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## CONFLICTS OF THE PROCESS OF THE INDUSTRIAL STAFF TRAINING IN THE SOVIET PERIOD

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### ABSTRACT

*One of the main factors determining the development of society and the state is the issue of personnel. One of the factors that have a strong impact on the establishment and development of all sectors is the staff. This article analyzes the organization of personnel training in Uzbekistan during the Soviet period, in particular, qualified personnel, and the contradictions in this process.*

**KEYWORDS:** *Tashkent, Samarkand, Uzbekistan, Soviet, Central Asia, Skilled workers, technicians, FZU, FZO, "Hujum" movement, Tashselmash.*

### INTRODUCTION

In the early years of Soviet rule, the training of industrial personnel was one of the most problematic tasks. As a result of the growing number of industrial enterprises related to agriculture and development of natural resources in Uzbekistan, they have faced difficulties in staffing. There was a shortage of indigenous peoples, especially among the cadres. This paved the way for the influx of industrial personnel from Russia to Central Asian industrial enterprises. Among the engineering and technical intelligentsia, only 1 percent were indigenous<sup>1</sup>.

There were not enough educational institutions to train skilled workers, technical staff. FZU (школа фабрично-заводского ученичества- a professional technical school) began to be organized to train qualified workers.

Skilled workers were organized in two directions: FZU and vocational schools. While FZUs trained workers for almost all areas of industry, vocational schools trained staff for an industrial trust or enterprise.

In 1923, there were 11 vocational schools in Turkestan, where 865 students studied. This year, 1,379 students took part in 19 vocational courses in the country. 827 people studied in technical schools<sup>2</sup>.

In 1926, 738 students studied in 10 factory schools and 176 people studied in 3 vocational schools in Uzbekistan<sup>3</sup>. In 1925-1926, 1 million 230 thousand rubles will be allocated in Uzbekistan for vocational education<sup>4</sup>. However, the material and technical base of this type of educational institution is weak and the classrooms are not well equipped. They lacked teaching staff.

The largest FZU in Central Asia was established in Tashkent, and in the first academic year, 300 students were admitted to this educational institution<sup>5</sup>.

FZUs operated mainly under large industrial enterprises. Training of working complexes was organized in large industrial enterprises. For example, in Tashkent at the mechanical plant of the General Cotton Committee in 1928-1929, 500 people were trained in special training courses<sup>6</sup>. In addition, 20 clubs were opened at the Tashselmash plant, which employed 254 workers. 225 people took part in educational circles at the "Qizil Tong" sewing factory<sup>7</sup>.

Attempts were made to train specialized industrial personnel in factory schools (фабрично-заводского обучения – ФЗО (FZO)). For example, 289 people were trained at the FZO school under the Fergana silk factory, and 661 people at the FZO of the Samarkand cotton industry<sup>8</sup>. In the Fergana Valley, FZOs have been established to train personnel mainly for the cotton, silk and textile industries. Also, in December 1929, a 6-month FZO school was opened at the Bukhara Silk Spinning Factory. In Bukhara and Andijan, working universities for 120 people were established, with socio-economic, technical and other departments. Such universities were opened in Tashkent for 320 people, in Kokand for 200 people, in Kashkadarya and Surkhandarya regions for 40 people. In 1928-1929, a course was organized at the Tashselmash plant to train and improve the skills of workers, and 500 workers were involved in the course. In 1931, 925 workers were trained in such courses. Only 30 percent of them were Uzbek workers. In 1931, 20 technical circles were organized at the plant, which were attended by 25 workers.

Due to the "Hujum" movement among women, the share of women has increased, and some work has been done on their training. Women worked mainly in the garment, weaving, food, and silk industries.

The school for women seamstresses was opened in 1926 in Tashkent. From 1928 to 1929, the school had 47 students, 57% of whom were Uzbek women<sup>9</sup>.

In general, the share of women in FZUs has also increased. For example, in 1928, women accounted for 28 percent of FZUs, while in 1932 it was 32 percent<sup>10</sup>.

Industrial enterprises grew. In 1932, 54.7% of the total number of workers in Uzbekistan worked in large enterprises. In 1927-1928, the figure was 19.8 percent.

The technical modernization of industrial enterprises required a constant increase in the skills of workers. Accordingly, various circles and courses on technical education in factories and plants were multiplied. In 1932, a total of 642 clubs operated in the factories of Uzbekistan, employing 20.9 thousand people.

In 1933, 47 highly skilled workers worked at the Tashselmash plant. By 1934, their number had risen to 112. From 1934 to 1936, the Tashkent Textile Combine trained 874 skilled workers<sup>11</sup>.

In 1937, 562 students were planned to be educated in industrial technical schools, but in practice 442 students were educated, and the plan was fulfilled by 78.7%<sup>12</sup>. 955 students were educated in FZU schools instead of 1050 students. In 1937, 11,109 people were to graduate from industrial colleges, while in practice, 4,131 people graduated by the end of their studies<sup>13</sup>. Also, in 1938, the average annual contingent was fulfilled by 63.8%, the admission plan by 85%, the graduate plan by 43.9%<sup>14</sup>.

In 1938, an inspection of the educational process and educational work at the Textile College and the Cotton Training Complex revealed a number of shortcomings. These include non-implementation of the curriculum, low quality of admission, inefficiency of public political and educational work.

The Crafts Union of Uzbekistan has organized schools and courses to staff its enterprises. In 1937 it was planned to train 700 workers in such courses according to the plan, and in practice 302, instead of the planned 841 workers in 1938, 596 workers were trained.

Some work has been done in the regions in this regard. For example, in 1939, 23 women were educated in technical schools of the Bukhara regional trade union, and in 1940, 172 women were educated.

One of the most serious problems in the industry was the shortage of highly educated engineers and technicians. In 1921, a total of 232 specialists were registered in the Turkestan industry, of which only 94 had higher education<sup>15</sup>.

In the early years of Soviet rule, Uzbek industrial enterprises were staffed mainly by higher education institutions in the Central regions. Engineers and technicians trained by Moscow State University, Leningrad State University, Moscow Polytechnic Institute, Kharkiv Polygraphic Institute were sent to work in Central Asian industrial enterprises.

With the opening of Turkestan State University in 1920, it became possible to train partly engineering and technical intellectuals. In 1922, 436 students studied at the Department of Mechanics, Civil Engineering, Hydraulic Engineering and Mining of the Technical Faculty of the University<sup>16</sup>.

In 1929, the Central Asian Cotton-Irrigation Polytechnic Institute was established on the basis of the Faculty of Engineering, Melioration and Agriculture of the Central Asian State University. In the same years, the Central Asian Silk Institute was established. From 1931 to 1932 the Institute of Railway Engineers, the Institute of Textiles was opened. In 1934, the Central Asian Industrial Institute was established. These institutes have trained engineers and technicians not only in Uzbekistan but in all Central Asian republics.

In 1933, 69 technical colleges and 30 working universities were opened in Uzbekistan, as well as working universities in Tashkent and Samarkand.

In 1929, a total of 2,418 specialists worked in the Central Asian republics, of which 197 were engineers and technicians with higher education. The number of engineers in Uzbekistan was almost four times less than in the Central regions.

In summary, Soviet-era documents state that the training plan was overfulfilled, and in practice trust managers and plant directors did not pay enough attention to staff training. Due to staff shortages, the trust administration states were not fully staffed.

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