
CONFERENCE ARTICLE**Educational Activities and Their Significance At The Faculty Of History Of Tashkent State University In The Early Years Of Independence****Kh.Y. Ergashev**

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ABSTRACT

By analyzing the reforms and educational initiatives undertaken by the Faculty of History during the early years of independence, this article underscores their crucial role in shaping the faculty's subsequent development. The study highlights how the academic activities of that period laid the foundation for the enhancement of educational quality, institutional growth, and the advancement of historical scholarship in the following years.

KEYWORDS

University, history of the USSR, Ethnography, Central Asian, Archaeology, history of Asian and African Countries.

INTRODUCTION

Significant reforms were undertaken in the admission process to higher education institutions with the aim of ensuring the nation's future through the preparation of qualified specialists and establishing an environment of fair competition within the higher education system. In particular, the introduction of the testing system in higher education has undoubtedly served this very purpose.

Recognizing that youth represent the future of the nation, the essence, principal directions, and the social, economic, political, and legal guarantees provided to them were articulated in the Law of the Republic of Uzbekistan "On the Fundamentals of State Youth Policy", adopted on November 20, 1991. This law identifies youth policy as one of the priority spheres of state activity in Uzbekistan. Its primary objective is to establish and ensure the social, economic, legal, and institutional conditions necessary for the social formation, personal development, and full realization of the creative potential of young people.

The Decree of the First President of the Republic of Uzbekistan, I.A. Karimov, dated February 28, 1992, "On the Establishment of New Higher Educational Institutions in the Republic," marked the beginning of comprehensive reforms in the higher education system. As a result of this decree, seven regional pedagogical institutes were granted the status of universities. Furthermore, the adoption of the Law of the Republic of Uzbekistan "On Education" on July 2 of the same year provided a legal foundation for the implementation of educational reforms. According to this law, education in Uzbekistan encompasses both instruction and upbringing, aiming to develop the nation's intellectual and scientific potential. It emphasizes the formation of a well-rounded generation that is conscious of its social responsibilities to society and the family, thereby ensuring the intellectual and moral advancement of the Republic.

At that time, the leading higher educational institution in Uzbekistan, distinguished by its strong scientific potential and academic experience, was the Tashkent State Dorilfunun (present-day National University of Uzbekistan). Numerous

professors and lecturers were actively engaged in teaching and research across the various faculties of the institution. The Faculty of History held a significant position in the preparation of pedagogical specialists and the training of young researchers in the field of historical sciences. (Note: The term "Dorilfunun" corresponds to "university," and "kulliyot" refers to "faculty." These terms were used during that period to emphasize the status and cultural relevance of the Uzbek language in academic discourse). The establishment of new departments played a crucial role in enhancing the potential of future specialists. Within the faculty, the existing Department of the History of the USSR was dissolved, and its teaching staff were reassigned to the newly established departments. This restructuring represented an important initial stage in the reform of the educational process, contributing significantly to the modernization and diversification of academic activities within the faculty.

During the 1991–1992 academic year, the Faculty of History operated 11 departments, including the Departments of the History of the Peoples of Uzbekistan, Modern and Contemporary History, Ethnography, Ancient and Medieval History, Central Asian Archaeology, History and Theory of Culture, Methods of Teaching History, History of Eurasian Peoples, History of Political Parties, History of Asian and African Countries, and Ancient and Medieval History. At that time, the duration of study was five years, and the faculty provided education in full-time, evening, and correspondence forms.

Conclusion

In conclusion, the efforts undertaken during this period played a significant role in enhancing the educational process and improving the quality of knowledge among students in the following years. Moreover, these initiatives made a substantial contribution to fulfilling the important task of nurturing a generation capable of objectively studying and interpreting the national history of the independence era.

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