



## **SUPPORT OF THE SOVIET STATE IN THE WORK OF TRAINING PERSONNEL OF ASIAN AND AFRICAN COUNTRIES**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 1 <sup>st</sup> August 2022 <b>Accepted:</b> 1 <sup>st</sup> September 2022 <b>Published:</b> 4 <sup>th</sup> October 2022	Today, the countries of the Asian and African continents are experiencing a different stage of development. In Asia, Japan is the only developed country that belongs to the group of "Big Seven", in addition, countries such as the Republic of Korea, Singapore, Israel are also among the developed countries. China and India are among the main developed countries with great potential in terms of natural resource, GDP, while Vietnam, Cambodia, Bangladesh, Sri Lanka, Iraq, the DPRK are the slow developing countries that are experiencing a transitional period. Most countries in Asia and Africa have long been colonized. National liberation movements, which took place in Asia in the formation or independence of such states as China(1949), Vietnam(1946), Laos, Iraq(1958), India (1947), North Korea(1948), Burma(1948) Mongolia (1921), were largely politically-economically supported by the Soviet state. Also, when these states were developing and restoring the destroyed economy, socialism began to create an economic model in shape <sup>1</sup> .

**Keywords:** Natural Resource, GDP, Developing Countries

In the African year 1960, 17 new independent states were formed. The Belgian colony of Congo, large countries such as Nigeria and Somalia, belonging to Great Britain, has established its independence. A large delegation of states that gained independence visited the Soviet state for the first time. Of course, the Soviet state did not give great attention to these states in vain. The assistance provided in the right-handedness of the new states was naturally associated with the spread of socialism around the world.

International relations in the field of Education have a certain specificity, which is expressed in the fact that these relations perform a two-way function: to help in the training of National Personnel and to reflect the relationship between education and science, to train scientific personnel in universities, to organize scientific research in the process. With the coming to power of the Communist Party in China, the main movement began to democratize the school under Marxist slogans. This contributed to cultural development in Soviet and liberated regions even during the civil war in China. School reforms were considered» the first step towards the transition from a school of a semi-feudal and semi-colonial country to a socialist school.»

On December 28, 1936, Chan Kai Shi received an extraordinary representative of the USSR and asked the Soviet government to deliver that China is currently

forming 20 divisions, and in three months to help each unit from the USSR. In this, the sending of military advisers and military specialists introduced a request to complete the formation of these 20 units in six months. The USSR responded to this request of the Chinese government and immediately began to implement it. A group of military advisers was created in the USSR in 1938. It covered a wide variety of types of armed forces (Ground Forces, Air Force, Navy, tank, artillery, etc.)<sup>2</sup>. At the end of 1937, the Soviet government M.I. Dratvinny was appointed to the post of military attaché of the USSR's sailing shipyard in China and chief military adviser to the Chinese army. In the second half of 1938, the main military advisers were A.I. Cherepanov (July 1938-autumn 1939), K.M. Kachalov (September 1939 - early 1941) and V.I. There were such as Chuikov (early 1941 - February 1942). From May to early June 1938, 27 Soviet military advisers initially arrived in China. In October 1939, 80 people already worked as consultants in various parts of the army, including 27 people in the composition of ground forces and headquarters, in artillery - 14, in volunteer troops - 8, in communication units - 12, in chemical units - 2, in logistics and transport service - 3, in medical service - 2. In 1940, at the request of China, about 200 more Soviet military specialists were sent. In August 1939, Soviet military specialists helped open an aviation school in Xinjiang, China. Until mid-1940, 328

<sup>1</sup> Troshin. Yu. History of Asian and African countries in modern times: Murmansk, 2001. p. 89

<sup>2</sup> Belov V.A. Training of personnel for foreign countries in Soviet universities. Kaliningrad, . p. 87



