

The Evolution of The System for Training Cotton-Growing Specialists in Surkhandarya

Rasulova Mukhayyo Mirzamurot kizi

Foundation Doctoral (PhD) Program at Denov Institute of Entrepreneurship and Pedagogy, Uzbekistan

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Abstract: This article analyzes the institutional formation and evolutionary development of the personnel training system for the agricultural sector, particularly the cotton industry, in the Surkhandarya region during the 20th and 30th centuries. In the study, based on archival documents and scientific literature, the relationship between educational reforms and the regional economy, the stages of development from initial short-term courses to stationary technical schools, and the role of internal migration processes in creating a personnel reserve are highlighted.

Keywords: Surkhandarya, cotton growing, personnel training, pedagogical technical school, liquid security, agrarian reforms, inpatient education, institutional changes, vocational education.

Introduction: By the end of the first quarter of the twentieth century, the profound transformation of the socio-economic structure of the Surkhandarya district made the training of qualified personnel an urgent issue across all sectors of the economy. The development of the educational system and кадров (personnel) issues in the region evolved in a determinative interrelationship with the complex socio-political and administrative-territorial environment of the period.

In the 1920s–1930s, as the initial strategic stage in the formation of a professional personnel corps, specialized pedagogical courses and literacy eradication schools (“likbez”) were established. These measures played a significant role not only in increasing general literacy in the region but also in creating a preparatory reserve of candidates for subsequent admission to professional education.

METHODOLOGY

The study is based on the principles of chronological consistency, comparative-historical analysis, objectivity, and системность (systemic approach). Archival documents from the Surkhandarya Regional State Archive (SRSA), as well as the works of leading

historians of the republic—such as D.A. Alimova, R.Kh. Murtazayeva, and M.M. Ergashev—were comparatively analyzed in the course of the research.

RESULTS

By the end of the first quarter of the 20th century, particularly by the second half of the 1920s, the socio-economic landscape of the Surkhandarya district entered a phase of profound transformational change. The large-scale reforms implemented in the region made the issue of training qualified personnel for various sectors of the economy highly urgent. This historical reality and its specific evolutionary features have been conceptually analyzed by Academician D.A. Alimova and Professors Q. Rajabov and N.E. Karimov. In particular, D.A. Alimova interprets the region’s educational system in deterministic relation to the complex socio-political and administrative environment of the period [1].

The analyses indicate that the establishment of a professional education system in the region proceeded through a series of logically interconnected stages. In the mid-1920s, priority was given to the rapid elimination of the personnel shortage, and the network

of short-term specialized training courses was significantly expanded. Given the agrarian character of the regional economy, these courses primarily focused on teaching modern agro-technical methods of cotton cultivation. Subsequently, based on these courses, stationary secondary specialized educational institutions began to emerge, and personnel training expanded institutionally to include not only agriculture but also pedagogy and healthcare sectors.

Educational reforms of the 1920s–1930s have also been conceptually examined in the research of Professor R.X. Murtazayeva, who scientifically substantiated the mechanisms for enhancing regional intellectual potential [2]. O.A. Qodirov, in his study of the formation of the public education system in Surkhandarya region, notes that in the 1920s the level of literacy was extremely low, and that in order to address this issue, a network of “likbez” (literacy elimination) schools was established [3]. This movement served not only as a means of providing education but also as an important instrument for integrating the population into a new educational and cultural space. Professor M.M. Ergashev, in turn, assesses the establishment of pedagogical courses during this period as a strategic foundation for the region’s future development [4].

By the mid-1920s, the implementation of systematic mechanisms for teacher professional development contributed to raising the quality of education to a new level. At the end of the decade, internal migration processes—particularly the relocation of 100 households from the villages of Poshkhurd, Sherjon, and Kampirtepa to Termez in 1929—became a practical arena for the formation of agricultural personnel [5]. This process laid the foundation for the emergence of “agricultural artel” institutions in the region and led to the formation of an initial stratum of local administrative cadres—“practitioners” such as M. Aminniyozov and Ch. Shoberdiyev [6].

In the early 1930s, the education system improved qualitatively. The establishment of the cotton-growing technical school in Termez in 1930 marked the first secondary specialized agricultural educational institution in the region, initiating the training of professional specialists in the field [7]. In these institutions, a close integration of theory and practice was ensured, and students undertook practical training directly in cotton farming enterprises.

The development of pedagogical education in the region has been extensively studied by Doctor of Historical Sciences A.S. Sagdullayev [8]. Similarly, Professor B.X. Daniyarov emphasizes that professional development courses in the 1930s played a strategic role in updating teachers’ professional knowledge [9]. Historian K.K. Rajabov scientifically substantiates that the establishment of vocational schools in the region served to meet the socio-economic needs of the territory [10].

An analysis of the formation and development of the system for training cotton specialists in Surkhandarya during the 1920s–1930s demonstrates that the region underwent a complex evolutionary path—from “emergency” short-term courses to the formation of a structured system of secondary specialized educational institutions. During this period, a distinctive model of vocational education was created, in which theoretical knowledge was closely integrated with practical work in cotton farming enterprises, enabling the rapid formation of a local workforce capable of meeting regional economic demands. The widespread establishment of literacy schools and pedagogical courses not only increased general literacy levels but also created a strategic intellectual foundation necessary for training agricultural personnel. Internal migration and the formation of new agricultural structures aimed at developing cotton production in the Surkhan Valley served as a practical platform for selecting lower-level managerial personnel.

CONCLUSION

In conclusion, the historical experience accumulated in personnel training in Surkhandarya during the 1920s–1930s has fundamental scientific and practical significance for the modernization of the agricultural sector and the enhancement of the professional capacity of its specialists today.

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