished higher, and 7,904 had secondary special education. Also in the Surkhandarya region in the same year there were 24,692 teachers, 17,203 higher, 1,470 unfinished, 5,538 with secondary special education [4]. Teachers with higher education mainly operated in the city's schools. 2,411 of the higher education teachers in kashkadarya region operated in Qarshi City and 1,014 in Shahrisabz City [4]. A number of works have been carried out on the provision of specialist personnel to public

education institutions of the kashkadarya region. The number of teachers was 37,125 in 1992 and 39,691 in 1993. Teachers with higher education increased from 25,401 in 1992 to 26,915 in 1993 [2]. But during this period, 1,164 pedagogical workers were lacking for secondary schools of the Kashkadarya region. There were 838 teachers short of tuition for Uzbek-language schools, 43 for Russian schools, 209 for Tajik schools, and 74 for Turkmen schools. The schools of kashkadarya and Surkhandarya regions mainly lacked teaching staff in Uzbek language and literature, foreign languages, mathematics [3]. In 1991-1997, the biggest problem in the Uzbek universal education system was related to the issue of personnel. In almost all regions of the southern regions, the need for pedagogical personnel remained high.

Research methodology and thematic literature analysis (Research methodology; Literature review). The Departments of public education of the regions, in order to meet the need for teaching staff, worked in cooperation with the state universities of Bukhara, Samarkand and a number of pedagogical educational institutions in the regions.

As of 1993, there were 27,744 pedagogical workers in general education schools in Surkhandarya region, of which 19,537 were educators with higher education. This accounted for 70% of the total number of teachers.

In 1993, 6 of the secondary schools in Kashkadarya region were taught in Russian, 36 in Russian-Uzbek, 41 in Tajik, 8 in Tajik-Uzbek, and 8 in Turkmen. In order to improve educational work in schools, seminar-councils were held on the scale of the district, city, region. For example, in the Zebiniso School of the book District, a provincial-wide seminar-Council on the topic “the use of advanced methods of work in teaching Tajik language and literature”, a. On the 1000th anniversary of firdavsi's horn work, conventions were held in the districts of Guzor, Dehkanabad, Kitab, Shahrisabz. A seminar-Council on “topical issues of teaching Turkmen” was held at Mahtumquli School of bahoristan district. Turkmen teachers have regular relations with the city of Chorju and Kerki District of the Republic of Turkmenistan, and the settlement of representatives of different nationalities in the regions of Kashkadarya and Surkhandarya in its place made it necessary to organize the educational process in Uzbek, Tajik, Turkmen, Russian [6].

100,333 students were educated in 103 high schools of kashkadarya region, 2,332 students in 116 gymnasium classes, 4,089 students in 4,479 classes taught on the basis of an in-depth program. Banking classes operated at schools 3, 34 in Qarshi. In general, in the 1997 school year, 112,775 children were educated in classes taught in a new type of educational institution on a subject-deepened program, 21.7% of the pupils of the region. In the development of urban folk education, one can name dedicated teacher-teachers who devoted their lives, work and activities to youth education. The services of such people as Muqaddam Murodova, Sevgi Mamedova, Muhaddaram Shukurova, Wav Yolandashev, Sevgi Sharopova, Ra'no Sadigova, Venera Egamova, Toti Majidova, Khojam Zhuraev, Erkin Niyozov, Nusrat Nusurov, Mannon Salomov are great [3].

The names of a number of schools were changed based on the proposals of the governors of Qamashi, Qarshi, Koson, Mubarak, Ulyanov, Chirochi, Shahrisabz, Yakkabag districts of the Kashkadarya region of August 17, 1992 to name and rename places. A school named after “40th anniversary of the Komsomol of Uzbekistan” in qamashi district was named after Mirzaev, Shevchenko School of Qarshi District – Mahmud Mamatov, Kuibyshev School – Khudoyberdi Narziev, Chernyshevsky School of Mubarak District – Niyozkhan Zhigaev, Kirov School of Ulyanov District – Murodulla Ochilov, Engels School – Ergash Botirov, Gagarin School – Goziboyziev, “Leninism” School – Botir Dostboboev, Krilov School Sverdlov school in Usman Nazir, chirochi district – Suyn Boymurodov, “Pravda” – Shukur Murodov, Ushinsky – Mukhiddin Nurmatov, School” Lenin road " Khoshok Ochilov, Dmitrov school in Shahrisabz district-Ibadulla Tosharov, p.Marozov school-Shukur Burkhanov,