aviation personnel were trained here under the leadership of Soviet instructors. Pilot Training continued in 1940-1941. Some Chinese pilots underwent direct training in the Soviet Union<sup>3</sup>. So, in 1938, 200 Chinese pilots were trained in Soviet aviation schools, in 1939-1,045 pilots and 8,354 Aviation Technical Specialists. For the first time in Chinese history, there is a real opportunity for workers and peasants to receive primary education for their children. At this time, folk schools called «Leninists» began to be created, courses for eliminating illiteracy among workers, various reading rooms, etc. were opened. Based on the Soviet education system, it retained the main postulates of the revolutionary democratic reform of Education. They formed the basis of the Soviet School of education and pedagogical work. Cooperation with China in the field of Education began even before the establishment of the PRC. In the secondary education system, the experience of working in Soviet schools was actively used: on the basis of these curricula, the plans of the schools of the Soviet Union were adopted and processed in accordance with the programs of the PRC. After the PRC was annexed and a bilateral treaty of Friendship, Alliance and mutual assistance was signed, measures were taken to reorganize the educational system in accordance with the statement by Mao Sedun on the need to use his experience in February 1950. Recommendations for the reconstruction of the national education system of the Soviet state and the active and widespread dissemination of the knowledge gained within the country. Chinese specialists and their Soviet colleagues are faced with the following tasks: 1) elimination of illiteracy throughout the PRC; 2) expansion of the network of higher and secondary educational institutions; 3) professional staffing of educational institutions (first of all - scientific, technical and pedagogical); 4) creation of conditions for the development of Science and culture. It was decided to begin the implementation of these tasks with the restoration of destroyed schools and the creation of a single educational system. Discussion of educational problems only during 1950-1951. with the participation of Soviet specialists, seven all-Chinese conferences were called, in which a general course was developed and specific tasks in the field of primary education were determined. The result of the meetings was the adoption of a course on improving educational systems and their regular improvement and raising the level of training. By the beginning of 1951, there were 1 million teachers in primary schools in China, 200 thousand in correspondence industrial and agricultural schools, in

secondary schools - 130,000, in universities - 10,000, in kindergartens - several tens of thousands of teachers were missing. The government of the Soviet Union set the task of involving the general public in the process of reforming the education system of the people with the active work of Soviet specialists carried out in China in the first years after the formation of the PRC, with their active support a large program called «people's schools» was created<sup>4</sup>. On the second anniversary of the founding of the PRC, a «decision on the reform of the public education system» adopted by the State Administrative Council of the PRC was published, during the development of which Soviet specialists, researchers and scientists (including N.V. Sitsin), BM Vol, V.I. Popkov, L.M. Brekhovskik, A.B. Severnav, M.M. Grishin, D.Y. Pavlov, etc.) the possibility of obtaining primary, secondary and higher education for children of workers, as well as adults - workers and peasants. As part of this, it was planned to replenish the network of regular educational institutions with short-term schools of irregular workers and peasants of different levels, schools at work, the graduates of which will be on an equal footing with ordinary school graduates. The absence of age restrictions, benefits when passing exams, a short period of study, the opportunity to study while continuing to earn money - all this guaranteed the possibility of education of ordinary people. According to the adopted decree, instead of the two-stage (4 + 2 years) existing in the Republic, one five-year Primary School cycle was introduced, which made it possible to reduce the duration of study and create a real opportunity to take a full course. for the second stage, a reading system was introduced without qualifying exams. By decree, the preschool education system was approved in the form of kindergartens.

Beginning in 1952, the introduction of the new system was expected to be carried out in a gradual five-year period. By 1957, it was planned to» transform various irregular educational institutions into a single permanent system.» The creation of a system of schools with a unified education system throughout the country opened up the prospects for obtaining a complete basic education for rural and urban residents on an equal basis. In November 1953, the State Council adopted a «instruction on improving primary education. It is noted that the foundation for the development of Primary Education has already been created. At the same time, such serious problems as the material support of schools, low qualifications of teachers and, as a result, low education in general were noted. The direction of industrialization of the country

<sup>3</sup> Belov V.A. Training of personnel for foreign countries in Soviet universities. Kaliningrad, 2003. p. 90

<sup>4</sup> Antipovsky A.A., Borevskaya N.E., Franchuk N.V. Policy in the field of science and education in the People's Republic of China 1949 1979 M., 1980 p. 154



required the development of new educational programs. In the summer of 1953, the experiments of the schools of the Soviet state and other socialist countries were again used to compose them. With the help of Soviet specialists, the training programs were adapted to the new tasks of public education and successfully worked until 1957<sup>5</sup>.

