

The Policy of Forming Specialists in The Cotton-Growing Sector of The Soviet State

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Abstract: This article analyzes the stages of formation and development of the system of training specialists for the cotton industry in Uzbekistan in the first half of the 20th century based on archival documents. The research highlights the institutional role of the agricultural faculty of Turkestan State University (SAGU), Tashkent Agricultural Institute, and specialized research centers in the formation of industry personnel. Intellectual and ideological criteria for specialists in the context of cotton industry industrialization, features of personnel policy during the Second World War, and mechanisms for addressing personnel shortages are scientifically grounded. The study results confirm that although the Soviet state's personnel policy relied on the principles of economic expansion and administrative-command management, it created a foundation for the professional reserve of agricultural personnel and scientific schools in the region.

Keywords: Uzbekistan, cotton growing, personnel policy, SAGU, Tashkent Agricultural Institute, monoculture, agricultural education, specialist, breeding, mechanization, archival documents.

Introduction: In the first half of the twentieth century, the transformation processes of Uzbekistan's economy unfolded in direct connection with the strategy of industrializing the agrarian sector and establishing a cotton monoculture. The Soviet state's policy aimed at achieving "cotton self-sufficiency" prioritized not only the technical re-equipment of the sector but also the formation of a new generation of specialists capable of managing complex production and administrative processes.

At present, under conditions of modernizing agriculture on the basis of a cluster system, a historical analysis of the institutional and scientific-pedagogical foundations for developing human capital in the previous century acquires significant scientific and practical relevance.

METHODS

The methodological foundation of the research is based on the principles of objectivity and historicity inherent in historical inquiry. This article employs a comprehensive approach to examine the Soviet state's policy of training specialists for the cotton-growing

sector. The main methods applied in the course of the study include the following:

- **Historical-systemic analysis:** The process of training specialists in cotton production is examined as an integrated system consisting of higher education, secondary specialized education, research institutes, and experimental stations. This method made it possible to identify the logical sequence of institutional transformations and their close interconnection with the state's economic strategy.
- **Comparative-statistical method:** Based on quantitative data obtained from the funds of the National Archive of Uzbekistan, the dynamics of personnel development were analyzed. In particular, a comparative assessment of student enrollment, the national and gender composition of specialists, and the proportion of academically qualified personnel in the period 1920–1940 was conducted, allowing for clarification of both quantitative and qualitative indicators in the field.
- **Archival document analysis:** The empirical basis of the research consists of primary sources from

the National Archive of Uzbekistan (UzNA), specifically from fonds R-25, R-88, R-368, R-816, and R-837. Through the analysis of government resolutions, annual reports of higher education institutions, and specialized кадров (personnel) directives, the priority directions of Soviet кадров (personnel) policy were identified.

- **Retrospective method:** Past кадров (personnel) policies are re-evaluated from a contemporary perspective. This approach enables an objective assessment not only of achievements in the cotton sector but also of systemic shortcomings, such as shortages of laboratory facilities and obstacles in the localization of specialists.
- **Regional specialization analysis:** This method facilitated the study of regional specificities in personnel training policy, particularly highlighting the role of specialists in implementing innovative approaches within the agrarian sector of the Surkhan oasis.

RESULTS

In the twentieth century, the transformation of agrarian relations in Uzbekistan, particularly in the Surkhan oasis, proceeded in close connection with the strategy of industrializing cotton production and developing a qualified workforce. This process, oriented toward achieving “cotton self-sufficiency,” acquired a fundamental basis in the 1920s with the establishment of the Central Asian State University (SAGU) and selection stations. In the 1930s, the opening of the Tashkent Institute of Agriculture and the increase in the level of mechanization from 9.7% to 85.9% marked a significant institutional turning point in the sector. During the Second World War, the shortage of personnel was compensated by the involvement of women and youth, while in 1946–1970 the establishment of new scientific centers in irrigation and mechanization further expanded the corps of specialists. By the 1980s, emerging ecological crises necessitated the retraining of specialists on the basis of sustainable technologies.

Using the Surkhan oasis as a case study, the “ketmonsiz dehqonchilik” (hoe-free farming) method introduced by mechanizers such as Hakim Qurbonov played a decisive role in the transition from manual labor to an industrial system. Although the system primarily served state economic interests, it created the necessary material-technical and intellectual foundations for agro-industrial integration in the region [1]. In this context, the scientific leadership of Professor D.D. Bukinich was instrumental in adapting advanced theoretical knowledge of cotton production to local climatic and soil conditions and in the formation of a

distinctive regional scientific school [2]. These faculties not only established a systematic approach to training professional specialists in irrigation and land reclamation for the first time in the region but also laid the scientific and pedagogical groundwork for the transition from traditional agriculture to modern engineering technologies [3].

The establishment of a specialized “Cotton-Growing Department” within SAGU in 1925 marked a qualitatively new stage; notably, during the 1925–1926 academic year, nearly one-third of the students in this department were local youth, reflecting a significant positive shift in кадров (personnel) policy [4]. Public organizations such as the “Qo’shchi” union also became platforms for practical training; for instance, in 1926, the integration of local activists in the Denov area into this system demonstrated the Soviet government’s intention to strengthen its social base through the localization of lower-level administration [5]. According to researcher K.A. Akramov, by 1930 the presence of 234 higher-level and 867 mid-level specialists in the republic’s agrarian sector indicated that strategic objectives were being effectively realized [6].

However, several fundamental problems hindered the effectiveness of personnel training, including shortages of laboratories, modern technical equipment, and specialized scientific literature in higher and secondary specialized agrarian institutions [7]. Nevertheless, the involvement of 78 Russian scholars in the 1930s contributed to the emergence of distinctive scientific schools in the region [8]. According to statistics presented by historian R.X. Aminova, of the 145 students admitted to the Cotton-Growing Faculty established in 1933, 65 were local кадры (personnel), demonstrating a substantial renewal of the sector’s scientific and practical potential [9]. Furthermore, during 1934–1935, a total of 780 specialists improved their qualifications at the Institute for Advanced Training, confirming the systematic formation of a reserve of personnel capable of managing the technological and administrative mechanisms of cotton production within a short period [10].

CONCLUSION

In conclusion, the personnel strategy implemented between the 1920s and 1950s created the material-technical and scientific foundations necessary for agro-industrial integration in Uzbekistan. Although this system was primarily oriented toward supporting the state’s economic expansion, it played a decisive role in the formation of a professional agrarian workforce and the emergence of national scientific schools in the region.

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