



# IMPLANTATION OF THE FIRST VOCATIONAL SCHOOLS AND TEACHING METHODS IN UZBEKISTAN

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## ABSTRACT

*This article discusses the first vocational schools in Uzbekistan in the late XIX and early XX centuries and their pedagogy. There are clear facts about the content and form of education in the process of formation and development of vocational education during this period.*

**KEY WORDS:** Vocational education, Bell-Lancaster method, teaching labor work, craftsman, apprentice, training workshop.

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## DISCUSSION

Nowadays, there is a need for personnel who have mastered new knowledge and understand the scope of innovative opportunities in specific professions. They must have analytical skills that not only competently solve current economic and production issues, but also make the right decisions. Uzbekistan's aspiration to integrate into the modern industrialized world requires it to create an education system that can adapt to the rapidly changing needs of the labor market. It has become necessary to develop competition that creates incentives for the development of educational institutions and the provision of quality educational services by them.

In order to improve the system of vocational education on the basis of best international practices, to train qualified and competitive personnel for the labor market through the introduction of primary, secondary and higher education and to involve employers in this process, on September 6, 2019, the President of the Republic of Uzbekistan issued a decree "On additional measures to further improve the system of vocational education". Of course, the sudden change of the existing system and the introduction of new procedures will not be easy. In this regard, special attention should be paid to each issue, taking into account the experience of other countries and international practice, and most importantly, the wishes of the population[1].

Now, starting from the 2020/2021 academic year, the Republic of Uzbekistan will establish a network of new primary (vocational schools), secondary (colleges) and secondary special (technical) vocational education systems and educational institutions with differentiated educational programs. The International Classification consists of 9 levels, 0, 1, 2 degrees for preschool and general secondary education, 3, 4, 5 degrees for vocational education, 6, 7, 8 degrees for higher and postgraduate education.

Training in vocational schools corresponding to the 3rd level of the International Classification is carried out in the form of full-time education on the basis of 2-year integrated programs of general education and specialty subjects in groups formed at the expense of 9th grade graduates of secondary schools.

Now let's look at the first vocational schools in Uzbekistan in the late XIX and early XX centuries and their pedagogy.

On November 10, 1881, in the 44 issue of the "Turkistanskies Vedomosti" newspaper, the circular (order) of the Minister of Public Education №5562 was published. The decree considers the requirements and sources of improving higher, secondary and primary education. In particular, when talking about secondary education, it is noted that secondary education is a stage that strengthens not only basic knowledge, but also views on skills, spirituality, faith. The document emphasizes the need to strengthen ties between the



family and schools. Attention is paid not only to the types of education, but also to the enrichment of its content. For example, there have been various reports in the press about news on teaching methods[2].

For example, in the December 15, 1881 issue of the *Turkistanskije Vedomosti* newspaper, *Joseph Lancaster* (1778-1838), a teacher who introduced collaborative learning in North America, and *Andre Bellem* (1752-1832), an Englishman who worked in a similar way, introduced the method of co-teaching. In this method, students are divided into groups, and the best help the lagging behind. Excellence is the teacher's assistant, passing the monitoring task. The teacher is the supervisor and helps the students when needed[3].

In 1881, pedagogical interviews were organized in the educational institutions of the Turkestan region, and on March 9, 1882, published in "Turkistanskije Vedomosti" *A. Pronevsky's* article on the introduction of pedagogical dialogues in Tashkent gymnasiums highlights their importance in harmonizing the pedagogical community with parents[4].

In the early 16th century, the German reformer Luther and his colleague Melancthon ushered in a new era in the history of pedagogy, advocating the establishment of effective relationships between parents, families, and educators. In the seventeenth century, *Amos Comenius* argued that the close relationship between family and school would improve the educational process. *Johann Heinrich Pestalozzi*, a Swiss who lived in the late 18th and early 19th centuries, tried to organize the school in a family circle. This method of providing the perfect human upbringing was advanced by *August Hermann Niemeyer*, *Friedrich Froebel*, *Adolph Diesterweg*, and *Carl Schmid*[5].

