



INITIAL REFORMS IN THE GENERAL SECONDARY EDUCATION SYSTEM IN KASHKADARYA REGION

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Annotatsiya. Mazkur maqola Qashqadaryo viloyatida umumiy o'rta ta'lim tizimidagi dastlabki islohotlar, hamda ta'lim sohasiga munosabat uning ahvoliga bag`ishlanadi.

Абстрактный. В статье рассматриваются первые реформы в системе общего среднего образования в Кашикадаргинской области, а также отношение к сфере образования.

Abstract. This article is devoted to the initial reforms in the general secondary education system in the Kashkadarya region, as well as the attitude towards the education sector.

Keywords: public education, circles organized to raise political awareness, secondary school, schools for the elimination of illiteracy and semi-literacy, primary school, seven-year school.

In the difficult conditions of the struggle for the restoration of the national economy in the Uzbek SSR, the first successes were achieved in cultural construction. However, the final elimination of extreme backwardness in this area occurred during the pre-war five-year plans. In these years, the focus of the activities of the republican party and Soviet bodies on the front of the cultural revolution was the elimination of illiteracy, the education of school-age children, the construction of schools, and the provision of teachers with personnel. The issues were discussed by the Central Committee of the Communist Party of Uzbekistan, the republican government, and regional party and Soviet bodies. The forces of the Komsomol, collective farm cooperatives, and economic organizations were mobilized to solve these issues.

In the southern regions of the republic, the most acute issues of public education, the elimination of illiteracy, and cultural construction were also lagging behind¹. In 1924, new schools named after Nizami began operating in Yakkabog, and in the village of Karabog, new schools named after Omar Khayyam began operating. Khidir Ruziev and Boyguzin Izamiddinov were teachers in these schools. In the 1926-27 academic year, 7 teachers taught 213 students in 6 primary schools. In 1926,

¹ Исторический опыт КПСС по осуществлению перехода отсталых стран к социализму, минуя капитализм (На материалах юга Узбекистана, 1917-1941гг.) С-666

Z. Fedun and S. Burnasheva taught in 2 schools in Russian and Uzbek in Chumich. In 1928, 18 schools were established in Yakkabog. There were 41 classes in these schools, with 1,200 students. In the 1940-41 academic year, 1,846 students were taught by 311 teachers in 13 primary schools, 16 seven-year schools, and 1 secondary school². In 1934, the first foundation stone was laid for the building of a ten-year secondary school in the Beshkent district. The school was opened in the 1936-37 academic year. It was the only educational institution in the region that provided 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. In this academic year, 17 students graduated from the seventh grade of the school. By the 1939-40 academic year, the number of schools in the Beshkent region had reached 34. In this academic year, 1 secondary school, 2 seven-year schools, and 32 primary schools were operating³.

The party and Soviet bodies achieved high rates of development of school construction and attraction of children to school. Thus, if in the 1928-1929 academic year the number of students in general and special schools of the republic was 183 thousand people, in 1932-1933 it was 679 thousand people, including those studying in grades V-X. In the 1928-1929 academic year there were 26,200 people, and in 1932-1933 there were 51,100 people⁴. In 1928-1936, a primary school and a school for the elimination of illiteracy and semi-literacy began to operate in the village of Dekhnov in Kasbi. Children aged 8-12 were admitted to the school in the first grade. In 1937, this school was transformed into one of the seven-year schools in the district. Students who graduated from this school went to study in the village of Kasbi. Because there was only one ten-year school in the district. During these years, such selfless teachers as Ashshur Karimov, Umar Niyozov, Tula Otaboev, Abduzaziz Berdiev, Omon Mirzaev, Mavlon Javliev, Chori Jumaev worked⁵. School construction and public education took place in extremely difficult conditions. There was a shortage of school buildings, teaching staff, financial and material resources, textbooks, and papers. There were times when many schools could not start classes due to the lack of teachers. At the 1st Plenum of the Central Committee of the Communist Party of Uzbekistan, held in July 1936, the issue of the state of school construction in the republic was discussed⁶. The plenum identified shortcomings in

