

The State Of Training Of Economic Personnel In Uzbekistan In The 1920 Y-1960 Year

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Article History	Abstract
Received: 20 th January, 2026 Accepted: 26 th February, 2026	This article analyzes the stages of formation and development of the system for training economic personnel in Uzbekistan. In particular, the evolution of the economic education system during 1920–1960 and in the modern period is highlighted through the activities of various universities. In this article, the stages of the formation of the economic education system are analyzed using the historical method. Through the comparative method, the system of economic education during the Soviet period, the early years of independence, and the modern period is studied.
Keywords: Economic education, economic personnel, institutional foundations, economy, industrial economics, agriculture, economic exploitation, personnel training.	

In today's globalization environment, the sustainable development of the national economy directly depends on the efficiency, quality and compliance with world standards of the system for training highly qualified economists. The modernization of economic sectors, the development of the digital economy and the expansion of market mechanisms are increasingly increasing the need to train personnel with modern knowledge and professional competencies for economic sectors. Therefore, improving the system for training specialists for economic sectors based on modern requirements is recognized as one of the priority areas of state policy.

In the Republic of Uzbekistan, large-scale measures are being implemented to radically modernize the higher education system, train specialists in line with the real needs of economic sectors, and bring the quality of education into line with international standards. In particular, the Resolution of the President of the Republic of Uzbekistan No. PQ-162 dated May 24, 2024 “On measures to

radically improve the system of personnel training for economic sectors in higher education institutions” sets as priority tasks the organization of the personnel training process for economic sectors based on modern requirements, strengthening cooperation between higher education institutions and economic sectors, integrating educational programs with practice, and strengthening the institutional foundations for the training of competitive economic specialists. This resolution serves as an important regulatory and legal basis for bringing the system of training specialists in economic sectors to a new level in terms of quality, introducing pedagogical technologies in line with global trends into the educational process, and improving the training of qualified specialists for priority sectors of the economy, and it is no exaggeration to say that it is our duty as historians to objectively and truthfully cover, analyze, and convey these processes to the future generation in a quality manner.

If we look at the pages of history, by the end of the 19th century, the Russian Empire established power in the lands of Turon. There were many reasons for this conquest for Russia, in particular, the demand for raw materials by the empire's economy, the age-old rivalry with England, the cessation of cotton supplies to Russia as a result of the civil war in the United States in the 1860s, as well as the political chaos, chaos, economic decline, and military backwardness in the Uzbek khanates, and a series of reasons and their sad consequences led to the conquest. Russia's 4-stage policy of conquest came to an end by 1885. Starting from this period, the political control of the colonialists was established in the country. The Russian autocratic government pursued a policy of complete economic subjugation of Turkestan, the transfer of its resources to the center, and the transformation of Russian industry into a country that enriches itself with raw materials and a market for the sale of finished products. This policy had a huge impact on the economic and social life of our country. The political inequality, economic exploitation, and social injustices that arose as a result of the colonial policy of Tsarist Russia in Turkestan intensified by the beginning of the 20th century.

Russia's success in the First World War, the economic depression and the famine that followed it, further fueled popular discontent. Thus, in February 1917, the bourgeois-democratic revolution took place, and the centuries-old empire collapsed. As a result, a rare phenomenon of dual power emerged. These were the Provisional Government in the hands of the bourgeoisie and the Soviet of Workers', Soldiers' and Peasants' Deputies. Against the background of these

events, a coup d'état took place in October 1917, and the Bolsheviks led by Lenin seized power by force. On October 25, 1917, Lenin convened the Second All-Russian Congress of Soviets in Petrograd, at which the Council of People's Commissars was formed. In the same year, Soviet power was established in the colonies, including Turkestan. The government changed, as a result of which the economic, political and cultural policy of the country was somewhat changed. Especially with the establishment of Soviet power, views on education and the socio-cultural sphere changed. On the one hand, the colonial government considered it appropriate to fight illiteracy, open new schools and develop scientific activity, on the other hand, it sought to condemn and restrict national and religious traditions and customs, and to take old schools and madrasas, which were higher educational institutions, under control. To this end, the Soviet administration carried out a number of reforms. For example, the regulation on the "Single Labor School", published on October 16, 1918, laid the foundation for the establishment of a Soviet school education system in our country. It was not for nothing that the content of this document also provided for the education of children in schools and, first of all, for the admission of children of workers and peasants to these schools and providing them with technical and practical education. At the same time, by November 1918, a document was adopted by the Central Executive Committee of Turkestan, providing for the abolition of old-style schools, the document "On the Turkestan School". These documents created the foundations of primary education in the country.

