

The soviet government Cultural policy in uzbekistan And its consequences

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ABSTRACT

It was mentioned about the "cultural revolution" of the Soviet government in Uzbekistan and the problems that arose under its influence, the measures they took in the field of education, the ideas they put forward, and the consequences it brought to the Uzbek mentality.

Enter. Starting from 1930/31, introducing universal compulsory primary education for children aged 8, 9, 10 everywhere, and starting from 1931/32, introducing this general compulsory primary education for children aged 11 to issued a decision. On February 21, 1931, "On the progress of general-compulsory primary education", on September 5, 1931, "On primary and secondary school", on August 25, 1932, "Education in primary and secondary schools" about programs and regime", issued on February 12, 1933 "On textbooks for primary and secondary schools" and several other decisions are the main guide for the implementation of general-compulsory education and improving the work of schools it has been. In order to solve the main tasks facing the school, it was necessary to create new programs, carry out large-scale scientific research in the field of pedagogy, and fundamentally improve the methodological guidance of schools.

Up to this time, the repair works in schools in the districts have not been completed even though it is August, and the district branch has ordered the construction organization several times, but the works are still not finished. Compulsory education is in jeopardy because of the laxity of after Koybishiv in the city of Bukhara.

these works, so it is necessary to speed up the work.

1931 , in the decision "On Primary and Secondary School": "... to immediately organize the development of programs on a Marxist scientific basis, the volume of knowledge systematized in these programs (mother tongue, mathematics, physics, chemistry, geography and history) it was proposed to ensure that it was clearly indicated, to ensure that the studies would be conducted on the basis of the revised programs starting from January 1, 1932." In this decision, the Central Committee asked the People's Commissariats of Education to take a number of measures (guidance to teachers, appropriate 'publication of instructions, etc.) required.

Teaching the history of Uzbekistan in schools in 1935 will be the main issue, and a special commission for the history of Uzbekistan will be created. The history of Uzbekistan has been included in the curriculum since 1936. Along with the use of various new educational methods in the Soviet school, which can help to educate proactive and hard-working participants of the socialist construction, it was necessary to start a sharp struggle against small-scale design in the field of methodology, against the mass use of methods that were not initially tested in experience; Such small-scale design and mass application of untested methods was especially evident in the method called "project method" at that time. These attempts, based on the anti-Leninist theory, actually led to the destruction of the school. The Central Committee suggested that educational work should be carried out in connection with production work on such a basis that all social production work of students is subordinated to the tasks of the school in the field of education and training. .

Enrollment of children in schools decreased from 137,700 to 67,500 in the 1929-1930 school year. In the academic year 1933-1934, it decreased from 501.1 thousand to 388.9 thousand. 73% of this composition were Uzbeks. In the academic year 1929-1930, schools increased from 4340 to 12345 primary schools, from 463 to 1391 secondary schools. In Uzbekistan, the elimination of the kulaks as a class and the collectivization of hard-working peasant farms was carried out in the context of a sharp struggle against class enemies who tried to use the cultural commonness of the peasant masses, feudal customs in the household, religious fanaticism of the population, etc. for their own purposes. The representatives of the exterminated exploitative classes, the bourgeois nationalists, fought tooth and nail against the development of public education in the republic and the attraction of the children of urban and rural workers to schools. They set fire to school buildings, destroyed the reputation of leading teachers, harassed and even killed them, and tried to create hostile groups in educational institutions.

Samarkand, there were many cases of violations of the system of program materials by teachers and local methodical associations. As a result, the consistency in passing the program materials has been seriously disturbed and the quality of education has been greatly reduced. Educators, often, could not establish discipline in the classroom, could not make students interested in the lesson, could not activate the learning process, and because of this, educational work would be weak most of the time. Most of the teachers did not constantly monitor their students, check their notebooks and correct their mistakes. experiments were not performed in lessons, educational materials, cards, etc. were not used. In practice, most of the time, teaching with empty words and scholastic method prevailed. In 5 schools of the city of Tashkent, the topic of geography "Cold countries" was taught without using any instructional tools, even the simplest pictures and cards.

