



## SOCIAL SITUATION OF FERGANA EDUCATIONAL SECTOR WORKERS

Mamajonova Gulnorakhon Ismoiljon kizi

Master's student at Kokand State University

<https://doi.org/10.5281/zenodo.18981808>

### ARTICLE INFO

Received: 1<sup>st</sup> March 2026

Accepted: 5<sup>th</sup> March 2026

Published: 12<sup>th</sup> March 2026

### KEYWORDS

*ideology, communist policy, plan, school, primary school, social status, pension provision, independence, health care.*

### ABSTRACT

*During this period, the recognition of the creation of a single "Soviet culture", embodying the culture of all national republics and nations, determined the further direction of the spirituality of all peoples united in the USSR. During this period, freedom and democracy, which were inherent in culture and were an important factor for its development, were completely destroyed. Culture, especially the "development" of national culture, was put into a special mold. Any work that did not meet political dimensions, communist criteria, was destroyed, and its author was "shunned" as a person unsuitable for society*

### INTRODUCTION

During the Soviet era, schools and kindergartens played an important role in the daily lives of children living in the Fergana Valley. Collective farms and state farms began to be provided with buses to transport rural children to school. By the early 1980s, the total number of primary, eight-year and secondary schools in Andijan region was 603, of which 516 were rural schools. In Namangan region, 415 out of 515 schools, and in Fergana region, 550 out of 667 schools, were located in villages. In the villages of the three regions, the number of eight-year and secondary schools was smaller than in cities, but the number of primary schools was higher. In 1980-1985, work was carried out to expand rural schools. In these years, special attention was also paid to the preschool education system. In 1965-1970, kindergartens with a total of 4,500 places were opened in the Andijan region, 2,000 of which were established on collective farms.

### MAIN RESEARCH RESULTS

In the 80s, the situation in Uzbek schools remained qualitatively unchanged. Schools did not use world experience, modern technology and teaching aids. Their material and technical base did not improve. True, the number of schools, students, and teachers increased from year to year in these years, and the numerical indicators increased to an astonishing level. It became common for schoolchildren to not master the hours of the curriculum. This was explained by their increased involvement in cotton and other agricultural work. 3-4 months of the academic year were spent on such compulsory activities. This left the Uzbek student behind world standards and did not allow him to master modern disciplines. At this point, let's also touch on the positive aspects of school activities. The working day of school teachers is almost the same. The teacher must be ready for the lesson before the bell rings. The teacher enters the classroom with the lesson plan approved by the scientific department, a class journal, a book, and visual aids. Of course, how the lesson proceeds depends on the teacher's skills. The personality of the teacher is of great importance for the student in choosing a future profession. In 1970, a

regulation was adopted for secondary schools. Now the behavior of the teacher was more strictly controlled. Although the rules of pedagogical ethics specified the requirements of fairness, honesty, and justice, in practice the teacher was required to fully master the subject and work on the basis of the “two-year program”. As a result, the quality of education declined. No decision was made on any uniforms or mandatory clothing for school teachers. The teacher had to dress modestly, based on the rules of etiquette. Almost 90% of female teachers appear before us with headscarves and modest dresses. Teachers did not consider it appropriate to wear jewelry or excessive makeup. Men also came to work in shirts, suits, and often with skullcaps on their heads. The clothes they wore were considered a model for students. Girls from the upper grades would admire the hairstyles of female teachers. The way teachers spoke and behaved was always the focus of attention of students. Articles about school life in periodicals described the appearance of teachers. The author, recalling the teacher he respected the most at school, writes the following words: “I still remember: I was most struck by the teacher’s clothes. He was extremely neat and well-dressed, wearing a white shirt with a Charleston suit and trousers that were fashionable at that time, a floral tie around his neck, shiny black shoes on his feet, and an undamaged turban on his head”. He said that it was from this teacher that he developed a desire to become a teacher and tried to be like that teacher. However, there are also many teachers who do not adhere to the dress code. The colorful clothing of female teachers has been criticized in periodicals.

