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HISTORIOGRAPHY OF THE DEVELOPMENT OF SECONDARY EDUCATION IN UZBEKISTAN

Abstract: From the first days of independence, Uzbekistan has consistently pursued a policy of education reform as a necessary and mandatory condition for the most important direction of the process of reform and renewal of society, democratic change in society, sustainable economic development, integration of our country into the world community. The achievement of state independence of the Republic of Uzbekistan and the choice of a specific path of economic and social development necessitated the reorganization of the structure and content of training. As a result, our country has developed and implemented an education system aimed at training world-class personnel in the field of education.

Key words: education, development, historiography, secondary school, scientific articles, higher education, educational reform, historiographical analysis, historiographical conclusions, methodological aspects, programs and projects.

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Introduction

Today, education is one of the most important components of human development and plays a key role in solving important problems of society. Education, as an important component of human development, has an unprecedented impact on overcoming a number of social, economic, political and humanitarian problems.

Viewing education as an integral part of human life and as an important tool in realizing that it plays an important role in society has changed over the centuries, from antiquity to the present day. For example, in the middle of the twentieth century, education was one of the most important components of the system of certain states as a rigid and closed system, and by the end of the twentieth century, human life and conditions were qualitatively developed and developed at the individual level. Due to this change, the education system of the world began to undergo significant changes. The rapid development of education in our country in recent

years has made it one of the important factors in the development of man and society.

Main part

As the First President of the Republic of Uzbekistan I. A. Karimov said, "We must draw conclusions from the painful periods of our history. The young people who will replace us tomorrow must be armed with the truth of this history. Because only a generation that is second to none in any field can build a great state. Because to build a great state, we need people who are enlightened, who know history, who can learn from it." [1, p.22].

The works of the head of our state Sh.M.Mirziyoyev also reflect the responsible aspects of the great profession of a teacher, the sense of pride of the great profession of a teacher, the sense of pride of the people in our teachers and coaches. ". We cherish the bright memory of our ancestors and keep it in our hearts forever. We are immensely proud of our teachers, coaches and contemporaries who have shown their unwavering will, dedication and courage

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and dedicated their lives to the comprehensive development of our beloved Motherland” [2,p.5]

Results and Discussions

As for the historiography of the chosen topic, first of all it is necessary to dwell on the period of the former Soviet regime. Because during this period, the history of our country, the historical events and processes that took place in it, the history and traditions of our statehood, socio-economic and political processes have been falsified, and the cases of their misinterpretation have increased. Unfortunately, these conditions were also present in the system of secondary schools, which are the main link in the formation of the spirituality and worldview of young people. The Soviets made extensive use of schools, vocational schools, colleges, and universities as places to propagate their communist ideas.

With this in mind, a system of scientific and practical guidelines was developed for young people to study and apply the ideas of the ruling party on a large scale. Many scientific works and research works on the history of public education, such as PhD and doctoral dissertations, reflected the same goals. In them, the positive aspects of the Soviet regime's secondary schools were scientifically studied on the basis of the principles of the former ruling ideology. Therefore, in determining the level of scientific research of the problem, it is expedient to analyze the literature and research work on the subject, the historiography of the secondary education system in Uzbekistan during the years of independence in three parts.

The first part of the literature and scientific research on the subject was conducted in 1991-1997, in which free and objective research was carried out under the conditions created by our independence. A number of scientific articles [3], monographs [4] and studies written in the early years of independence of our country are much closer to our topic. A. Mavrulov's doctoral dissertation [5,p.40], which was carried out during this period, studied our cultural life in 1970-1990, in which the pedagogical and aesthetic conclusions on the education of young people were approached on the basis of real events in society. New methodological aspects of this scientific work are important for our research.

Another of the researches of this period was K. Ergashev's doctoral dissertation on "Development of secondary schools in Uzbekistan, 1970-1990: problems and trends", which was written on the basis of new methodological views and critical observations. It is invaluable to our research with its new scientific findings and recommendations on education.

