

Changes in Education in the Example of Zarafshan Oasis

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Annotation: This article describes the process of establishing the Soviet education system in the Zarafshan oasis. Many first-level schools and boarding schools were established by the Soviet state. Although an extensive education system has been established, it has been shown on the basis of examples that there are many problems and shortcomings in this regard. During the years of Soviet rule, public education was completely under the control of the ruling communist ideology, and the main focus in all educational institutions was on training specialists for the national economy.

Keywords: Soviet state, Communist Party, Public Education, material technology, cultural revolutionary policy.

The Ministry of Education was established on October 20, 1920 as part of the government of the USSR. This ministry is responsible for the organization of education in accordance with modern requirements, and the activities in this area are reflected in the periodicals[1]. In addition, school leaders of the USSR explained the goals of the schools to the people, organized meetings when necessary, prepared reports for the general public, and informed the population about political and scientific trends. Such activities were carried out mainly in districts and villages. The Department of Education is responsible for both extracurricular activities and the work of other government agencies. So, this organization was also involved in school and extracurricular activities. Twice a month, the head of the school submitted a report to the education department on his work. Until the head of the school himself has the power to enact a law and issue a decree, he shall act only on the basis of the legislative regulations issued by the education inspectorate or department. These regulations are the basis for the administration, and in their absence, the law enforcement is monitored by the education department and teachers[2].

In Bukhara in the 1920s, the Regulations on the reorganization of the apparatus of the Education Control of the USSR were created. Given the great importance of education in the context of Bukhara, when examining the proper conduct of public education, it became clear that there are problems and shortcomings in the generally accepted system, a clear division of activities of each department and the implementation of work in a particular area.

Problems and shortcomings were studied, it was proposed to reorganize the apparatus of education control, and to add the following rules to the basis of the new charter:

a) education control is managed by a manager. The staff should consist of operational department heads and should not exceed 5 people. Each member of the employee is subject to direct control over their activities. The head of political spirituality was a member of the government in the sense of ideological organization other than the supervisor. The Central Committee was also subordinate to the Bukhara branch's publicity officer.

b) the control apparatus consists of the following sections:

1. Management department, which includes the economic part.
2. Organizational guidance section containing information.
3. Supply departments.
4. Social party sections.
5. Vocational education departments.
6. Political-spiritual sections.
7. Scientific-consulting department.
8. State Publishing House.
9. Department of Finance[3].

It should be noted that the USSR has been actively involved in the development of culture and education. Given that the population is largely illiterate, the government has allocated 13 million soums for public education needs.

Dozens of enlighteners and intellectuals, such as Sadridin Ayni, F. Yuldash Pulatov, Abdulvoxid Munzim, Abdurauf Fitrat, Ahmadjon Hamdi, played an important role in the development of science and enlightenment in Bukhara. In order to build a school from nothing in the USSR, he had to fight hard with the forces of the old and the forces against the new government. Because they had the power to oppose the opening of new schools to the people. On the other hand, the

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construction of a new type of school system was hampered by foreign military intervention and the civil war that had created class struggles, as well as the complexity of the external and internal situation.

On October 8, 1920, a public education control was established to develop and direct public education, and its branches were opened in the field. In particular, in the field of education, work was carried out in accordance with the draft Charter and according to plan. According to archival data, several new schools were opened in Bukhara. Each of these schools was attended by 40-50 children, but despite daily raids and harassment, the number of children attending these schools did not decrease, and in a short period of time, public opinion changed and became more positive. Nationalists who were no longer affiliated with these schools also provided financial support and took over the maintenance of the school.

Another aspect of the issue is that education in the districts has been very problematic. For example, Karakol district had a primary school in terms of education. This primary school was opened in the district on October 21 and enrolled 35 students, but due to the incompetence of the education authorities, 15-20 students were enrolled. Although the information was provided to the executive committee by the school principal in the district, it is known that the information provided was ineffective. As a result of the Deputy Chairman of the Executive Committee gathering the elders and conducting the campaign, 15 students will come to the school and re-register in the notebook.

Although the deputy chairman of the executive committee has always promised to help the school, the school building has not been repaired in time. Since the school is a small building, the advice to rent a new building will also be considered. As a result, a good building is selected and the school is moved to the newly acquired building. There were only 2 teachers at Karakol Primary School. It is known that teachers with good teaching potential spent as much information on students as they had, but it was clear that a leader should be appointed from the center in order to improve the educational work in Karakul district. Thus, the development of education and culture in the USSR, as well as its systematization, required a certain amount of hard work.