Critical articles analyzed the disappointing situations in some schools. “The teacher was wearing an expensive blouse and skirt that was inappropriate for her age, with a shiny scarf on her head, and rings on her fingers. She looked like a local prostitute. She looked like a woman who was going from one wedding to another.” The majority of the school staff was women. The inspector who came to inspect criticized the fact that one of them was wearing a bright satin dress, and the other was wearing a blouse and skirt that did not match each other in color. He urged teachers to dress modestly and with taste. The content of a student’s education is measured not by the variety of colors in a teacher’s clothes, but by the variety of his work style. His skills and experience play an important role in this. This idea is an axiom, that is, it does not require proof. During the conversation with retired teachers, I was convinced that the teacher had only a few clothes in his wardrobe. The teacher's modest salary was spent only on buying the most necessary things. Although there was no special uniform for teachers, teachers followed a certain dress code. When describing their teachers, people admit that they dressed simply but tastefully. The clothes of teachers living and working in urban areas were better than those living in rural areas. Because the lack of necessary goods in rural stores and lack of money did not allow for a variety of clothes. They mainly wore dark clothes of black, brown, and blue. Men wore skullcaps, and women wore scarves. Despite the financial shortage, teachers tried to dress simply but tastefully. At the same time, the appearance of teachers continued to differ between urban and rural areas. The stylists wrote in their instructions to teachers: A teacher should take great care of his appearance so as not to tarnish his reputation in the eyes of the younger generation. A teacher should be more beautiful than others, honest, sensitive, sincere, cheerful, and have a pleasant appearance.

The teachers' room has a special place in the school. Teachers could share their problems on various issues. They exchanged views on lesson analysis, lunch issues, and personal issues. Even after classes, female teachers would gather in the teachers' room to sing and dance. School administrators did not object to this type of cultural recreation. Birthdays were also celebrated in this room. However, not all schools had a teachers' room. In the 1980s and 1990s, articles began to be published in the periodicals demanding that teachers be given the opportunity to rest, work on themselves, exchange ideas, and relax after classes, and that rest rooms be allocated for teachers.

The growth of the material support of teachers gave a good indicator during the years 1960-1975, but since the 1980s it has been declining. By the beginning of the 1960s, a

significant difference had emerged in the level of wages of workers in the educational and industrial sectors of the national economy. For example, in 1958, the average monthly wage of students was 20% lower than that of industrial workers. The wage gap increased even more after the regularization of wages of workers in the industrial sectors of the national economy, and in 1960 its content was already 24%. On July 15, 1964, the Central Executive Committee of the Council of Ministers of the USSR adopted Resolution No. 620 "On increasing the wages of workers in education and healthcare, housing and communal services". At the time of this decision, there were the following shortcomings in the payment of salaries to education workers. The official salary level of teachers was low compared to that of material production workers; There were different groups of teacher salaries depending on the location of the school. (urban and rural areas); There was a difference in the amount of teachers paid depending on the age of schoolchildren. There were three groups of rates, the lowest (in grades 1-4), higher (in grades 5-8) and relatively high (in grades 9-10) Financial incentives for improving the educational level and business skills of employees were weak, and there were no higher education.

There was little difference in the size of the salary rates for teachers. There were no salary levels for teachers with higher education in grades 1-4. They were paid according to the levels provided for teachers with secondary pedagogical education. Payment for additional work (classroom management, checking written work) was not paid in accordance with the actual work of teachers. The 1964 reform introduced a number of changes in the remuneration of management staff of schools and other educational institutions. Now their salaries depended on the number of students, level of education and pedagogical experience. As a result of the introduction of new conditions for payment, the salaries of teachers with higher education increased by 26.5%, those with incomplete higher education by 21.2%, those with secondary specialized education by 19.6%, and those with general secondary education by 13.3%. Thus, after the 1964 reform, teachers began to receive 65-115 sums, depending on the length of service and the number of hours of teaching. By order of the USSR Department of Statistics dated April 27, 1984, the monthly salaries of teachers and other education workers were increased by 0.10%. In addition to the monthly salary, teachers were given a separate allowance for utility bills. At the beginning of 1984, 40,340 teachers working in the Fergana region were allocated 53.1 thousand sums for utility bills. The following year, 70.1 sums were allocated for 42,489 teachers. In 1979, the average salary in the USSR was 148.74 sums. For 1 soum, you could buy 100 packs of matches, make 100 phone calls, teachers received 110-130 sums, engineers 110-130 sums, doctors 100-150 sums, and nurses 80-100 sums. Ordinary workers received from 100 sums to 400 sums, depending on the severity of the work. Considering that a kilo of potatoes cost 5 kopecks, a day's lunch cost 20-50 kopecks. In 1988, the average salary was 217 sums, with teachers and doctors earning an average of 165 sums, nurses earning 80-100 sums, and some workers in the sector earning 200-400 sums. Bread cost 16 kopecks, 10 eggs cost 1.20 kopecks, milk cost 26 kopecks, potatoes cost 12 kopecks, and lunches cost 1.40 kopecks. Jeans cost 150 sums, sneakers cost 50-70 sums, and school uniforms could be purchased for 35-40 sums. If there were 3 schoolchildren in a family, more than half of the mother's salary was spent on school uniforms.