The research of the second part includes the adoption and implementation of a new version of the Law "On Education", the adoption and implementation of the National Program of Personnel

Training and the State National Program for the Development of School Education, ie 1998-2010. years of work. Based on the research of this period, the dissertations of R. Siddikov [6] and D. Vasiyeva [7] deserve special mention. In this study, as a result of the implementation of the tasks of the National Program of Personnel Training in Uzbekistan, updates in vocational and higher education, membership in the National Program, ie interaction with academic lyceums and vocational colleges of secondary schools and higher education. dependence has been studied and highlighted analytically. The opinions and conclusions of the researchers in the field of education are very important for our research.

It is also worth noting a number of research papers that sought to highlight the scientific and pedagogical significance and importance of the National Training Program adopted in 1997. The articles, literature, monographs and journalistic works of H.Saidov, R.Akhliiddinov [8], B.Kadirov, Sh.Kurbanov, J.Yuldashev, L.Allayev [9], N.Kuvvatov, S.Ochilov, E.Seytkhalilov are important for our research.

Certain pedagogical aspects of the chosen scientific research topic are reflected in the dissertations, publications and articles of this period. However, these studies have been conducted in a scientific and pedagogical manner, in which the reform of secondary schools has not been studied in the historical direction. These studies are limited to some suggestions and conclusions that need to be made based on the key principles of the National Training Program in secondary schools.

Special mention should be made of the literature on the programs and projects identified in the first stages of educational reform, programs and projects, international and national scientific conferences, seminars. Although the comments and suggestions in these works are given in a pedagogical way, these materials are important for our historiographical conclusions.

The third part of the research can include work done in 2010-2019. According to the research of this period, T. Khotamov's dissertation on "The system of educational reform in secondary schools of Uzbekistan: problems, solutions and prospects (1991-2009) is of great importance. This scientific work highlights the beginning of educational reforms in Uzbekistan, the problems in secondary schools, as well as the existing shortcomings and their solutions. In addition, special literature, monographs, articles of this period are also important for our research [10].

The historiographical analysis of the subject shows that the period under study from 1997 to 2018 has not been studied extensively from a historical and scientific theoretical and critical point of view. In the research and literature of this period, the subject problems were mainly approached from a pedagogical point of view and not studied in a critical spirit. An

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attempt has been made to study mainly the methodological aspects of the scientific work done on the subject to date. The study of the historiography of this subject has led to the following conclusions:

Conclusion

First, during the Soviet era, there was a lot of literature and research on the development of secondary school education, but it was mainly written in the form of the ruling ideology of the former regime, mainly about the role of the ruling party in the development of general education. Attempts were made to show it.

Second, despite the fact that pre-independence research was carried out on a somewhat new methodological basis, they retained the influence of the old stereotypes.

Third, although a number of scientifically and methodologically significant research works were carried out in the early years of independence, most of them were devoted to the history of Soviet-era secondary schools, with the independence period partially studied.

Fourth, apart from pamphlets and scientific articles on the history of secondary schools, during the

period of independence only T. Khotamov's dissertation on "The system of educational reform in secondary schools of Uzbekistan: problems, solutions and prospects (1991-2009) written Scientific and analytical work on the adoption of the Law "On Education" in secondary schools in the post-2009 period, the implementation of the National Program of Personnel Training, the State National Program for the Development of School Education and its problems and solutions, generalized large-scale historical and scientific research has not been carried out. In view of the above, it is important to study the process of reform in secondary schools, which is one of the most important links in the education of young people today, and to summarize the accumulated experience, draw final conclusions and the scientific and theoretical essence of the reforms. disclosure is important.

Fifth, these are the cases for the scientific study of the historical processes of reforms in Uzbekistan, carried out on the basis of the Law "On Education" and the "National Training Program" and the "State National Program for the Development of School Education." we can say that it was the basis.

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