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History of Educational and Scientific Works in Andijan State Medical Institute

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Abstract: This article is devoted to the study of the history of the formation of the system of higher medical education in the Andijan region and the stages of its development. The Andijan Medical Institute and its importance in the training of medical personnel in the region are analyzed.

Keywords: Andijan Region, History of Medical Education, Andijan Medical Institute, Higher Education, Development of the Medical Sphere, Personnel Training, Medical Innovations



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Introduction

The Andijan State Medical Institute is one of the key centers for medical education and science in Uzbekistan. Its establishment aimed to advance the field of medicine in the country, prepare qualified specialists, and supply healthcare professionals. The institute has made significant contributions to the development of medical education in the region through its rich history, scientific potential, and academic-methodological processes.

Methodology

The foundation of the Andijan State Medical Institute and the establishment of educational and scientific activities required extensive effort and commitment. In its early years, the institute primarily focused on organizing educational processes in basic medical sciences, while later establishing research laboratories, clinical bases, and scientific centers.

The allocated buildings for the institute underwent renovations, and rooms were designated to accommodate various departments. In distributing the rooms for the departments, considerations included the need for gas, water supply, and electrical networks, as well as prospects for expanding the departments and establishing complexes

for similar departments to accommodate the first and second-year academic buildings. The departments of Marxism-Leninism and Foreign Languages were placed in the administration building, while the departments of Anatomy, Biology, and Embryology were housed in the former dormitory building of the Pedagogical College. The departments of Physics, Inorganic Chemistry, and Organic Chemistry were located in the former school building. The Physical Education Department temporarily operated in a separate building, previously designated as a student dining hall within the institute's yard.

The close proximity of all rooms facilitated the scheduling of classes. All departments were provided with designated spaces and were organized as appropriately as possible. Additionally, the departments were partially equipped with auxiliary rooms, laboratory spaces, and equipment. Significant work was undertaken to adapt the allocated rooms to the departments' needs and to create favorable working conditions in the laboratories. Renovations of buildings, installation of electrical networks, and provision of water, gas, and sewage were mostly completed within the first semester. However, the process was not fully completed. Major repairs and completion of sewage works on the floors of the former Pedagogical College building were not fully carried out.

The institute has two lecture halls, namely a 250-seat meeting hall in the former building of the City Party Committee and a 150-seat lecture hall (Archive).

The Andijan State Medical Institute began efforts to equip departments, lecture halls, and student dormitories with necessary inventory. Medical equipment and medicines were supplied by Uzmedsnab and the Uzbekistan Pharmacy Directorate. Laboratory glassware worth 100,000 rubles was purchased for the institute's laboratories, thus preparing for the start of classes for the new academic year.

Result and Discussion

The staffing plan for Andijan State Medical Institute was approved on September 12, 1955, allowing for the recruitment of 23 professors and lecturers and 15 academic and support staff. For vacant positions, an announcement was published in the December 23, 1955 issue of **Pravda Vostoka**. A quota of 200 students was approved for admission to the institute. In the 1955-1956 academic year, an announcement for admission was published in **Pravda Vostoka** for first-year students. However, following a request from the Andijan Regional Executive Committee, permission was granted to admit an additional 50 students. A total of 1,053 applicants submitted applications, and entrance exams were held from September 27 to October 8. Based on the exam results, 256 applicants were admitted as students. Of these, 19 were school graduates who had received gold medals or top medical college students, who were admitted without exams. A total of 174 admitted students were from the Fergana region. Given the high demand, 20 additional seats were allocated to Andijan State Medical Institute, enrolling 272 students in its opening year.

Classes at the institute began on October 15, 1955. However, finding buildings for departments and lecture rooms proved challenging. The institute was allocated the former Andijan City Party Committee building and the dormitory of the regional pedagogical college. Like all medical institutions in Uzbekistan, one of the serious challenges in

organizing educational activities at Andijan State Medical Institute was the lack of Uzbek-speaking specialists. Uzbek-language lecturers sent from the capital returned to Tashkent after completing their service, resulting in the absence of teachers for several subjects.

During the Soviet era, ideological education was given high importance across all educational institutions. The same was true at Andijan State Medical Institute, where the administration, the party organization, and members of the Marxism-Leninism department focused on ideological and political training for students, teachers, and service staff from the start of the academic year. The institute's trade union committee, student council, dormitory committees, and editorial board of the wall newspaper were established. Extracurricular activities, including amateur circles and physical training, were also organized, with sports sections, drama clubs, and choirs being established. In the second semester, scientific circles for students were launched in various departments.