The activities of secondary schools were mainly aimed at instilling the idea of "developed socialism" in students and educating them in a "communist spirit". The goal of "communist education" was to educate young people in the spirit of "proletarian internationalism", loyalty to the "elder brothers", classism, and party affiliation. Nationalism began to be excluded from the content of Uzbek schools. Education in schools was carried out on the example of European history. European culture and history were practically interpreted as an example of internationalism. As a result, Uzbek students began to lose their sense of national identity, customs, and loyalty to national traditions.

Teachers used various methods of recreation during the vacation. In addition to going on a team day trip, going on tourist and hiking trips, and resting in health resorts, in most cases they used the method of resting at home with their families. In the years after World War II, teachers rarely had time to rest during their labor vacation. Despite being officially on vacation, their involvement in advanced training, mobilization for winter repairs of school buildings and service buildings deprived teachers of the opportunity to rest. However, after the country's economic recovery, that is, starting from the 1960s, teachers' cultural leisure activities increased. At the initiative of the Fergana regional trade union, the allocation of vacation passes increased. 35 primary school teachers of regional schools rested in central sanatoriums and teachers' rest homes in Tashkent. The rest of teachers in the Fergana region improved by 1948 compared to previous years. If in 1947 47 teachers were sent to sanatoriums, in 1948 74 teachers rested. And 237 teachers rested in rest homes. 52 teachers were sent to a rest home in the Kyrgyz city of Osh, and 43 to a rest home in Fergana. 10 percent of teachers in the region were sent on excursions to central cities and historical sites. In the first quarter of 1947, trade unions of the Andijan region received 5 trips to a rest home in the Kyrgyz city of Osh and 6 to other sanatoriums. 4 of these trips were allocated to teachers in the region - to sanatoriums in the city of Kislovodsk in the Russian Federation. One of the 2 trips was given to the Lenin district, the other to the Izboskan district. Between 1945 and 1955, due to poor living conditions, food supply, and medical care, pulmonary and respiratory diseases (tuberculosis) increased. In fact, most teachers were cured of this disease. For example, in 1950, Abzali Agzam, a teacher at Andijan School No. 4, was given 400 rubles in financial assistance by the trade union, given that his mother and 4 children were being treated for tuberculosis. Juraev Rasulkul was given 125 rubles in assistance for the treatment of the same disease in Samarkand. By 1950, it was possible to treat people with open tuberculosis in separate sanatoriums.

#### CONCLUSION

The number of trips allocated by the trade unions of the Uzbek SSR to rest homes and sanatoriums for teachers and educational workers was increased. In 1980, more than 9,000 teachers rested there. More than 3,000 people rested at tourist bases, more than 38,000 teachers were involved in excursions organized throughout the republic. More than 900 teachers traveled abroad. During the years of the "Reconstruction" policy, critical articles began to appear in periodicals about the unreasonably low quality of life for teachers. The article "Should there be examinations at school?" spoke about the buildings allocated for teachers' mental rest materials

#### LITERATURE:

1. O'zbekistonda ta'limning rivojlanishi va tarixshunosligi. Ocherklar Mas'ul muharrir: t.f.d., prof. D.A.Alimova. - Toshkent: Tafakkur qanoti. 2015. — 327 b.
2. O'zbekistonda ta'limning rivojlanishi va tarixshunosligi. Ocherklar Mas'ul muharrir: t.f.d., prof. D.A.Alimova. - Toshkent: Adabiyot uchkunlari. 2017. - 386 b.
3. O'zbekiston tarixi (1917-1991 yillar). Ikkinchi kitob. Mas'ul muxarrirlar: Abdullayev R, Raximov M, Rajabov Q.- Toshkent: O'zbekiston. 2019.-574 b.
4. Rahmatullayev Sh. Mustaqillik sharoitida Fargona vodiysi shaharlarida ijtimoiy-iqtisodiy o'zgarishlar (1991-1996 yillar). Tarix fan. nom.... diss. - Toshkent: 2000. 200 b.
5. Xatamov T. O'zbekiston umumta'lim maktablari ta'lim islohotlari tizimida: muammolar, yechimi va istikboli (1991-2009 yy) Tarix fan. nom. .diss. Toshkent: 2010. 162 b.
6. Xalq so'zi gazetasi.
7. Ma'rifat gazetasi.
8. www.uzedu.uz - O'zbekiston Respublikasi Xalq ta'limi vazirligi rasmiy sayti.
9. www.mdo.uz - Maktabgacha ta'lim vazirligi rasmiy sayti.