Serious changes were also noted in the field of scientific cooperation between scientists from the USSR and China. Soviet specialists continued the work begun in the field of archaeological and Paleontological Research in the previous period, the study of the problems of national minorities in China. In the humanities, special importance was attached to the study of the history and theory of international relations, Natural Science. Since the mid-1950s, promising country development programs have been developed in the PRC. One of them was the adopted «12-year long - term plan for the development of Science and technology in China (1956-1967)», which was developed with the active participation of 640 Soviet scientists and specialists. Among the main directions were the following: the peaceful use of atomic energy, the study of reactive technologies, the creation of semiconductor technology, the development of computers, as well as «special problems of a defensive nature.» To implement these ambitious plans, the Chinese government aimed to «ask the countries of the USSR and people's democracy to provide comprehensive and operational assistance in these issues.» The 12-year long-term scientific and technical development program, developed with the help of Soviet specialists, was subsequently revised not only in terms of time, but also in terms of its content. On September 18, 1958, at the founding congress of the scientific and technical society and the All-China Society for the dissemination of scientific and technical knowledge, a 12-year plan for the development of Science and technology in China was adopted, which will be completed five years ahead of schedule, that is, until 1962. At the same time, it was noted that some of its parts will be completed seven years ahead of schedule, and as a result, a number of clauses of this program were fulfilled. In parallel, the PRC government decided on the priority development of the military sphere with important projects on rocket and Atomic Research. The failure of the big jump policy forced Chinese leaders to reconsider the exaggerated plans adopted in 1958. The revision of the plans was carried out in the direction of their reduction.

From the 12-year plan for the development of Science and technology, radical research was practically removed, with the exception of areas

directly or indirectly related to the production of new types of weapons, primarily nuclear weapons and means of their delivery. However, the most important provisions of the plan were preserved even after revision in terms of the development of Science and technology. The 12-year plan, originally developed with the participation of Soviet specialists, later revealed the main features of scientific and technical construction in the PRC. The results of the reorganization of the higher education system soon affected the training of highly qualified personnel: the admission to graduate school was sharply reduced, which, in particular, reached 268 people in the Chinese Academy of Sciences instead of 361 planned in 1957, according to the plan was carried out in 176 specialties. After 1957, there was an intensive increase in the state of research organizations, but this was mainly due to the increase in administrative personnel, and not Yema in the research apparatus. Since 1957, Chinese scientists have been mobilizing their scientific potential for the restoration of National Science, as well as the knowledge and experience of scientific circles in the USSR. However, there is also the idea of a gradual reduction in research and development within this area<sup>6</sup>.

Laos also built the foundation of socialism. October Revolution the country's Experience Revolution was of great importance to the Lao People. Among them, there was an increased interest in the USSR, its culture, in particular, in the study of the Russian language and literature. In the 1970s, a certain part of the citizens of Laos and Kampuchea studied in the USSR. In the 1990s, Russian-Vietnamese and Russian-Lao scientific and practical conferences were organized in Vietnam and Laos to deepen market reforms and open policy issues. The issue of concluding an agreement on cooperation between the LMU and the Institute of Asian and African countries of Moscow State University is being considered. After a long break, the sending of Lao students to Russia was continued.

The collapse of the colonial system on the African Continent raised socio-economic problems that required quick solutions for young African countries, in particular, the economy and the social sphere, primarily the training of highly qualified personnel for medicine. The USSR, striving to spread its influence across the continent, to squeeze out former metropolises, tried to support the new independent states who had not yet decided on their socio-political path. To solve these complex tasks, in March 1958, a separate structural unit was created in the USSR Ministry of Foreign Affairs, the staff of which initially consisted of 10 people. With the increase in the volume of this work, the second (October

<sup>5</sup> Kwartalnov V. A. Internationalism of foreign relations of workers and youth. — L.: 1989; p. 8

<sup>6</sup> Elyutin V.P. Higher School of Society of developed Socialism. Moscow, 1980. p. 442



1960) and then the third (January 1965) African sections were formed. In African countries, higher education could only be occupied by a local yelita, the implementation of which in metropolitan universities was mumin. Sail of the USSR in the Congo I.S. Spitsky (1964-1969) writes: "there were many capable, trained people among them...". The Central Committee of the CPSU of the Ministry of Higher Education of the USSR, prepared in the first half of 1959, was told in the draft yeslatma "on the development of relations between Soviet higher education and universities of foreign countries"<sup>7</sup>. The main imperialist states attract students from colonial and dependent states very widely to study at their universities. In the 1958/59 academic year, only 211 students and graduate students from Asia and Africa studied at the Universities of the USSR, of which 54 were from the United Arab Republic, 27 from Sudan, 7 from Cameroon, 6 from Uganda, 3 from Algeria, 3 from Morocco.<sup>2</sup>, Nigeria - 1, Togo - 3, Tunisia - 1. At the same time, according to UNESCO, in 1955/56 only 932 people from Sudan studied in capitalist countries. To correct the situation, it was necessary to establish its legal framework, giving it the appropriate political and ideological orientation to educate African students. By 1960, there were only 25 higher education institutions in all of Africa, of which 13 were in Egypt and Algeria<sup>8</sup>. The struggle of African peoples for independence culminated in 1960, which went down in history as the «year of Africa». 17 new African countries appeared on the world map. And since 1959, the USSR began to conclude intergovernmental agreements with African states and outlined plans for training students. As an example, one can see the treaty with the Republic of Guinea on November 26, 1959. The contracting parties expressed their intention to carry out the exchange of experience in the fields of higher education, public education by sending students, youth and other delegations. (Article 1); providing mutual assistance in the training of national specialists for Industry, Science and culture by providing opportunities for training and internship in higher and secondary educational institutions (Article 2); carrying out mutual exchange between students, teachers of higher and secondary educational institutions, as well as other educational institutions (Article 3). This treaty was one of the first treaties with African countries. The agreement on cooperation with the Republic of Ghana on August 25, 1960, with the Republic of Somalia, June 2, 1961,