Makarenko School-Abu Nazir Farabi, Chapayev school-Zhura Jumanov, Nekrasov school-said Murodov, Yakkabag District School-October 50th anniversary – Kholmira Ismailov, Chernenko school – took the name of Ahmad Yassavi [5]. Many of these schools still retain these new names today.

Depending on the requirements and needs of the period, the programs and textbooks that were being applied in practice were updated and improved. For Example, A.Rafiev's "Uzbek language", I for grades II-III. The "Uzbek language" created by Kissen et al, M for grades IV. Usmanova "Uzbek language", R for V-classes. Yoldashev "Uzbek language", A for grades VI. Asadov "Uzbek language", M for grades VIII. "Uzbek language", created by Razzakov et al, M for Classes IX. Among them is the textbook "Uzbek language", created by Usmanova. Recommendations and approximate plans for the 1993-1994 academic year from Uzbek were also developed and published for the I-XI classes of schools where education is carried out in Russian [3].

In the early years of independence, the absence of economic and legal knowledge, teaching aids or methodological guidelines dedicated to the problems of environmental education, calculated from the most pressing tasks of Education, presented serious difficulties. Also, tutorials for those who study foreign languages in depth, textbooks in English, German, French were not prepared [3].

In an era of rapid growth in the number of non-traditional educational institutions and students who study in depth some educational subjects, neither the program nor the teaching aids were published for these new types of educational institutions. However, the current textbooks and teaching aids themselves needed a radical update.

Another of the problems was the low level of provision of educational institutions with visual aids. Despite the fact that in March 1992, the original work of more than 400 teachers was demonstrated at the Republican exhibition competition of educational equipment, sluggishness was allowed in the production of these educational equipment [3].

Non-standard lesson forms, that is, lesson-conference, lesson-test, conversation lesson, which are considered the most advanced methods of teaching, were widely used. In this regard, a primary school teacher at Qarshi School No. 15, g.A. Gostina, physics teacher of school 11 o.G. Esayan, the biology teacher of School No. 1 g.He. Temirgalieva, teacher of mathematics of School No. 10 K. Zhuraeva, the elementary school teacher of the same school F. Azizova, elementary school teacher of School No. 3 H. The experience of educators like Karimova was popularized [3].

524 teachers of teaching old Uzbek script were transferred from retraining courses through the Regional Institute of advanced training. A provincial-wide seminar-council was held in guzor district and Qarshi. Schools were provided with adequate textbooks and a program in this subject. R.Imamkhojaev and I. The manuals of the "Arabic script and dictionary", "Arabic-Uzbek dictionary", published by the umarovas, were used productively in the lessons. In the training of economic knowledge, in August 1993, 1 teacher from each school was transferred from qualification courses.

Practical work was also carried out on a regional scale in the field of etiquette, the old Uzbek script, the history of the peoples of Uzbekistan, the history of religion, the basics of economic knowledge and jurisprudence, which were newly included in the curriculum. In order to further improve the teaching of the subject "etiquette", he is in the Kasbi district. At the Yusupov school, a seminar-council was held on a regional scale.

The use of existing materials on the history of the peoples of Uzbekistan, the history of religion has been established. M in Kasbi district. The history teacher of the javliev school is B.A manual, "history of the Denovites", prepared by puchalova, was published in the publishing house "fan". Studies in human and society, law were established from 1993.

Programs created from mathematics, physics and Uzbek were tried as experiments in 12 educational institutions of the region [4].