Namangan region told the brigade that came to inspect the school that he had completely passed the educational and production plan. Upon investigation, it turned out that this teacher was reading the textbook to the children page by page in each lesson, and sometimes he was also teaching the students in turn. In Kokonlar 12 model school, "political battle" exercise was held three times, where military terms were used, and the age and level of education of the students were not taken into account. In February 1934, two of the students who took part in the "political battle" based on the materials of the Sejd were "killed", four were "wounded" and two were "damaged"; such a "battle" was a completely harmful exercise. It was also found that there were significant deficiencies in the administration of the verification tests in primary and secondary schools. For example, in school No. 5 of the former Proletar district of Tashkent city and in the "Yangi Hayot" school of Oktyabr district, instead of starting with written work, the examination tests were sent from oral works.

The results of the students' written work were not taken into account at the place of the oral exam in school No. 2 in the Lenin district of Tashkent city. In several schools of the proletarian district, some teachers deliberately did not correct the mistakes in the answers, they did it in order to increase the grades. The third, fourth, and fifth grade math teacher at Oktyabr District School No. 36 did not have pre-prepared questions for testing. The staff of the district public education departments visited schools very rarely and did not check the progress of the examination tests very well, did not determine the knowledge of the students. The above-mentioned examples are that in some schools at that time, first of all, the preparation of teachers was not enough, the guidance of the methodology was corrupt or not at all, various methods were used in teaching, which were not well tested, there was discretion in choosing the program, and even as a result of teaching without a program, it indicates that there are huge defects in the educational work of schools.

languages.

In the 1938/39 academic year, there were 2955 schools for Uzbek children, 259 schools for Russian children, 231 schools for Karakalpak children, 204 schools for Kazakh children, 179 schools for Tajik children, 49 schools for Turkmen children, there were 21 schools for Kyrgyz children, 15 schools for local Jewish children, and several schools of other nationalities. Education was conducted in two languages in 507 schools, in three languages in 57 schools, and in four languages in 5 schools.

In capitalist countries, the situation was completely different at this time, despite the increase in population, the number of schools there decreased or remained almost unchanged. and the number of students has decreased a lot. Such was the situation in even the most developed countries of Europe - England, France, Germany (pre-war Germany). For example, in the academic year 1938/39, the number of children studying in schools in England was 86.6% compared to the academic year 1914/15, in France it was 97.9%, and in Germany it was 76.6%. As a result of the successful implementation of universal compulsory primary education, by the end of the second five-year period, the percentage of students per thousand people in the Uzbek SSR increased significantly. In the academic year 1929/30, there were 36 pupils per 1000 people of the population of Uzbekistan, in the academic year 1937/38 - 143 pupils, and in the academic year 1938/39 - 176 pupils. In the capitalistic countries neighboring Uzbekistan, the percentage of the number of students in relation to the population was the complete opposite of the picture in Uzbekistan at that time. For example, in Iran in 1936, 355,000 people were studying in both normal schools and adult schools, while the population of the country was 15 million, that is, 22 students per 1000 people (both youth and adults). would be correct. In Turkey in 1936, there were only 50 pupils per 1000 people, that is, 3 times less than in Uzbekistan. However, along with the great achievements achieved in the field of general compulsory education in the Uzbek SSR , several shortcomings should also be noted. In 1936, the Fifth Congress of Soviets of Workers', Peasants' and Red Soldiers' Deputies of the Uzbek SSR issued its decision: "On the condition and work of primary schools", "in most districts, students drop out of schools and stay for the second year percentage is still very high (for example: in Poyarik, Meton, Baghdad, Okdarya, Urgut, Jizzakh and other regions), the growth of the third and fourth grades of primary schools is completely insufficient, the number of children studying in these grades , especially there are very few girls, this situation puts the implementation of seven-year general education in serious danger," it was pointed out. In the 1938/39 academic year, 47,000 school-aged children were not enrolled in school; 68 thousand students dropped out of school. Many Uzbek girls are not enrolled in schools, and this situation shows that feudal-wealth and religious prejudices still exist among a part of the population of Uzbekistan (especially among the rural population) and that there is not a strong enough fight against these tendencies. would see. For example, in the Jizzakh district of the Samarkand region, the number of boys among schoolchildren was 63.3%, and only 33.7% were girls. An example of this is the letter written by one of the girls in her class of the incomplete high school of Ko'kan on March 25, 1936 to the Central Committee of the LKSM of Uzbekistan:

