

CHANGES IN THE GENERAL SECONDARY EDUCATION SYSTEM IN THE KASHKADARYA REGION IN 1924-1945.

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Abstract. This article is devoted to the changes in the general secondary education system in the Kashkadarya region in 1924-1945 and the attitude to the education sector.

Keywords: old-style schools, public education, fight against illiteracy, People's Commissariat of Education, primary school, seven-year school.

After the establishment of the red empire in the country, attention was paid to the work of public education. Several goals were set in this. First, they wanted to say that when we arrived, the people were completely illiterate and we began to make them literate. Second, the main goal of opening schools, ending illiteracy, and attracting young people to schools was to instill the Marxist ideology of the new proletarian dictatorship in the minds of the population. The third goal was to make it easier for young people to understand the new policy by providing education. Based on these, with the collapse of the Amir's reign, the desire to open new schools in districts and villages began. Turkic-speaking people from different regions of Tajikistan and the city of Kazan in Tatarstan were invited to teach in the new schools. The people who were brought were not only teachers, but also propagandists of the new ideology. Comprehensive preparations were made to open a new school. It was not easy to open a school. First of all, there was no building or educational base. The personnel issue was also being resolved slowly. Finally, the issue of training local personnel was put on the agenda.¹ As a result of the implementation of a number of measures by the Soviet state, since the mid-1920s, the education system in Uzbekistan has been taking shape in a new form characteristic of the ruling ideology and has begun to cover the entire life of the population. In order to strengthen its rule, the Soviet state chose to take drastic measures against old-style schools and madrasas, starting in 1924-1925.

In February 1925, the First Congress of the Communist Party of Uzbekistan was held. It specifically addressed the issue of public education and emphasized the need to fully involve school-age children in educational institutions. To this end, measures were determined to increase the number of Soviet schools and expand schools for the elimination of illiteracy for the adult population.² In the 1924–1925 academic year, there were 76 old-style schools in the Kashkadarya region, with 1,523 students

¹ Joraev.M. Ancient Address (Literary and Artistic Pictures) Opposite "Nasaf" Publishing House 2000.B-14

² Kashkadarya VDA. Fund 7, list 1, volume 1, page 11.

studying there.³ Starting from the 1924–1925 academic year, the amount of funds allocated to improve the activities of the educational system of the Kashkadarya region of Uzbekistan was increased. In the above years, 85,731 soums were allocated to the Kashkadarya region.⁴ The first schools were opened mainly in Koson. During the 1923/24, 26/27 academic years, special buildings were built for the elementary schools named "Pyatiletka", "1-May", S. Ainiy in the territory of the city of Koson. Buildings were allocated and adapted for elementary schools from the Arabkhona, Kuybov, Jizzalik, Mesit neighborhoods. The number of such schools exceeded 25, and more than 1,000 children began to receive education in these schools. Thus, compulsory elementary education began to be implemented from the 1926/27 academic year. This was the most important political event in the district. In the 1927-28 academic year, a new building for the first school began to be built. This school consisted of a 4-classroom classroom and was put into operation in the 1928-29 academic year.⁵ In 1924, new schools named after Nizamiy in Yakkabog and Omar Khayyam in the village of Karabog began to operate. Khidir Ruziev and Boyguzin Izamiddinov were teachers in these schools. In the 1926/27 academic year, 213 students were taught by 7 teachers in 6 primary schools. In 1926, Z. Fedun and S. Burnasheva were teachers in 2 schools in Russian and Uzbek in Chumich.⁶ The first schools in the Kamashi district were established around the thirties. These schools were initially 4-year, then 7-year. Many teachers came to remote villages with the government's permission and taught children to read and write. These teachers taught children during the day, and in the evenings they taught adult men and women. The writing was done in the Latin alphabet. This was somewhat different from the current Latin script. The first school in Karabakh was opened in 1927. The first teachers of the school were Shaymardon Alimardonov, Meyli Raimov, and Gadilchik Ismoil Garifovich. In 1930, Kholbuvi Boboyeva and Tilla Parmonov, who had graduated from the Karshi teacher training courses, worked as teachers in the schools in the villages of Karabakh and Shurcha. In Qamay, teachers such as Alimov and Toshev opened schools in the homes and hotels of wealthy people. Later, this became the basis for the Stakhanov school. In 1929, teachers such as Zoir Ostonov, Rahmatilla Ashurov, and Usmanov began working in the mosque in the village of Qaraqo'tan. In 1932, the first school in the place of the mosque in the village of Qazoq was opened by a teacher from Tashkent, Jorayev. Later, Arzi Begaliev from the village of Boshjonbuz, Norboy Bolliiev from Qara Tepa, and Mamat Bekmirzaev worked as teachers in this school. In the village of Toqboy, the first teacher to teach 30 children to read and write was Hayotjon Nosirov, and then

³ Kashkadarya VDA, fund 83, list 1, collective volume 143, pages 108-109.