2. Analysis and Results

The Ministry of public education of the Republic of Uzbekistan has developed special activities for 1990-1995 on the implementation of the state program on the implementation of the law “on the state language of the Republic of Uzbekistan”, on the implementation of which certain work was carried out. Including, certain conditions have been created for the Russian-speaking citizens, teachers and students of educational institutions in the system of the Ministry of public education of the Republic to acquire the state language [4].

More than 323,000 teachers providing education in the Uzbek language were active in the secondary schools of the Republic of Uzbekistan. The provision of Russian schools in the specialty “Uzbek language and literature” was 97 percent. From the second half of the 1990-1991 school year, Uzbek language began to be taught 2 hours a week in the 1st grades of Russian schools. Member of the team of authors, associate professor of the Tashkent State Pedagogical Institute, F.F.n. A. Methodological recommendations were prepared in a short time by a group made up of practicing teachers under rafiev [3].

Until 1990, education was taught in Russian-language schools in the size of 544 hours a year from Class III, while in Uzbek-language schools, the Russian language was studied in the volume of 1506 hours a year from the first grade. Starting with the 1990-1991 school year, the curricula from these subjects were revised. Class hours were reduced to 844 hours in Uzbek and 1258 hours in Russian.

For the first time, the old Uzbek script branch was active at the “Uzbek language convention” held in Qarshi, about 20 lectures were heard and discussed at the meeting of this branch. "On the basis of updating the content of teaching the native language in educational branches, a lecture thesis of 14 of the teachers of the old Uzbek script was included in the collection of lecture theses.

Serious efforts to teach foreign languages have also begun in the schools of kashkadarya and Surkhandarya regions. In the academic year 1991-1992, foreign languages were taught in a total of 8,245 classes in the cities of Surkhandarya region, of which English was taught in 3,935, French in 2,117, and German in 2,044. In the cities of the kashkadarya region, foreign language was taught in 11982 classes in the current academic year, of which English was taught in 6072, French in 1617, and German in 4031 [6]. So, in the schools of the southern regions, not only English was taught, but also world languages such as German, French.

In the southern regions of Uzbekistan, there was also a serious effort to use computer technology in secondary schools. The “Coordination Council for computerization work” was formed by the Department of public education of the kashkadarya region. In the province, in the 1992-1993 school year, students in 352 schools were moved from class to class and graduation exams were taken using the test method. The exams were attended by 17,500 students, of whom “5” were 37 %, “4” were 38 %, “3” were 24%, and “2” were 1%. In addition to the test method, previous traditional methods, as well as ehm mixed question-and-answer methods, were also widely used in testing students' knowledge. A total of 266 complete educational computing computers, 22 complete “personal” computers were used in 240 secondary education schools of the Regional Directorate of public education [3]. In the 1993-1994 school year, the graduation exams of all Class XI students in the city of Shahrisabz and Kasbi district were conducted in a test method. And to other departments of public education, in what way to pass the exams was carried out on the basis of the wishes of the students, in agreement with the pedagogical community.

Some schools of the southern regions became known to the Republic for their achievements in the educational process. For example, Qarshi School No. 5 became one such school. The school had 11 higher teachers and 33 first-class educators of more than 100 teachers during this period. Schoolchildren also actively participated in the Republican Olympiads. In 1994, Zafar Elov won the Republican Olympiad in mathematics. Shuhrat Vohidov received honors in geography, Umida Gurbanova, Nigora Saydullaeva in chemistry, and Bahadur Eshmurodov in Computer Science at the Olympics [2]. Therefore, even in the period of 1991-1997 of the general education sector of Uzbekistan, a certain level of attention was paid to the work of interest of students in Science Olympiads, to encourage winners, teachers.

The quantity and quality of educational institutions changed, along with General schools, special specialized schools, lyceums and gymnasiums were established [3]. Special attention was paid to the opening of new types of educational institutions. During the 1993-1994 school year, there were 1,000 students in 6 lyceums established in Surkhandarya region, 541 students in the Lyceum classes under the schools, and 1,996 students in 443 schools under the deepened plan. So, in 1991-1997, the activities of new types of educational institutions and classes can be assessed as a new approach in the Uzbek general education system.

