

The Issue of Education of Uzbek Women in the Early Years of Soviet Rule

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Abstract: This article describes the work done in the field of education in Uzbekistan during the early years of the Soviet government. The Soviet government focused the construction of schools on the goals of promoting the communist society.

Keywords: Uzbek women, girls, education, soviet state, students, Turkistan.

Introduction.

In the 1920s, one of the important directions of the republic of the educational activities was the expansion of the scope of education for women. In order to involve girls and women to general education and schools for the elimination of illiteracy, various privileges were established for them. Female teachers for primary schools were trained in technical schools and short-term courses. This situation created favorable conditions for expanding the network of girls' primary schools and attracting more girls to study.

The 20s-30s of the 20th century was a period in the social life of Uzbekistan that was influenced by the culture and education system of the harsh and testing system. During this period, the reforms of the political system in the field of education were implemented in conflict situations. The success of the school education system was achieved on the basis of exaggerating the dominant aspects of the Bolshevik idea in politics. This was one of the goals of the newly formed Soviet schools.

Main part. During this period, the organization of the Soviet school system was carried out in a number of problematic situations. The existing madrassas and schools in the country are better financed by endowments compared to educational institutions of the Soviet educational system, which affected school education in the 20s and 30s, when the economic situation of the Soviet state was difficult. . The most important issue was working with personnel, training them. In the first years, the previous system used the teaching staff. There were very few Soviet-style teachers. Partially positive results were achieved based on the measures taken in the late 20s.

The decree issued by the Council of People's Commissars of Uzbekistan in May 1918 took into account the main demand of the population of the republic, regardless of age and nationality, to acquire knowledge. This process was led by the Education Commissariat of Turkestan, established in June 1918. One of the first urgent tasks of this organization was the construction of Soviet schools. Within the Commissariat of Education, a Turkish section was established to carry out work related to the new Soviet education system among the local population. Modern enlighteners played a great role in its effective operation.

The creation of Soviet schools of a new model was also carried out with difficulty. For example, the number of new schools established in Tashkent in 1918 was three, of which two were boarding schools and one was an extended day school. In these schools, labor education was mainly given, and students learned trades such as horticulture, farming, tailoring, carpentry, locksmithing. Pedagogical knowledge

centers and technical schools will later be established on the basis of such schools. However, this process is very difficult in the regions due to financial shortages.¹

Based on the economic opportunities, attention was mainly paid to the construction of schools. Seven-year schools in the cities, four-grade primary schools in the villages, schools (chaylas) for the migrant population, and stationary schools-stationary began to be established. According to the requirements of that time, the norm of having 30 students in a class was chosen, the school age was 8-11 years old, and teachers' salaries were paid from the state budget. The procedure for carrying out annual repair works of schools at the expense of local government organizations will be introduced. In 1922, provision of rural schools from local funds was introduced. Four-year schools in the village are planned to be later converted into seven-year schools.²

In the history of the construction of Soviet schools in Turkestan, in 1917-1921, an attempt was made to use the services of Turkish teachers who were captured during the First World War in the city of Tashkent. Even schools with patriotic names are established. After a short period of activity, schools that did not conform to the Soviet ideology were closed, and Turkish teachers were returned to their homelands.

In the initial stages, the introduction of a short teacher's course starts to have a good effect. Since 1918, short pedagogic training courses lasting from 6 weeks to 6 months have been organized, although the level of training is different. The Soviet government provides ample opportunities for students in these courses. He will bear all the expenses until they get a job. Future teachers studying in these courses are given great attention to the Marxism worldview, the basis of the Bolshevik ideology of that time, along with secular sciences. For example: 6-week short courses opened in Tashkent on July 15, 1918 included mathematics, mother tongue, geography, history, physics, chemistry, pedagogy, Marxist political economy, history of capitalism and imperialism, history of the Soviet government in Russia.³ In the academic year 1919-1920, 1523 teachers graduated from short courses in Turkestan, and in 1923, 1693. Most of them are local teachers. Teachers who have completed these courses have met the requirements of a 4-year school. Teachers trained in 1918-1920 began to undergo systematic retraining in the following years.⁴

One of the reforms of the Soviet government in the field of education was the involvement of women in the education system. It was intended to fill the place of missing personnel from women. Due to this, the training of pedagogic personnel, especially from women, has been started. In October 1918, a women's educational institution of pedagogy was opened in Tashkent. This educational institution has prepared teachers for the first level schools. In fact, our ancestors started this initiative at the beginning of the century. They aimed to train teachers who would teach women and educate young girls. In particular, Fitrat was a strong supporter of women's dignity and equal rights, poetess Mahbuba recalls about her brother Abdurauf Fitrat. He wanted me to study somewhere. Mashriq Efandi (Elbek) helped to enter the school where he was a teacher located on Vatan Street in Tashkent. Jadids started to open new method schools where boys and girls study together. One such school was opened by Abdulkadir Shakuri in Samarkand. His wife helped teach the girl.⁵ In the following years, due to the old-fashioned views of the local people, it was not allowed to popularize these works of Jadids. The Soviet government actively promoted women's participation in education and literacy classes, set quotas for female students at universities, and prosecuted men who did not even allow them.⁶

The establishment of general primary education in 1930 and the introduction of compulsory seven-year education in 1934-1935 made some progress in attracting girls to school. But there was a lack of female teachers in many schools. In order to solve the problem, the Soviet government began to train

¹ Raximi Sh. Prosveshenie uzbekov // Nauka i prosveshenie. 1922. № 2. s.43.

² K voprosu o vseobshem obuchenii v Turkestanskom respublike // Nauka i prosveshenie. 1922. № 2. s.55-57

³ NAU. F 34, list 1, case 33, page 5.

⁴ NAU, F 34, list 1, case 236, page 55.

⁵ NAU, f-1-I, list 31, case 943, page 23

⁶ Mardiyeva Guzal, SOCIAL CHANGES IN THE LIFE OF UZBEK WOMEN DURING THE SOVIET RULE, SJMSB Medical Science and Biology 2023, Volume 1 <https://scopusacademia.org>, p.290

qualified female teachers during the years of the "Attack" movement, attracting them to educational institutions and providing financial support from the state. For example, in 1926-1927, 1 million 462 thousand soums were allocated for these purposes. Vocational schools, short courses and pedagogical technical schools were among the most common forms of education in the women's education system in Uzbekistan during these years. These educational institutions were the first It was intended to provide female personnel to secondary schools. In the beginning of the 20s, women's training was carried out in the city of Tashkent, and later it was started in other regions of Uzbekistan. In particular, in Samarkand, in 1924, a female teacher's course was established, 15 women graduated in the same year, and in 1925, 25 women and girls graduated. the number of girls was 146. In addition, 3-year pedagogic technical schools were of special importance in the training of female personnel. In 1918, women's pedagogic technical schools were established in Samarkand. By 1926, women's pedagogic technical schools were opened in Kokand and Fergana. In 1926-1927 academic year, 466 women and 628 women studied in 1927-1928 academic year.⁷

Conculision. Thus, in the 20s, a stable system of the Soviet-style education system began to emerge. Quantitative indicators have been achieved in the inclusion of women in all levels of the education system of Uzbekistan. That is, an increase in the weight of women in the field of science and education and their wide participation in social production was achieved. Also, the main task was to educate Uzbek women as individuals who want to actively participate in society on an equal basis with men, more than family.

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