Textbooks and study materials for subjects like Organic and Analytical Chemistry and English were in short supply. Young, inexperienced teachers primarily conducted the lessons. During the winter session of the 1955-1956 academic year, out of the 272 students enrolled at the Andijan Medical Institute, 225 took exams in the subjects listed in the curriculum, with 47 students failing to master certain subjects for various reasons.

In the initial years, organizing the educational process faced considerable challenges. The institute occupied buildings with a total area of 5,492 square meters, including 3,500 square meters for classrooms and 1,140 square meters for student dormitories. However, the boys' dormitory was in poor condition and required repairs. The institute lacked a student dining hall, and the building for the Physical Education Department did not meet standards.

In the 1960-1961 academic year, Andijan State Medical Institute (AndMI) had 1,949 students, with 1,195 of them representing the local population. In 1962, 265 students graduated from the institute, 240 of whom went to their assigned jobs. The institute administration took measures to ensure graduates reached their designated locations on time and in full. Professors and staff actively sought out graduates to dispatch them to their assigned locations as doctors. However, due to a high demand for doctors throughout the republic, healthcare institution leaders often hired graduates for local positions even if they had official placements elsewhere. For instance, graduate S.I. Gadoev, assigned to the Karakalpak Autonomous Soviet Socialist Republic (KASSR) by the Ministry of Health, was hired by Chief Physician Mukhamedov at Hospital No. 2 in Namangan. Likewise, graduate T.A. Golubechkova, also assigned to the KASSR, was hired by Maternity Hospital No. 1 in Namangan. Many similar cases can be cited, but primarily, graduates were dispatched to regions with high demand for doctors, such as the KASSR, Khorezm, Bukhara, Kashkadarya, and Surkhandarya regions.

AndMI also held courses for improving doctors' qualifications. For example, in the 1960-1961 academic year, training sessions for doctors were held every third Tuesday at the Department of Obstetrics and Gynecology, with a total of nine seminar meetings conducted that year.

In the 1977-1978 academic year, 416 AndMI graduates completed their internships in healthcare institutions across Andijan, Fergana, and Namangan regions. AndMI also offered preparatory courses; in 1964, 112 students attended, with 92 from Andijan region and 13 from Fergana region, indicating an unequal distribution of quotas among regions. Additionally, 45% of the attendees were local nationals. In 1978, 150 students were admitted to the preparatory course, with 41 receiving sponsorship from various organizations and 109 receiving scholarships from the institute fund. Housing in the student dormitory was provided for 94 students, and 22 teachers were assigned to teach these courses.

For the 1964-1965 academic year, the institute received 1,464 applications, with 701 applicants from the Andijan region. A total of 414 students were admitted to the daytime program, exceeding the planned quota of 290 students. Considering the shortage of doctors in Kashkadarya and Surkhandarya, 30 places were allocated to each of these regions, resulting in a total of 55 students accepted from these areas. Fifty-four students enrolled in the evening program, all from the Andijan region. In the 1975-1976 academic year, the institute's preparatory group had 125 attendees, of whom 116 successfully passed exams while nine received unsatisfactory grades.

In the 1977-1978 academic year, the admissions committee received 2,795 applications, with 1,033 students accepted. In the 1979-1980 academic year, 400 institute graduates were engaged in internships, under the guidance of V.A. Shetkin, A. Turdiev, M. Rustamov, T.K. Rasulov, A.G. Zaichko, and Sh.S. Sotvoldiev.

Conclusion

The Andijan State Medical Institute played a pivotal role in addressing Uzbekistan's need for qualified medical professionals throughout the 1960s and 1970s. Despite numerous challenges, including a shortage of Uzbek-speaking specialists and a high demand for doctors across the republic, the institute managed to prepare and deploy a considerable number of graduates to various regions, particularly underserved areas. Graduates were often placed in healthcare facilities in regions like Kashkadarya, Surkhandarya, and the Karakalpak Autonomous Soviet Socialist Republic (KASSR), where the demand for medical personnel was acute. The institute not only expanded its student intake but also established preparatory and qualification improvement courses, strengthening the training pipeline for future doctors. However, logistical and resource limitations, such as inadequate facilities and uneven regional support, presented ongoing challenges. Nevertheless, through its persistent efforts, AndMI significantly contributed to the healthcare sector's development, marking it as an essential institution in Uzbekistan's medical education history.

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