² Г. Гафуров, Ж. Тухлиев, И. Шоймардонов. Яккабот тумани (утмиши, бугуни, келажаги ҳақида лавҳалар) Т. Шарқ, 1997.Б -158

³ Э.Эргашев Бешкент тарихи Қарши "Насаф" нашриёти 2000.Б-109

⁴ Исторический опыт КПСС по осуществлению перехода отсталых стран к социализму, минуя капитализм (На материалах юга Узбекистана, 1917-1941гг.) С-667

⁵ Сариков.Н,Бобоҷонов.М, Жӯраев.Ч, Ҳақназаров.Д, Қасбиликлар-Тошкент 1996.-Б.28

⁶ Исторический опыт КПСС по осуществлению перехода отсталых стран к социализму, минуя капитализм (На материалах юга Узбекистана, 1917-1941гг.) С-669

the construction of secondary schools and determined specific measures aimed at the successful implementation of the state plan for school construction. The Plenum of the Central Committee of the Communist Party of Uzbekistan recommended the widespread involvement of collective farms in the construction of schools and the allocation of a certain part of their capital investments for this purpose. After the Plenum of the Central Committee of the Communist Party of Uzbekistan, school construction increased significantly. In 1936, the construction of 10 school buildings began in Kashkadarya at the expense of the state budget, and 17 school buildings were completed. In the same year, it was decided to build 5 intermediate schools for children living far from the location of schools in the region. The party and Soviet bodies of this region paid great attention to the retraining of pedagogical personnel. In June 1936, the district party committee decided to retrain 1,300 primary school teachers, including 280 teachers for literacy schools, in one and a half month courses before the start of the new school year. In addition, a decision was made to organize three-month courses for teachers to eliminate illiteracy among women with a contingent of about 30-50 people in each district. In 1938, 1,657 teachers of general education schools and 650 employees of preschool educational institutions completed teacher retraining courses⁷.

In the ten years from the 1926-1927 academic year to the 1936-1937 academic year, the number of primary schools in Kashkadarya doubled, the number of classes in them increased by 14 times, and the number of students by 15 times. If in 1926-1927 there were no middle and high schools in this region, then 10 years later there were already 117 middle schools for 31,646 students and 5 high schools for 3,202 students. The beginning of World War II created a difficult situation in the education system and the activities of cultural and educational institutions. In particular, the mobilization of specialists working in these areas to the front had a negative impact on their work. In the 1940-1941 academic year, 4,795 schools operated in Uzbekistan. Even before the outbreak of war, there was a problem of a shortage of classrooms in schools. Due to the war, the construction of new buildings for schools was suspended. Most of the buildings of educational institutions were allocated to dormitories, hospitals, and orphanages for workers of military enterprises evacuated to the republic. In addition, most of the school buildings were in need of repair, and some were completely unusable. According to the results of an inspection conducted by the Central Committee of the Uzbek SSR and the Central Committee of the Uzbek CPSU (b), it became known that 70 school buildings in the republic were occupied by various institutions and organizations.

⁷ Исторический опыт КПСС по осуществлению перехода отсталых стран к социализму, минуя капитализм (На материалах юга Узбекистана, 1917-1941гг.) С-670

