

## THE HISTORY OF PERSONNEL TRAINING IN THE UZBEK SSR UNDER THE LEADERSHIP OF SHAROF RASHIDOV (1959-1983)

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**Abstract:** The Uzbek Soviet Socialist Republic (Uzbek SSR), a constituent republic of the Soviet Union, underwent significant transformations in various spheres during the leadership of Sharof Rashidov from 1959 to 1983. One of the crucial areas that witnessed substantial development during this period was personnel training, which played a vital role in shaping the country's economic, social, and political landscape. This article aims to explore the history of personnel training in the Uzbek SSR under Rashidov's leadership, highlighting the key initiatives, achievements, and challenges faced during this period.

**Keywords:** government official, workmanship, schooling, qualified trained professional, educator

**Introduction:** Sharof Rashidov, a prominent Uzbek politician and statesman, assumed the position of the First Secretary of the Communist Party of Uzbekistan in 1959. During his tenure, he prioritized the development of human resources, recognizing the significance of a skilled and educated workforce in driving the country's progress. Rashidov's leadership coincided with the Soviet Union's efforts to accelerate economic growth, industrialization, and modernization, which created a pressing need for trained personnel in various sectors.

The time of the historical backdrop of Uzbekistan under the initiative of Sharaf Rashidov, with its intricacy and wealth of logical inconsistencies, leaves a profound engraving on the memory of our kin. In this manner, the investigation of the time of Sh. Rashidov and its objective evaluation is a troublesome errand for history specialists, government officials and scholarly pundits. During this period, Rashidov made a commendable commitment to the improvement of schooling, science, culture and craftsmanship in the country, as well regarding the improvement of farming and economy. Normally, the period under the initiative of Sh. Rashidov is the historical backdrop of the Uzbek nation all in all until the autonomy of the 20th hundred years.

This is, truth be told, the account of the battle among patriotism and Marxist internationalism, Islamic customs and socialist agnosticism. This battle was the boldness of a battle that endured all through the 20th 100 years, enveloping all parts of writing and craftsmanship, science and schooling, public personality and confidence, day to day existence and customs, and public life overall. The best consequence of this battle was the protection of the personality and public pride of the Uzbek public. Without a doubt, Sh. Rashidov was at the very front of this battle, and "today we can say with complete certainty that Sharof Rashidov was one of the figures who laid a commendable block in the groundwork of freedom".

Under the administration of Sharaf Rashidov, science, writing, workmanship and public culture of Uzbekistan have advanced world culture with their elevated requirements. Sh. Rashidov started his vocation as a teacher in 1935, so he knew the issues of school training great. On his drive, live-in schools and extraordinary schools, as well as optional schools were made in Uzbekistan. On his drive, live-in schools and exceptional schools, as well as optional schools were made in

Uzbekistan. For instance, 109 music and craftsmanship schools were opened to foster understudies' imaginative capacities and their advantage in workmanship. During this period, 133 life experience schools were opened in Uzbekistan, in which 44.7 thousand understudies concentrated on in the 1966-1967 scholarly year. The quick improvement of the economy of Uzbekistan in 1960-1970. Has

prompted extraordinary positive changes in the field of training. The consistent development of the populace during these years, the expansion in the quantity of schools and the improvement in the nature of training required the preparation of another age of educator instructors. Profoundly mindful of this issue, the head of Uzbekistan Sh.Rashidov made the issue of furnishing schools with instructors of another age one of the need policy driven issues. Toward the start of 1969-70. New educational foundations were opened in Samarkand, Nukus, Angren, Jizzakh, Navoi.

In the early 1960s, the Uzbek SSR government, under Rashidov's guidance, launched a series of initiatives to enhance personnel training. One of the key measures was the expansion of the education system, particularly in the fields of science, technology, engineering, and mathematics (STEM). The government invested heavily in building new educational institutions, including universities, technical schools, and vocational training centers. This led to a significant increase in the number of students enrolled in higher education, with a focus on disciplines relevant to the country's economic development, such as agriculture, industry, and construction.

Another important aspect of personnel training during this period was the emphasis on vocational education and training. The government established a network of vocational schools and training centers, which provided young people with practical skills in areas like mechanics, electrical engineering, and textiles. This initiative helped to address the shortage of skilled workers in key industries, such as cotton production, which was a vital sector in the Uzbek economy.

Rashidov's administration also recognized the importance of retraining and upskilling existing personnel to meet the demands of a rapidly modernizing economy. To achieve this, the government introduced a range of programs, including on-the-job training, apprenticeships, and continuing education courses. These initiatives enabled workers to acquire new skills and adapt to changing technological and industrial requirements.

The Uzbek SSR's personnel training efforts during Rashidov's leadership were not limited to the domestic sphere. The government actively engaged with international organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), to access expertise, resources, and best practices in human resource development. This collaboration enabled the Uzbek SSR to benefit from international experience and knowledge, which was incorporated into its personnel training programs.

Despite the significant progress made in personnel training during Rashidov's tenure, the Uzbek SSR faced several challenges. One of the major obstacles was the shortage of qualified instructors and trainers, particularly in specialized fields like technology and engineering. To address this issue, the government launched programs to attract and retain talented educators, including offering competitive salaries, benefits, and opportunities for professional development.

Another challenge was the need to balance the demand for skilled personnel with the availability of jobs in key sectors. The Uzbek SSR's economy was heavily reliant on agriculture and industry, which created a high demand for workers in these areas. However, the government had to ensure that the education and training system produced graduates with skills that were aligned with the labor market needs. To achieve this, the government worked closely with employers, industry associations, and trade unions to identify skill gaps and develop targeted training programs.

**Conclusion:** In conclusion, the history of personnel training in the Uzbek SSR under Sharof Rashidov's leadership from 1959 to 1983 was marked by significant achievements and challenges. The government's initiatives to expand education, vocational training, and retraining programs helped to develop a skilled and educated workforce, which contributed to the country's economic growth and modernization. While the Uzbek SSR faced challenges in terms of instructor shortages and labor market alignment, the government's efforts to address these issues demonstrate its commitment to human resource development.

Rashidov's legacy in personnel training continues to influence the development of the Uzbek education system and labor market to this day. His emphasis on STEM education, vocational training, and lifelong learning has helped to shape the country's human resource development strategy, which remains a critical component of Uzbekistan's economic and social progress. As the country continues to navigate the complexities of the modern global economy, the lessons learned from Rashidov's era serve as a valuable reminder of the importance of investing in human capital to drive sustainable development and prosperity.

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