Students were trained according to the weekly schedule provided by the Department of Education, and model lessons were created on the basis of this schedule [8]. Sending well-educated, experienced staff and teachers in educational work was one of the main problems in the provinces and districts. In particular, the study of archival data revealed the following:

I. Karmana Provincial Education Affairs Office reported that the Karmana Education Authority had one representative, one head, one staff member, a total of 3 staff members. The representative of education, Gaybullo Khojakul, is from the local people and has a good degree in education, even if he has no knowledge of education and training. The head of education, Temur Shokir oglu, was a Turkestan nogai who was talented in education and was well versed in his field.

II. There are 3 primary schools in Karmana region, one of them is in Khatirchi district. There was also 1 orphanage, 1 library, 1 theater building, 1 music course and 1 illiteracy graduation course.

1. The first primary school was opened in Beshkent village, with 50 students enrolled, but 30-35 students continued to study.
2. The second primary school was in Gulobod village and enrolled 47 students, at which school attendance was good.
3. Although 40 students were enrolled in the school of Khatirchi district, student attendance was low.
4. Although the guest orphanage is well provided by the government, the students are not well educated by the coaches. The management of the orphanage and the economic activities of the director, Subgonulloh Khalilov, were chaotic.
5. The number of books and magazines in the fund of the Karmana library is probably due to the small number of students.
6. As a result of the responsible approach of teachers in music education, 19 students continued their studies well.
7. Fifteen indigenous and one Nogay students, a total of 16 students, were enrolled in the literacy course and continued the course.

III. Primary school teachers of Karmana region continued their work in primary schools in the 1921-1922 academic year as students of summer education courses.

IV. According to the guest orphanage students, they have a desire to return to Russia, in which 39 applications were submitted to the educational supervision by the guest orphanage students.

The administration of Karmana province had to send well-educated, experienced specialists in educational work [9].

Article 1: There is one representative, one leader and one mirzo in the central office of Shakhrisabz region - a total of 3 people. Representatives of education: 1) Haji Arslan Umar oglu from Bukhara, although he did not have any knowledge of education and training, he had some experience. Nonetheless, he is expected to act with enthusiasm in the performance of his duties. 2) There was no permanent head of education appointed from the regional center. Nozim Fakhridin oglu, the party's secretary general, has been appointed head of the local administration and education officials. He paid no attention to his position here as he was engaged in his service in that first office. It was felt that a permanent leader should be appointed from the center without wasting time in order for things to go well.

3) Mirzo Alim Somi was a student of the Orenburg Institute, as well as a person responsible for clerical work.

Article 2 There are 4 primary schools for the local population in Shahrisabz region, one of which is located in Kitab district. At the same time, there was one music school and one local folk teachers' boarding school.

1) There are 2 primary schools for local Uzbeks in the region. The first was opened on November 15, 1922, and had 43 students. As in the rest of the province, a school for Jews was opened here, and 39 students were enrolled.

2) no schools were opened in the districts. The chairmen of the executive committee went out to the districts, gathered the elders and nobles of the emir, and carried out propaganda. As a result, it was decided to open schools by assigning the necessary equipment and teachers to the school. Then, on December 16, a school was opened in Kitab district and 24 students were admitted [10].

So, the schools did not have the material and technical base, and there were many problems in conducting practical experiments. No cooperation has been established with the education system of foreign countries. This has led to a decline in the level of knowledge of the people.

On May 1, 1923, a Russian-language school was opened in Vobkent district, where 20 students from the school and the second Russian school were well educated.

In the second grade, the old teacher system continued in accordance with the psyche of behavior. Teachers taught at the school five days a week. In the hands of one former teacher, 40 students were educated. Some of them have 20 students. The students' lesson was 3 hours each day. Our teachers studied for 3 years at a medical teacher's course in Sherabad, but it was reported that after some time, their level of knowledge changed and two well-educated, well-educated teachers were asked to be assigned to the districts.

The Vobkent executive committee attached great importance to education, but the Vobkent sectarian committee did not pay attention to any of the representatives' unions, youth unions, or educational affairs. At that time, there was one school in Gijduvan district with two students. Students took lessons in reading, writing, arithmetic, and religion. In them, too, the daily class time was 3 hours.

In conclusion, it can be said that the economic, social and cultural situation in the Bukhara Emirate was extremely difficult. The feudal order was preserved in the country. The Soviet government undertook a number of measures in the field of education in order to undermine its colonial policy. The aim was to Russify the peoples of the USSR, to deprive them of their ancient cultural roots, to take over the education system and obstruct the national educational process, to deprive them of national traditions and religion and to turn them into manchurians who unconditionally submit to the Soviet regime. I think humanity should only learn from the past. A person who complains about the past can ruin the future. In general, "History should not be used as a weapon to boast - it is an ax to the future of that nation," the historical source said.

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