During the war years, more than 50 percent of school buildings in the Kashkadarya region were abandoned, and 24 of them were completely dilapidated. For example, the school building in the center of Yakkabag district was used as a warehouse, and the Pushkin school building in the city of Shahrisabz was used as a hospital. During World War II, schoolchildren were mobilized to work in industrial enterprises and agricultural work, as needed. 180 students from the Stalin school in the Karshi district of the Kashkadarya region, under the guidance of their teachers, picked 134,000 kg of cotton by October 20, 1941. Another major problem during the war years was the increase in school dropouts, which were observed in all cities and districts of the southern regions. School attendance and achievement levels dropped dramatically⁸. For example, in November 1943, the activities of schools were discussed by the Organizing Committee of the Supreme Soviet of the Uzbek SSR and the Kashkadarya Oblast Party Committee. In their joint resolution, instructions were given to increase the rate of school attendance of school-age children. The activities of schools in the Koson, Beshkent, and Yakkabog districts were studied, and it was noted that there was some improvement in the enrollment of children in schools. On the contrary, in the Kitab, Shahrisabz, Miraki, and Dehqanabad districts, the situation in this regard was unsatisfactory. Only 87 percent of school-age children, sometimes 25-30 percent, were enrolled in schools⁹. By 1943, the number of boarding schools in the Kashkadarya region was 47. In particular, 6 boarding schools were operating in Beshkent, Kamashi, and Koson districts, 5 in Guzar district, 4 in Dehqonabad and Yakkabog, 4 in Karshi city, 3 in Kitab district, 2 in Kokbulok, 3 in Miraki and Chiraqchi districts, and 1 in Shahrisabz. By mid-1945, public education in the Beshkent district was facing a financial crisis, there was a shortage of teaching staff, and funding was scarce. Most of the teachers had been mobilized for the war, and most of the upper-class students of rural schools had been drawn into agricultural labor and were temporarily interrupted from their studies. Having studied the situation, the district executive committee, chaired by Momin Rakhmonov, discussed the issue of reducing the number of secondary and incomplete schools in the district at a meeting held on July 24, 1945. The head of education, Karim Shomurodov, made a report on the issue. Taking into account the lack of specialist teachers in some subjects, the meeting decided to leave secondary schools No. 3 in the Muglon village Soviet and secondary schools No. 4 in the Kamashi village Soviet as incomplete secondary schools, and to place senior students of the Muglon secondary school in the boarding school of the Beshkent secondary school. Students of grades V-VIII of these schools were transferred to

⁸ Қашқадарё ҳақиқати" газетаси. 1941 йил 22 октябр.Б-2

⁹ Қашқадарё ВДА, 1-фонд, 1-рўйхат, 241-ийғма жилд, 40-варақ



nearby schools. Even after the war, schoolchildren were involved in field work. This is confirmed by the following facts: About 650 students and teachers of the ninth seven-year school in the Karabagh village Soviet in the Kamashi district go to the Frunze collective farm every day after school to pick cotton. Students such as Jabbor Koyliev. Kizlaroy Bobonyazarova, Suyun Barotov, Toshoy Chorieva and Ulug Khusanova are setting an example for others in this work. The construction of school buildings continued in the post-war years. Since the building of the seven-year school named after Kaganovich in the Kazakh village Soviet was small and did not meet the requirements, a new building with 8 classrooms was built and put into operation. The building of the seven-year school named after Ostrovsky in the Kasbi village Soviet was built with 12 classrooms. Certain shortcomings were also made in the processes of the circles organized to raise political awareness in schools. In order to raise the political level of the teachers of the seven-year school number 13 in the village Soviet, the Karshi district party committee organized a circle on October 1 of this year to teach the "Short Course in the History of the Communist Party of the Soviet Union (Bolsheviks)" and approved comrade Toychi Joraev, the secretary of the district Komsomol committee, as a propagandist¹⁰. Due to comrade Joraev's fault, the circle has not held a single training session so far. However, Comrade Juraev has been providing false information to the district party committee, saying that "the classes are being held on time according to the program." Due to the Soviet state's policy in the field of education, many things that needed to be done in the field of education in the Kashkadarya region have remained undone.

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¹⁰ "Қашқадарё ҳақиқати" газетаси. Раупов. Ҳ. Ўқувчилар ҳиссаси // 1950-йил 4-октябръ № 197 б-4



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