One of the important issues of the Soviet policy in public education was the formation of a system of higher and secondary specialized education and its development based on its ideology, because the colonial government, imbued with the ideas of Marxism and Leninism, first of all, trained teachers who met the requirements of the time with higher education. In addition, the Soviet government needed to pay great attention to the training of qualified specialists in all sectors of the economy, especially in the development of industry and agriculture. In particular, in May 1918, the Turkestan People's University, the first higher education institution in Turkestan, was opened, which took in many young people. This educational institution trained the first higher education teachers, civil servants, financiers and economists in Uzbekistan. However, the main goal of training these personnel was to systematically educate young people who would serve the colonial government without fail and were imbued with Soviet ideology. This educational institution was opened by Russian intellectuals,

and its first rector was V. Popov, and only representatives of the local nationality who could speak Russian had the opportunity to study at this institution. This information itself is evidence of our above opinion. However, at that time, the population who knew the Russian language was small, so we can conclude that in the early years, representatives of the Uzbek nationality were a minority among the students admitted to the university. It should be noted here that for the government, which was busy eliminating the consequences of the economic recession in the country and covering military expenses, the provision, monitoring, and improvement of educational institutions were not in the first place, which is why schools, educational institutions, and even universities were initially not fully financially supported.

Along with the main focus on training teachers, training for other important areas was also established within the Turkestan People's University. In the 1930s, higher education institutions specializing in various areas began to be established on the basis of the main higher education institution, including medical, textile, polytechnic, agricultural, and economic and financial institutes. The formation of the system for training economists in Uzbekistan also took place during this period. During this period, economists were trained mainly to meet the needs of a centrally planned economy. The main areas of economic education were focused on industrial economics, agricultural economics, and planning. Initially, short-term courses were organized to train economists, but by 1925, the socio-economic faculty of Turkestan University was transformed into the faculty of social sciences, and the faculty of local economics and law was established on the basis of the faculty. This historical event was the first step in the training of young personnel intended for work in the economy, finance and banking of our country. Later, the Tashkent Agricultural Institute and the Tashkent Economic Research Institute were established on the basis of the National University of Uzbekistan. In particular, on August 13, 1931, the Central Asian Finance and Economics Institute (later the Tashkent Financial Institute) was established. The purpose of the establishment of this institute was to train highly educated personnel engaged in the financial and credit and accounting system for Uzbekistan and neighboring republics, including the Republic of Kazakhstan.

During this period, separate educational areas and faculties for the training of economists, financiers, accountants and banking specialists began to be established in a number of higher educational institutions. In particular, in this process, the rapid development of the national economy, industry and economy

of the Republic led to the training of qualified specialists on an increasingly large scale. Among them, the leading places were occupied by the sphere of economics and finance. As a result, on June 6, 1931, the Central Asian Institute of Planning and Economics was established on the basis of the Faculty of Economics of the Central Asian State University (SAGU), and in 1935 the Central Asian Institute of Planning was moved to Samarkand, and later in 1936 it was merged with the State Institute of Trade and Cooperation. It was named the Institute of National Economy of Uzbekistan. In the following years, the Second World War that took place in the world and this war began a period of great economic difficulties for the Soviet state, including its colony Uzbekistan. In such a controversial and difficult period, the government faced the issue of restoring the state economy with its own internal resources. Of course, among the forces that would support it in these difficulties, the work of training economists was a matter worthy of special attention.

During the war years, as a result of the development of the national economy and the increased demand for economists, the number of students admitted to the Central Asian Institute of Finance and Economics changed as follows (Table 1).

Table 1

Years students were admitted	Number of students admitted	Years students graduated	Number of students graduated
1932	47	1942	137
1940	240	1943	27
1942	205	1944	68
1943	296	1945	42

Years students were admitted Number of students admitted Years students graduated Number of students graduated

In the 1940s, the number of students admitted to universities increased, but the number of graduates decreased sharply. This was due to the fact that most of them were mobilized to the front with the outbreak of World War II. During the war years, not only the number of students decreased, but also professors and teachers teaching in higher education institutions were mobilized to the war. This situation certainly had its impact on the quality of education. However, during these years,

our people, especially scientists, showed an example of selflessness. One of the main goals set for the republic's scientists was to rebuild the economy in accordance with the war period. At the same time, practical, scientific and technical assistance to enterprises and agricultural enterprises was consistently carried out.

Economists focused their main attention on the production of industrial and national economic products, providing the population with food, and creating prospects for the development of the country's peasant economy. Economists also looked for ways to improve the state of labor resources and rationally use them. The situation in Uzbekistan in the post-war years has changed somewhat. In particular, in the 1950s-1960s, the Institute of Financial Economics was set a number of tasks, the most important of which were to train multidisciplinary, qualified economists in the economy, and to meet the need for pedagogical personnel engaged in scientific research. It follows that by the 60s of the 20th century, the training of personnel in higher education, economics and science, especially the training of economists, had risen to the level of state policy and began to receive great attention.

In conclusion, the 1920s-1960s were a historical period in Uzbekistan that was of great importance in the formation and development of the system of training economists. During this period, many educational institutions were established in the republic to train qualified personnel for various areas of the economy, and their activities were gradually improved. By teaching economic disciplines in various educational institutions and institutes, the necessary personnel for the state economy, industry, agriculture, banking, and the financial system were trained. This process served not only the development of the economic sector, but also the institutional strengthening of the education system. The expansion of economic education also laid the foundation for the development of scientific research and practical experience in the country. These specialists played an important role in society during the war and post-war years, making a great contribution to national economic planning and economic reconstruction. In general, the system of training economists in the 1920s-1960s was an important factor in the economic development of Uzbekistan and served as the basis for the further development of economic education in subsequent periods.

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