1995 m in Denov, Surkhandarya region. At the Lomonosov Secondary School No. 1, for the first time in the region, a school-gymnasium class was established, and teachers were selected in terms of knowledge levels and talents. Students were given in-depth knowledge of Fine Arts, Fine Arts, Informatics and computing techniques, and English. There has also been significant work towards the establishment of lyceums, which are considered a new form of Education. In particular, in 1995, a special Lyceum-class was established at the 11th secondary general education school named Navoi in Termez, specializing in Chemical-Biological Sciences [4].

In the cities and districts of the kashkadarya region, the activities of educational institutions of this type were established. In the academic year 1993-1994, there were 6 special boarding schools in Kashkadarya region, where 1234 children were raised. Among them are the special boarding school for deaf and weak hearing children (250 students), the boarding school for mentally underdeveloped and mentally retarded children (300 students), the special boarding school for Blind Children (352 students), the boarding school for children with tuberculosis (350 students), the boarding school for children with bone disease (282 students). There were also three children's homes operating in the region, where 200 children were raised [4]. The educational reforms of the period of independence were also reflected in these educational institutions.

G in shahrisabz district. Taking into account the fact that secondary school 33 named after Ghulam moved to a new school building with 844 seats, the school educational and material base was on demand, there were enough classrooms, a hostel, conditions for student nutrition, full provision of specialist personnel, the availability of the opportunity to select gifted children who graduated from 7th grades in Physics, Mathematics, Chemistry, Biology, Uzbek language and literature The Lyceum School established 5 classes for Grades 7 with in-depth instruction in Physics, Mathematics, Chemistry, Biology, Uzbek language and literature [3].

District governors and the regional public education administration revisited the work of the existing Lyceum, boarding schools in the district centers, which were provided with additional educational buildings, dormitories, kitchens, equipment and educational facilities. Lisey-boarding schools were established in the center of the dehkanabad district and in the village of Kokdala of the Chirochi district.

It was determined that Lyceum boarding schools will accept gifted students from mainly remote rural schools on a competitive basis. The direction of Lyceum boarding schools was determined by the District Municipality and the Regional Directorate of public education, depending on the need for personnel in the District [2].

No. 2 specialized general secondary education boarding school (IUMI) named after Nodirabegim, established in Qarshi in 1995, is one of the most prestigious educational institutions in the province. Continuing education was introduced in the institution from 1995 and students received continuous education from 1st to 11th grade from 2nd to 17th year. The opening of the class had many goals in mind. These are:

- introduction of continuing education;
- to ensure that the student learns into school life without difficulty;
- work on the development of the abilities of each student;
- to carry out educational system and development cooperation, directing students to the profession;
- it was to provide comfort to working parents.

That is why the school team considers it its main task-to bring the harmonious generation to adulthood, to radically reform education, to introduce modern innovations in the field of education and education, to introduce advanced pedagogical technologies. The boarding school had 26 classes with about 702 students receiving continuing education. The school operated 8 Russian and 18 Uzbek classes. The boarding school was mainly specialized in mathematics and English, and of the 64 educators in the school, 20 were higher-category teachers, 18 were first-category teachers, and 18 were second-category teachers. (Interview with Halilova Nigora Sharipovna, director of specialized general secondary education boarding school of the opposite State 2 - Con. 2020, March 12).

In the regions of kashkadarya and Surkhandarya, a number of activities were carried out to select and educate talented young people. 21 percent of students were taught in deepened grades. There were 21 lyceums, 6 gymnasiums active. At the same time, the lack of teachers in most schools, especially in remote rural schools, negatively affected the students' good knowledge. In Particular, Blessed, Baharistan, He. In the districts of Yusupov, Chirochi, Dehkanabad, such a situation is more prominent. As a result, the number of entrants to educational institutions from these districts and villages was low [2].

The regional public education staff training institute tested the knowledge of 5,928 in 1993 and 6,000 in 1994 on a test basis. A three-stage test was conducted in collaboration with the axels society to study in U.S. schools. 17 students took part in the final stage of this test, which was held together with students from kashkadarya and Surkhandarya region. In cooperation with the Ulugbek Foundation, the capable children's test was also carried out in a test method. 122 students took part in these tests.

