



HISTORY OF MILITIA SCHOOL TASHKENT (BRIEF HISTORICAL SKETCH)

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ABSTRACT

At the end of 1932, based on the decision of the Party Bodies and the Government of the Uzbek SSR on training of local law enforcement staff in the city of Kokand, the Central Asia was experiencing a great need in senior officers of law enforcement. During the organization and establishment of the school, there were many difficulties. During the organization and establishment of the school, there were many difficulties.

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INTRODUCTION

At the end of 1932, based on the decision of the Party Bodies and the Government of the Uzbek SSR on training of local law enforcement staff in the city of Kokand, the Central Asian School of the Senior Officers of the Workers' and Dekhkans' (farmers') Militia was established (Djalilov, 1971). The establishment of the School of Militia in the Central Asia was of a great political importance. At that time, the Central Asia was experiencing a great need in senior officers of law enforcement. The established school was under the control of the authorized Chairman of the Joint State Political Directorate due to the personnel from the Central Asian countries. During the organization and establishment of the school, there were many difficulties. It was expected to arrange the allocated premises for the admission of cadets and to recruit the permanent staff. For this purpose, it was necessary to carry out the overhaul, to equip the hostel, to purchase the equipment for classrooms, kitchen and dining room. It was very difficult to collect the teaching staff. The cadets, who came to school to study, made a significant assistance in making the overhaul and equipping.

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The Kokand city Communist Party provided a great support in recruitment of a teaching staff and employees for other departments (Aripov, 1967). According to the conditions of school enrollment, the party members and Komsomol members from among the rank-and-file and junior commanders, who were certified for promotion, as well as the middle-ranking officials, who do not have special training, were admitted. Candidates were required to have an education at the level at least the graduation of a school of the first stage or four classes of a secondary school and, at the same time, no less than one-year work experience in law enforcement bodies. In extraordinary circumstances, in cases of deficiency of students, the school was replenished with candidates from among the workers of local companies and collective farmers. During the enrollment process, the requirements to the educational qualification of candidates had to be reduced. Admission tests were on the Russian language, geography and arithmetic. At the first admission, 110 attendees were accepted. Admission process was slow. Candidates continued to arrive even during classes, and this continued for about two months. Personnel of the first admission of cadets turned out to be very diverse in terms of education, work experience, age and nationality. According to the age, they were from 25 to 40 years. According to the work experience in the law enforcement bodies, from one year to ten years. According to

positions assigned, from the militiaman up to the head of department. Among the non-permanent staff (cadets), there were up to 15 nationalities, and most of them had a very poor command of Russian (Aripov, 1934). In addition to it if we mention that, there were a shortage of textbooks, and even on some disciplines they were absent at all, it becomes clear how difficult the task was for the school's management staff, the command and teaching staff and the whole staff responsible for upbringing and training of personnel. By efforts of teachers, the texts of lectures, that were translated into Uzbek (there was a special staff of translators in the school), were written and reproduced as per the training groups. The training length in the school was one-year during the first years. Cadets were reduced up to one division consisting of 5 platoons (training groups) (Djalilov, 1971). Considering the critical need in managerial staff of militia of different work types, the training groups were specialized diversely. Training groups of employees of the external service, political officials, operating executives and combat personnel were organized. The school had a general training program, which was the same for all groups. However, in one or another group, the academic hours for one discipline were being reduced and, accordingly, the hours for another discipline were being increased. Premises allocated for the school were close and unsuitable for educational purposes. There was neither a club nor a rest room for cadets.

Engagement of cadets during the whole working day was full to the maximum: the timetable covered 8 academic hours, and in many cases they were engaged even for ten academic hours, not including the 4-hour self-training. Almost all weekends, they worked in the school' garden, the fruits and vegetables of which were used as an additional food base for the school's personnel. Due to it, the public activity covered very little time. However, despite all the difficulties, the responsibility of the command and teaching staff and cadets to their duties was extremely a bona fide basis. Everyone was eager to do its best. Everyone had one great desire - to study. Many cadets performed the self-development during the hours of rest and on weekends. They rarely were on vacation, and hurried to come back from vacation to school. Teaching staff on their own initiative came to school on weekends and provided the cadets with the necessary assistance. Military-type disciplines were fulfilled mainly within the encampments. The first encampment was held in 1933 near the village of Ghova Chust district, Fergana region.

Different activities such as the trips, forced throws with a full combat outfit, firing activities were delivered, the obstacles were surmounted. In the evenings, the population of the village gathered near the camps. Cadets delivered some campaigns among the local population, like clarifications on decrees of the party, laws of the Soviet government. Thus, the friendship with the neighborhood population was established, and, at the end of the encampment, when the school was going to leave, the collective farmers warmly saw them out of village. These years, the level of criminality in Uzbekistan was high. Therefore, the school's cadets were consistently involved into the process of law enforcement and security both in the city of Kokand and in the surrounding areas. They took part in patrolling the ongoing operations, and some of cadets had to abort their classes for a while, they were often called for the place of their previous work. This was due to operational needs (Mukhammedov, 1970). Thus, on December 1933, the first academic year was closed, and the school released its first

graduation. Totally 105 people were released, 99 of them were the graduates of the school and six more as the listeners of training courses. After the first cohort, the Uzbek SSR gained the 38 trained employees. Other Soviet Union countries were allocated as follows:

- ❖ To the Turkmen SSR – 14 people;
- ❖ To the Tadjik SSR – 9 people;
- ❖ To the Kirghiz SSR – 16 people;
- ❖ To the Kazakh SSR – 28 people (Mukhammedov, 1974).

At the end of December 1933, a new enrolment was carried out with 156 people, which was much better organized and more successful in comparison with the first one. From January 1, 1934, the classes of the second enrollment were started, which, like the first one, was staffed almost entirely by certain militia officers (Newspaper, 1934). Contingent of the second enrollment was better. The age of cadets did not exceed 35 years. The school was provided with the additional premises. This made possible to allocate various departments in it, to move some departments out of the main building and enhance the area occupied by the training unit. All this made possible to arrange the academic process and political activity in more efficient manner, and to provide the cadets with more favorable training conditions. After moving of the school from Kokand to Tashkent, it is renamed as the third Tashkent School of the Workers' and Peasants' Militia [9], and then, in 1938, it was renamed to the Tashkent School of Senior Officers of militia. The transfer of the school to Tashkent was an important event in its further life and development. Receiving of a new large facility provided with a free placing and equipping of a number of educational and cultural units.

A club facility with a projector and a rest room for cadets, a photo lab, a gym, a dining room were being established. Classrooms were equipped. The arrangement of training rooms was started. The quantity of the school's listeners was increased up to 250 (Djalilov, 1969). So, the transfer of the School to Tashkent made the academic process more complicated. Besides the main division, different courses on training and retraining of personnel of the WDM of the Uzbek SSR are established. Groups of permanent militia officers, a group of patrol officers (retraining of junior and middle rank officers) with the same training period have been established. Then, the training courses for managerial staff (preparation for the rank of Militia Sergeant – starting from 1936, this was the first militia officer rank) have been organized. Later, upon the disestablishment of these courses, the one-year retraining courses for managerial staff with two divisions, for the operational staff and for the political staff, have been organized.

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