⁴ Kashkadarya VDA, fund 133, list 1, collective volume 1, sheet 11

⁵ Muhamedov.N. Koson: pages of history. - "Nasaf" publishing house, Karshi, 1997. B-25

⁶ G. Gafurov, J. Tukhliev, I. Shoymardonov. Yakkabot district (articles about the past, present, future) T. Sharq, 1997. B - 162

Mardon Tokhtaev continued this work. In the villages of Gishtli and Kal, Yakub Yermatov and Mengish Farmonov opened the first schools in the hotels of the rich that were confiscated by the Soviet government. In 1930, the first school began operating in Chim.⁷ There were 3 schools in the village of Chim, the oldest and largest of which was school No. 4 (formerly "XVIII-Partyzd"). In 1934-36, a Soviet school, called the new regime, began to open. In this regard, a school was also opened in Chim. This school was a 4-year school and was initially named "Namuna"⁸ School No. 1, which has been operating for many years as an incomplete secondary school, and later as the only secondary school in the center of the Guzar district, has played a major role not only in the lives of the residents of Guzar, but also in the lives of the residents of nearby districts. In the early 1930s, this institution, which was a hotel, had the number "1936" written on its facade. Initially named after Fayzulla Khojayev, this educational institution was renamed Pushkin after the repression of the former head of the republic, and during the years of independence, when schools were named only by numbers, it began to be called simply Secondary General Education School No. 1.⁹ The current 3rd general education school in the village of Kochkak in the Kashkadarya oasis was established in the 1923-1924 academic year, and in the first year it began to work with 20 students in one class. In the same year, a preparatory group was also opened. Each class had 22-25 students and they were taught a new way of writing and literacy. The literacy class was taught by a Turkish national, Haji Aliyev, and the preparatory group was taught by Bolta Egamberdiev. In the first year, Akhmedov Karomat, Arabog Zohid, Hakberdiev Shukur, Shahobov Polvon and others studied in the first class. In the 1925-1926 academic year, three classes were opened at the school, and 50-60 students were involved in their studies. The school was expanded, moved to the current old school, and the number of classes was increased. In the 1935-36 academic year, the school was transformed into a 7-year school and named Navoi Incomplete Secondary School. Arabov Zohid was appointed its director. The school had five classes and about a hundred students.¹⁰ In the territory of Dehqanabad district, intelligent, patriotic, and progressive people have long earned a name for themselves by working for their homeland and their people, regardless of their social status. In the 1930s and 1940s, schools were opened in the district on collective farming and literacy, and great work was done.¹¹ Reforms such as the introduction of universal primary education and the elimination of "illiteracy" were carried out with violence in difficult conditions. At that time, there were also many problems in strengthening the material and technical base of the public education system. This was especially evident in providing schools with

⁷ Boymirov.T, Boykobilov.U. Qamashi and the Qamishites. - Tashkent, 2016.B-144

⁸ Boymirov.T. Chim - the land of selfless people.-Tashkent, 2015.- B. 103

⁹ Nurudinov. H. Guzarliklar Tashkent-2014-P.61-78.

¹⁰ Sharipov. Clips from Kochkak's past. Against "Nasaf" publishing house 2019.- B-57

¹¹ Toshkulov.K. Dehqonobod, my prosperous country Tashkent: Muharrir Publishing House, 2018.-P.70

buildings. The lack of educational buildings caused great difficulties in the process of organizing schools. For classes, mainly houses seized from the rich and merchants, as well as mosque buildings, were used. In these places, there were no opportunities to teach several classes at the same time and organize educational work properly. Schools lacked equipment, textbooks, manuals, notebooks, and writing instruments. Deficiencies in material provision caused a number of problems in the activities of Soviet schools. First, the existing schools were not enough to fully cover school-age children. Secondly, there were also children from Soviet schools who wanted to transfer to old-style schools. The Soviet state took a number of measures to prevent such shortcomings. In order to attract local children to Soviet schools, religious lessons were included in the school schedule, and measures were taken to increase the number of Soviet schools compared to old-style schools. The amount of funds allocated for public education from the state and local budgets was increased.