In the 251 classes of kashkadarya region schools, 5,394 students were taken on a subject-deepened program. A in Prince Edward Island. Teacher of Uzbek language and literature of Temur school Avlokulov Yashnar, teacher of khimiya-biology Sharipova Yolandoy, m. Teachers such as tojiddinov Sirojiddin, teacher of mathematics of the 5th Secondary School in Karshi, Sharopova Sevgi, teacher of mathematics of the Bedil school, established that instead of making daily grades, teaching materials are mastered in the test method after passing a certain section or chapter.

A in Prince Edward Island. Qahhor and a. Navoi, Qamashi district Sh. The state of psychologist was introduced in the schools named joniev, with the support of these employees, admission to the deepened class on a test basis gave great positive results.

A in the Nishan district. B from ikromov. Toshboev and a. O'taberganov, teacher of ehm from Ulugbek school Sh. Turdiev, m in Kasbi district. Tursunzoda school ehm teacher F. By

working on the composition, use of test materials, such as joniev, their experience was also popularized to other educational institutions.

The Regional Directorate of public education, in cooperation with the head of the Kashkadarya Regional Department of the Engineering Academy of the Republic of Uzbekistan, academician Abdurasul Ergashev, tested the knowledge of Higher Education Mathematics teachers teaching classes VIII-XI in the region. 1,366 teachers attended the test. None of the participants received a “5” grade. 150 teachers received a grade of “4”, which was 10.8%. 487 teachers received a “3” grade, which was 35.2%, while those receiving a “2” grade were 699 for 50.4% and those receiving a “1” grade were 3.6% for 50. The conclusions drawn were reached up to the regional and district administrations, departments of public education. The main attention was paid to the conclusions given in the process of attestation of teachers, their involvement in the appropriate training courses, methodological events held during methodological days and vacation times. Seminar-councils and conferences, round tables were organized in cooperation with the Karshi State University Training Institute and the Department of public education.

The Regional Department of Public Education conducted a diagnostic analysis of students of some schools in the Chirochi district in Uzbek language and literature, physics, mathematics. The results of the analysis were not commendable. Of the 344 students whose knowledge of Uzbek language and literature was tested, 144 received grades “5” and “4”, 92 received grades “3”, and 108 received grades “2”. In only 8 of the 18 classes analyzed, students had 56-79% quality mastery of the program's materials.

The main reason for such a situation was the lack of a specialist, qualified pedagogical staff. The regional public education facilities lacked 1,396 teachers in the 1993-1994 school year. In particular, there was a lack of specialists from such subjects as mathematics, Uzbek language and literature, physics, chemistry. For this reason, some schools also had to teach up to the 2-2.5 rate, using non-specialist teachers.

Some measures have been taken to improve the social living conditions of pedagogical personnel, increase wages. The decree of the president of the Republic of Uzbekistan “on measures for the social protection of the population in connection with free pricing” established that since January 1, 1992, the employment of employees of public education, health, culture, Social Security, Science, public institutions and the housing and communal network will be doubled compared to that of 1991. In accordance with the decision of the Cabinet of Ministers of the Republic of Uzbekistan of January 8, 1992, the salary of people's education employees was doubled from January 1 of the same year.

1993 from the book District of the Kashkadarya region for outstanding achievements in the development of public education and training and education of student youth on the basis of the achievements of science. Aliqulova (A. Shohira Secondary School No. 24 principal), d. Azizov (Physics teacher of Ghulam secondary school No. 31), from Bahoristan district a. Atakov (Inspector General of the Department of public education), from Qarshi District H. Badalov (M. Gorky High School No. 3 history teacher), n. Badalov (biology teacher of Qori-Niyazi Secondary School No. 25, Shahrisabz district has a. Berdiev (teacher of Russian and military education at Kalinin secondary school No. 7), R. Dostyorov (educator of Secondary School No. 2 Okhunboboev), he. R. from Yusupov district. Berdiev (M. History teacher of the shaykhzoda school), T. Safarov (organizer of educational affairs of the Khamza school), from Ghuzar District B. Jaylovov (11-Teacher of Mathematics from the country of secondary-technical knowledge), X from Nishan. Zhuraev (a stylist of folk education), from Yakkabag District H. Jalilova (English teacher of Iskra high school), B from Dehkanabad district. Johraev (X. Principal of olimjon high school No. 69), K. Rahimov (V. History teacher of Suvorov Secondary School No. 45 A), from Koson District O. Mamanazarov (physics teacher of Kirov