should also be emphasized. The agreement with the Republic of Mali on March 18, 1961, concluded on March 22, 1963 with the Republic of Cameroon, on March 19, 1964 - with the Republic of the Congo, on May 11, 1964 - with Kenya and on October 2, 1964 - with the Kingdom of Burundi is from this sentence. The emergence of the legislative base contributed to the rapid growth in the number of African students in the USSR<sup>9</sup>. If in 1960 there were 275 African students and graduate students in the USSR, then in 1961 there were about 500 of them, and by the end of the 1960s their number was several thousand. If we compare the data with Nigeria, then in 1960 only 5 students from this country studied in the USSR, and as of January 1, 1964, their number exceeded 100 people (not counting students from the University of friendship of Peoples)<sup>10</sup>. Students from Nigeria studied at 27 higher and secondary special educational institutions of the USSR: in Moscow and in other large centers of the predominantly European part of the USSR (Leningrad, Minsk, Kharkov, Kiev, Kalinin). In Moscow, 52 Nigerians studied; in Leningrad - 18; in Kalinin - 12; in Minsk - 2; in Kharkov - 7; in Kiev - 6; in Lviv - 1; in Tashkent - 221. African students studied at the largest universities in the country. In Moscow, they were as follows: Moscow State University (31 people), Road Institute (8), Construction Institute (3), 1st Moscow Medical Institute (3), 2nd Moscow Medical Institute (2), Institute of Geodesy and cartography (1), Institute of Chemical Technology (1), Institute of petrochemical and gas industry (1), Institute of Economics and statistics (1), Institute of In Leningrad - at Leningrad State University (5), at the Pediatric Institute (2), at the Medical Institute (2), at the Institute of painting, sculpture and architecture (1), at the Polytechnic Institute (6), at the Institute of Finance and economics (1), at the Yelectrotechnical Institute. (1). In Kalinin, 12 students studied at the Medical Institute. 2 students study at the Polytechnic College in Minsk. In Kharkov State University-11, in the construction and Construction Institute-1. At the Medical Institute in kiyyev-5, at the State University - 1. In Lviv at the Medical Institute-1. At the Agricultural College in Tashkent-222. Information on the specialties in which they study is indicative. These are general medicine (21 students), Chemistry (17), mechanical engineering (12), biology (9), vest engineering (7), Urban Planning (3), Pediatrics (2), History (2), agronomy (2), dentistry (2). Later, wired studied in such areas as a'laka

<sup>7</sup> Spitsky I.S. The formation of African departments in the Ministry of Foreign Affairs and my work experience in the People's Republic of the Congo in 1964-1969. // Africa in the memoirs of veterans of the diplomatic service. M., 2001. pp. 13-15.

<sup>8</sup> Belov V.A. Training of personnel for foreign countries in Soviet universities. Kaliningrad, 2003. p. 83.

<sup>9</sup> Belov V.A. Training of personnel for foreign countries in Soviet universities. Kaliningrad, 2003. p. 110.

<sup>10</sup> Elyutin V.P. Higher School of Society of developed Socialism. Moscow, 1980. p. 387





engineering, cartography, international law, mechanics and mathematics, industrial and civil construction, sculpture, statistics, Radiophysics, petrochemistry, economics. 11nafar Nigerians studied at the preparatory faculties of universities<sup>11</sup>. An important task of training foreign yellows was to educate them as supporters of socialism and supporters of the USSR, through which they formed loyal yelitas.

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<sup>11</sup> Belov V.A. Training of personnel for foreign countries in Soviet universities. Kaliningrad, 2003. p. 95.