Based on the instructions from the center, the VI Congress of the Communist Party of Uzbekistan, held in Tashkent on January 10-17, 1934, based on the tasks set by the XVII Congress of the All-Union Communist Party (Bolsheviks), determined the main ways to develop the socialist culture of the republic in the second five-year period (1933-1937). To this end, the 5th Congress of Soviets of the Uzbek SSR, held in Tashkent on January 10-17, 1935, proposed to the Council of People's Commissars of the Uzbek SSR to introduce compulsory seven-year education for all children aged 8 to 15 and to develop a program for the construction of new school buildings in the cities and villages of the republic. A lot of money was allocated for the needs of public education, 395.5 million rubles were allocated for the first five-year period, and 1.16 billion rubles were spent for the second five-year period. These large funds made it possible to build 539 new schools with a capacity of 35,000 students during the second five-year period, as a result of which the number of schools in the republic in the 1937/38 academic year was 4,641, of which 4,162 were rural schools. At the same time, small schools were merged, enlarged and brought to the level of a full-fledged complex. The number of students grew rapidly and reached 931,800, of which about 725 thousand studied in rural schools. Education in the republic's schools was conducted in 18 languages. The number of schools where instruction was in the Uzbek language increased 10 times in ten years.¹² In 1934, the total number of schools in the Kashkadarya region was 422, while in 1935 their number reached 485. Although the number of schools increased, due to the lack of schools in remote villages, not all school-age children were enrolled. The number of children aged 8-14 in the region was 48,348, of which 14,985 were not enrolled in schools.¹³ In 1935, 9 million 406 thousand 90 soms were allocated to the public education sector in Kashkadarya, while in 1936

¹² Rajabov. Q Uzbekistan in the 20th century/Volume One (1900-1939) "Fan" Publishing House. Tashkent-2024

¹³ QVHA, Fund 34, List 1, Collection Volume 2, Sheet 112.

this figure amounted to 15 million 836 thousand, and in 1937 it was 22.3 million som. ¹⁴ In 1934, the first foundation stone for the building of a ten-year secondary school was laid in the Beshkent district. The school opened in the 1936-37 academic year. It was the only educational institution in the district providing secondary education. The school was initially called "Namuna", and from the 1938-39 academic year it was named after Stalin. Its first director was Asror Khojaniyazov. ¹⁵ During the Second World War, the education system in the Kashkadarya region, as in other regions, was carried out in very difficult conditions. The number of children attending school decreased. There were cases of staff shortages in schools in the region. However, education was not abandoned.

During the Second World War, teachers were also mobilized for the war. In 1936, a teacher named Sultanov Subkhon, about 25 years old, came to the Shaikhali neighborhood of Karshi city and first taught young children in his home based on the state program. Then, teacher S. Sultanov built a two-room school with a size of (20x5) m³ in 1939, facing the current Eshniyozov Robbor Babo gate. Teacher S. Sultanov himself worked in this school until 1941. After the war, the great teacher, having gone to defend the Motherland, did not return to his homeland. Due to the lack of attention to the school during the war, the school building fell into disrepair. People continued to study and educate at home. ¹⁶ In the village of Pandiron in Kasbi, there was no separate school building, so there was a shortage of firewood and coal in the winter. When the war began, it was deserted without teachers. Only primary school classes resumed after a while. Many teachers were sent to war. Many teachers from Kasbi district who went to war did not return. One of these teachers was Sherkul Erogliev. He died in a fierce battle for the village of Sprogi, Lyubov region, Latvia. ¹⁷ Many intellectuals did not return from the battlefield. In 1940–1941, 192.6 thousand students were educated in 470 schools in the Kashkadarya region. ¹⁸ The number of incomplete secondary schools increased from 12 to 23, and one secondary school with 68 students was opened this year. ¹⁹ Education in schools in the Kashkadarya region was managed on the basis of orders from the center. However, even though the Soviet state developed science and the republics developed education and achieved mass literacy, the cultural sphere was in the iron shackles of communist ideology. Science, education, literature and art were aimed solely at educating the younger generation in the communist spirit and serving the Soviet state with loyalty.

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¹⁴ QVHA, Fund 34, List 1, Collection 1, Sheet 42.

¹⁵ Ergashev. E. History of Beshkent. Opposite "Nasaf" publishing house 2000.B-109

¹⁶ Avazov.T. Shaikhali (personal notes about the past of the neighborhood and its inhabitants, historical information) Karshi 2006..B-40

¹⁷ Sarykov.N, Bobozhov.M, Juraev.C, Haknazarov.D, Professions-Tashkent 1996.-P.28

¹⁸ Kashkadarya VDA, Fund 133, List 1, Volume 116, Sheet 217.

¹⁹ Kashkadarya VDA, Fund 83, List 2, Volume 37, Sheet 132.

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