Secondary School No. 1, S.Nekboeva (M.Gorky high school teacher of Uzbek language and literature) was awarded the “people's Education Excellence” badge of the Republic of Uzbekistan.

In the kashkadarya region, the homes of 5,460 pedagogical workers who applied for the privatization of houses from those who lived in public houses were made private property. Plots of land were allocated to 1,516 teaching staff to build a private home, and 371 teachers were loaned by the state to build a home. 1,208 teachers were given passes to the sanatoriums of the Republic. Teachers were given benefits for housing, payment of Haq to communal services, free walking on city transport. With liquefied gas, teachers of peasant, Lampman, Karshi, Koson and Guzor district were provided.

In the early years of independence, social protection activities for teachers in Kashkadarya and Surkhandarya regions were not always carried out on demand. On the basis of the decrees of the president of the Republic of Uzbekistan in the field of social protection of teachers and students, providing them with additional benefits, educators, responsible institutions in places for creating various benefits for student youth did not carry out sufficient activities. No measures were taken to ensure the full implementation of the decree. There were serious deficiencies in privatizing the homes they lived in for educators residing in government and office-owned homes, providing teachers with gas, coal, water, free breakfast for students, and a 50 percent discount lunch. For example, in the data of the current archive of the Department of public education of the Kashkadarya region of 1993, it was indicated that 6,685 educators live in houses belonging to the state and departments, of which 6,112 people live in private. But in practice, only the house with 3027 people from the pedagogical staff was made private. Documents and information about this were not provided to the Departments of Mubarak, Bahristan, Qamashi and other district, urban public education. Of the 190 teaching staff living in office-owned houses in Mubarak district, only 10 teachers' houses were privatized until 1993. In the shahrisabz District, 103 educators faced a number of difficulties in the process of privatizing the house in which they live. Nevertheless, neither the Regional Directorate of public education nor the Departments of public education of the Mubarak, Shahrisabz district studied and did not take appropriate measures.

There were also shortcomings in providing teachers with liquefied gas balloons. In Mubarak district, this issue was not resolved at all. Interruptions were allowed in the districts of chirochi, Yakkabog, Qamashi, Koson, Shahrisabz. Despite the provision of timely funds to provide coal for teachers in the province, the coldness of the public education administration meant that teachers in the province could not receive coal. The 2 billion allocated to the regional people's education for obtaining coal from the budget remained without the use of 29.3 million to 205.8 million. Most teachers were not provided with coal in the lighthouse, book and some districts, only 420 of the 3,617 teachers and educators were provided with coal in the Shahrisabz district.

3. Conclusion/Recommendations

The reforms implemented in the educational system in the early years of independence in Uzbekistan were reflected in the activities of the Secondary Schools of Kashkadarya and Surkhandarya regions. In the cities and districts of the southern regions, a new type of educational institution appeared, such as a lyceum school, a boarding school, or a specialized school. In a specially organized pedagogical process, the moral aesthetic points of view of students also serve the activation of the professional-creative development, beliefs and educational-cognitive activity of the individual. In the educational process, students are presented with a system of knowledge, skills and experience of activity, and teachings in the

process of active cognition. In this process, the perception and imagination of students develop, and the possibilities of mastering social experience, thinking about it and using it expand. The teaching of foreign languages and the use of computer technology in secondary schools has become an urgent issue on the agenda. The implementation of the law "on the Uzbek language" in the educational system, the creation of new textbooks and teaching aids and their use in the educational process were also consistently carried out.

4. References

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