"I turned 15 years old. But despite my youth and the fact that I was studying in that class, they married me and even gave me a wedding because of their engagement; they bought me dowries. My goal is to finish high school and university, to get an education and not touch the ground at this age... I also mean that some young girls who were studying at school in our collective farm were also sent to the ground. There are many such cases. Therefore, I am asking you to help me and girls like me as soon as possible, to make it possible for us not to drop out and attend school." At that time, it was very common to ask for help from the party, Komsomol, Soviet, trade unions and other public organizations with such a letter, these facts fueled the desire of our young girls to study and learn. This was a bright expression of his passion.

Literature review (Literature review). Pupils' attendance at school was not very good. For example, in Surkhondarya district, usually 10-20% of students did not attend classes, even in some schools, about 50% of students did not attend classes. In the 5th grade of secondary school, out of 43 children: 28 children in the first quarter, 18-20 children in the second quarter, and 21-31 children in the third quarter did not attend classes.

Professors and gunners from local nations continued to increase. In the academic year 1938/39: while 12,855 teachers were required for primary schools, there were actually 12,679 teachers (176 teachers were missing); 17,027 teachers were required for incomplete secondary schools, but there were actually 13,920 teachers (3,107 teachers were missing); against the requirement of 8,565 teachers for secondary schools, there were actually 5,976 teachers (there was a shortage of 2,589 teachers). Out of a total of 38,447 teachers required, there were actually 32,575 teachers (5,872 teachers were missing).

Research methodology (Research Methodology). Many schools did not have teachers of history, foreign language and other subjects. Certification of teachers and awarding personal titles to the most qualified teachers among them was one of the measures to improve the structure of pedagogical staff in the republic. This measure made it possible to identify people who are not suitable for pedagogic work or who should receive full information. Teachers were certified from the end of 1936. Attestation was conducted by territorial groups and in the city of Tashkent. 24,682 of the 33,167 teachers who had to pass the certification passed (74.8%); 7,084 out of 23,330 primary school teachers were given the title of primary school teacher (30.4%); Out of 7,667 teachers of grades 5-6, 2,039 were given the title of part-time secondary school teacher (28%); 1,217 of 2,270 teachers of grades 8-10 were given the title of secondary school teacher (52.6%); 11,736 people were left as teachers on a conditional basis (33.9%); 2269 people were dismissed (7.8%).

Analysis and results (Analysis and results). According to the results of the certification of teachers, many of them were conditionally left to teach in schools or were dismissed altogether.

Conclusion and recommendations (Conclusion/Recommendations). So, at the beginning of the 20th century, one of the organizations that made great positive changes in the issue of Uzbek language and spelling was "Chigatoy Gurungi". The "Language and Spelling Gang", which operated as its branch, served as the main center for such creative activities. Also, in the first half of the 20th century, our national intellectuals showed a lot of zeal in the matter of Uzbek language and spelling. They tried to restore the former state of the Uzbek language by proving its uniqueness and greatness. In this regard, the services of Abdurauf Fitrat, Elbek, Botu, Cholpon and others, who wrote many articles, textbooks, manuals and lectures are incomparable. We can learn that Abdurauf Fitrat made an incomparable contribution to the Turkish language from his article "Our Language", "Sarf" and "Nahv". In these works, he highlighted the aspects of the classical Uzbek language and its possibilities, and showed many innovations related to the grammar of the Turkish language. At the same time, Fitrat left his mark as a scientist who made an effective contribution to Uzbek national linguistics of the 20th century.

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