In the period we are studying, teacher meetings have been described as turning parts into a whole. The teacher is the first educator, if the doctor treats the body, the teacher is recognized as the healer of the soul.

In 1887, it was considered permissible to introduce vocational training in the workshops of educational institutions and to provide children with religious and secular education in educational institutions, as well as to teach children the skills of handicrafts and craftsmanship. This idea was first put forward by the priest of the Finnish Church of St. Petersburg (pastor) in Russia.[6]

The manual labor training system is manufactured by Otto Solomon at the Naas Seminary in Sweden. The system is a collection of 100 models of wooden items used in the family, house economy, household, and the pupil who collects this collection can not only make them, but also know how to use

them. It has been found that this skill is needed by everyone in life, even the merchant, the clerk, the craftsman. If an official can apply this skill in household chores, he will use it in farming, and for a craftsman, this skill from his childhood will save him time in learning and gaining experience in his craft. In this system, the formation of labor skills in teaching in world pedagogy is established[7:36].

In Russia, manual labor training in secondary schools was first used by the St. Petersburg Teachers' Training Institute and later spread to the St. Petersburg province.

Handicraft classes are taught for 2 hours every day, and by the end of the school year, they have produced a good teacher of the subject. Teachers of the city school practiced this lesson 3 times a week for 2 hours. While not all students are required to work in a workshop, students who are well-versed in the size of students' interests are allowed to work in a workshop. Based on the experience of the Teachers' Institute, it is allowed to involve children from 10 years of age in labor lessons. It took 3 years to process all 100 models. The teacher had the opportunity to work with 20 students at a time. There was no boredom in the lessons taught under this model, the students were constantly on the lookout and constantly busy. Students who learned the craft according to the Solomon method were able to become apprentices to a master craftsman by the age of 13.

In order to implement this method in Turkestan schools, a graduate of the course was invited to Tashkent as a teacher. The teacher was paid a monthly salary of 300 rubles. The cost of Solomonov's collection was 25 rubles, and the collection of paintings was 3 rubles. During the holidays, teachers studied this subject[6].

Many training workshops were opposed to this Western-European experience. According to them:

1. This method has led to an inefficient approach to materials and time;
2. Has not developed the habit of continuous labor required for the future artisan;
3. The supply of training workshops is very expensive for the school;
4. If these shortcomings were not remedied, vocational training could become an area of harm rather than benefit.

Hence, the implementation and effectiveness of this method depended on specific economic opportunities and costs.

However, taking into account all the shortcomings of the West, vocational training continued in Russia. Pupils in vocational schools in Ryazan and Orenburg, Russia, took an active part in production.



According to the experience of vocational training in Margilan, craft classes in vocational schools should be given priority, enough time should be allocated for them, and they should be combined with theoretical lessons: drawing, painting lessons.

In the process of learning a craft based on the teaching method, students became students themselves by learning the beginning of the work in the hands of the students, the assembly of the parts.

The fact that students did not stay until the end of the course was due to parents sending their children from school to private workshops or merchants for apprenticeship. On the contrary, there are parents who want their child to learn a profession perfectly, but teaching the same material every year for 3 years of compulsory education has become boring for students and has weakened their interest in lessons.

Margilan school has experience in attracting children with low mastery to such classes, based on which it is possible to involve students in drawing, painting, writing lessons for no more than 6 hours a week, to prepare them as professionals for 4-5 years. During this time, the students learned on the basis of craftsmanship endurance, speed, and sufficient reading, writing, and drawing experience. If an 11-12 year old comes to the workshop, he turns out to be a professional at 16-17 years old.

In conclusion, we can say that in the process of formation and development of vocational education in Uzbekistan from the end of the XIX century to the beginning of the XX century to the current high level, although the content and form of education differed, there is one truth behind its historical development, education has always been based on creativity, honest work and high faith in it.

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