



# **EDUCATIONAL REFORM IN UZBEKISTAN IN THE 1960s**

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## **Abstract**

The 1960s are distinguished as a period of serious reforms in the education system of Uzbekistan. This period was conducted in accordance with the political and economic development strategy of the Soviet Union and was aimed at improving the quality and opportunities in the field of education. The main goal of the reforms was to raise the level of education of the population, equalize education in rural and urban areas, and train qualified personnel for the modern economy.

## **Introduction**

It was carried out in accordance with the political and economic development strategy of the Soviet Union, aimed at improving the quality and opportunities in the field of education. To this end, special attention was paid to reducing the gap between rural and urban schools, modernizing curricula, and training qualified personnel. The reforms carried out in the education system in the 1960s made a significant contribution not only to improving the level of knowledge of students, but also to the development of industry and agriculture in Uzbekistan. At the same time, new directions in the field of higher and vocational education have been introduced, creating broader opportunities for scientific research.

In the 1960s, the general education system in Uzbekistan was expanded. Compulsory school education has been expanded from 8 to 10 years, thanks to which young people have the opportunity to receive a deeper education. During this period, curricula were updated: the teaching of natural sciences, mathematics, history, and the Russian language was strengthened. The number of schools in rural areas was increased, and efforts were made to reduce the knowledge gap between urban and rural schools.

The number of schools in rural areas has been significantly increased, with a particular focus on reducing the knowledge and opportunity gap between urban



and rural schools. This has expanded access to quality education for children and youth, and increased the accessibility of education in rural areas. At the same time, new curricula were introduced, and such basic subjects as natural sciences, mathematics, history, and the Russian language began to be taught systematically. The need to develop industry and agriculture has strengthened vocational and technical education. In the 1960s, the number of vocational schools (PTU) and technical schools increased significantly. Technical and industrial educational institutions operated in cities such as Tashkent, Samarkand, and Bukhara. The practical part of education was expanded, and conditions were created for students to gain production experience.

The higher education system also developed during this period. Tashkent State University, Tashkent Polytechnic Institute and other higher educational institutions have begun training modern specialists. At the same time, the activities of research institutes have expanded, and new scientific discoveries have been made in agriculture, energy, and chemistry. This made a significant contribution to the country's economy and industrial development.

The 1960s are distinguished as a period of serious reforms in the education system of Uzbekistan. During this period, the activities of schools and higher educational institutions were expanded, and a number of innovations aimed at improving the quality and capabilities of education were implemented. These reforms have made a great contribution not only to increasing the level of knowledge of students, but also to the social and economic development of society.

It was carried out in accordance with the political and economic development strategy of the Soviet Union, aimed at improving the quality and opportunities in the field of education. To this end, special attention was paid to reducing the gap between rural and urban schools, modernizing curricula, and training qualified personnel. The reforms carried out in the education system in the 1960s made a significant contribution not only to improving the level of knowledge of students, but also to the development of industry and agriculture in Uzbekistan. At the same time, new directions in the field of higher and vocational education have been introduced, creating broader opportunities for scientific research.

The number of schools in rural areas has been significantly increased, with a particular focus on reducing the knowledge and opportunity gap between urban and rural schools. This has expanded access to quality education for children and



youth, and increased the accessibility of education in rural areas. At the same time, new curricula were introduced, and such basic subjects as natural sciences, mathematics, history, and the Russian language began to be taught systematically. The need to develop industry and agriculture has strengthened vocational and technical education. During this period, the number of vocational schools (VTs) and technical schools increased significantly. In such large cities as Tashkent, Samarkand, and Bukhara, industrial and technical educational institutions operate, and great attention is paid to providing young people with practical knowledge and skills. The practical part of education was expanded, and students had the opportunity to gain production experience, which directly contributed to the development of the country's economy.

In the 1960s, the higher education system in Uzbekistan also developed significantly. Tashkent State University, Tashkent Polytechnic Institute, and other higher educational institutions paid great attention to the training of modern specialists. During this period, new directions were introduced, and students acquired not only theoretical knowledge, but also practical skills. The activities of research institutes have expanded, and new scientific developments have been implemented in the fields of agriculture, energy, chemistry, and engineering. This not only improved the quality of higher education, but also made a significant contribution to the economic and social development of the country.

The education system of Uzbekistan was adapted to Soviet Union standards. The teaching of the Russian language was mandatory and was used as the main tool in government bodies and higher education. Also, the foundations of Marxism-Leninism were introduced into the educational process, and political education and ideological knowledge were also reinforced in the curricula.

Educational reforms have had a positive impact on society: the level of education among the rural population has increased, and opportunities for women and girls to receive education have expanded. At the same time, qualified personnel were trained for the economy, and the foundation for the development of industry and agriculture was laid. The reforms carried out in the 1960s created a modern foundation for the education system of Uzbekistan and served as a solid foundation for subsequent periods.

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In the 1960s, the education system in Uzbekistan was adapted to Soviet Union standards. This process served not only to increase knowledge and skills in the field of education, but also to the ideological development of society. During this period, the Russian language was introduced as a compulsory subject in schools and universities. Learning Russian not only increased access to higher education but also became an important tool for working in government agencies and engaging in scientific activities.

The foundations of Marxism-Leninism were introduced into the curricula, and students were oriented towards political education. History, economics, law, and other social sciences were taught in accordance with the political and economic development strategy of the Soviet Union. Thanks to this, the younger generation not only acquired theoretical knowledge, but also assimilated the ideological values of society.

Adaptation to the Soviet education system also helped to reduce the gap between rural and urban schools. The number of schools in rural areas has been increased, new curricula have been introduced, and the qualifications of teachers have been improved. At the same time, uniform standards were introduced in higher education and vocational training, which made it possible to receive quality education in all regions.

The process of adaptation to the model of the Soviet education system, carried out in the 1960s, created a modern foundation for the education system of Uzbekistan. Through this process, the level of education in society increased, qualified personnel were trained, and an opportunity was created to strengthen social equality. Thus, the education policy of the Soviet period created a solid foundation for the future development of the country.

Reforms in the field of education have had a positive impact on society. The level of education among the rural population has increased, and access to education for women and girls has expanded. At the same time, qualified personnel were trained for the economy, and the foundation for the development of industry and agriculture was laid.



The educational reforms carried out in the 1960s created a modern foundation for the education system of Uzbekistan and served as a solid foundation for subsequent periods.

In conclusion, it should be noted that the educational reforms carried out in Uzbekistan in the 1960s played an important role in the modernization and development of the country's education system. The reforms carried out in the spheres of general education, vocational, technical, and higher education not only created opportunities for quality education for young people and rural residents, but also raised the level of knowledge in society and contributed to the training of qualified personnel.

By adapting to the model of the Soviet education system, curricula were standardized, the foundations of the Russian language and Marxism-Leninism were introduced, which strengthened the political and social education of the younger generation. As a result, reforms in the field of education increased social equality in society, expanded access to education for women and girls, and directly contributed to the economic development of the country.

## **References**

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