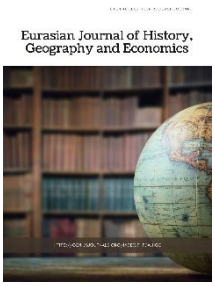

Teaching History and Social Sciences in the Schools of The Uzbekistan SSR (1932-33 Years)

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ABSTRACT

The Soviet government has taken great steps to restructure the education system in the Uzbek USR. The education system was largely rebuilt during the Cultural Revolution. But the main goal of the Soviets during this period is the training of personnel who will serve the party. This article provides some information about how the Soviet government implemented its ideas in teaching history in schools.

Keywords: October Revolution, All-Uzbek Congress, M.M. Pisrak, M. Azimov, MK VKP(b), Council of People's Commissars of the USSR, history and social studies, B. Leviton and M. Ovsiyannikov

Introduction

Today, the globalization process taking place in the world, the tradition of striving towards enlightenment of the peoples of the world is getting stronger, the process of scientific knowledge becoming an integral part of the society system is being observed. In the years of independence, an impartial assessment of the history of the Russian Empire and the Soviet era of Turkestan began. Because during the period of Soviet power, a class approach to historical processes prevailed. For example, the education system in Turkestan, the policy implemented by the Soviet government, and the teaching of history at school are among them.

At the moment, it is necessary to comprehensively analyze the processes of formation and development of the public education system in our republic in the 20-30s, which were full of contradictions in history, as well as the reforms in the national education system in that difficult period.

Because it was during this period that the Soviet model of education, based on totalitarian ideas and strict class perspective, was founded. This is an important topic to explore It helps to fill a specific gap in the history of Uzbekistan. Studying and researching the history of the national education system is an important issue in the efforts to create a modern education system in the new Uzbekistan.

Literature Analysis And Methodology

The literature provided can be divided into two groups. The first is literature created during the Soviet era, and the second is archival material. Soviet during written from the literature Bendrikov K.E. “Ocherki po istorii narodnogo obrazovaniya v Turkestane; Kadyrov I.K. Ocherki razvitiya obshcheobrazovatelnoy shkoly sovetskogo Uzbekistana; History of the Uzbek USR. Third volume. The victory of the Great October Socialist Revolution and the construction of socialism in Uzbekistan (1917-1937) were used.

The main source on the topic we researched is considered to be these archive materials. In our work, we mainly used the article "On the Stable Program and Textbooks on History" by Inoyatov, which contains many new information, from the 1st register of the R-2748 fund of our own Ministry of Education. In addition, we also utilized documents from the 435th fund of the FVDA's 1st register of the

198th collection. In this scientific article, various methods were used such as organizing information, generalizing complex issues, analysis and interpretation, historical and subjective assessments, as well as comparison and complex analysis and interpretation.

Discussion

History must show readers the concrete facts of the exploitation of man by man and the abolition of oppression and exploitation of workers in all social formations prior to socialism, the emancipation of labor in our system. After the October coup of 1917, the Bolsheviks, who came to the top of the government, began seriously to end the previous management system in the educational system and to create a Soviet model of public education. "History is one of the leading subjects in the communist education of the young generation in our schools. As the conflict between two systems - capitalism and socialism - is growing, history is of special importance [1]in our schools " - said the famous Methodist M. Asimov.

At this time, the main goal of the Soviet government in education was to provide Soviet-style elementary and secondary schools with textbooks. Because until 1917, there were only 25 small printing houses in Turkestan . For this, in the early period, textbooks used in Soviet schools in Turkestan and Russian-style schools were used. In most cases, the books were published in the Tatar language. The main problem in printing the translated Russian textbooks was related to the lack of polygraphy in the country. Books were printed by lithographic presses on trade labels and advertising paper, which were still in use until 1917 due to paper shortages . Sometimes, some of the previously printed information was also preserved on the back of the book page. Despite the difficulties, this year some Russian textbooks were translated into Uzbek. For example, Kruber's "Elementary Geography" and Valisheva's "Arithmetic" textbooks were translated. In addition, T.N. Kori Niazi's manual for teachers entitled " Piece of Nature " was published. In the same year, the Uzbek alphabet was published in Tashkent and Samarkand, its Tajik version was published in Samarkand, and the Kazakh version of the alphabet was published in Tashkent [2]. The printing of textbooks was mainly under the authority of the People's Commissariat of Education [3]. Despite the measures taken , there were not enough textbooks for schools.

After the national-territorial demarcation, efforts to reform the school education system began throughout the Union. "It goes back to the debate about the achievements of Soviet pedagogy in recent years. It is impossible to touch any detail of the school without affecting its entire establishment at the same time. Therefore, the debate will move to the level of disputes about the essence, character, structure, goals, pedagogy of the entire Soviet school. It is necessary and only on this level it is possible to talk about this or that place in history", noted the well-known Methodist MM Pistrak [4].

At the first All-Uzbek Congress of Soviets (1925), a broad program on strengthening and development of school education in the republic was adopted, on the basis of which a single labor school was established. The congress invited the People's Commissariat of Education of the Uzbek USR and the teachers of the republic to make all efforts to give life to the school. In the decisions of the conference, it was [5]proposed to immediately start preparing a plan for the introduction of general primary education in the republic, to prepare new textbooks for schools and methodical manuals for teachers, to start publishing children's literature in local languages for schoolchildren .

[1]Kodirova R.M. In 1936-1937, the organization of history fanning in the schools of Uzbekistan SSR (based on M.Asimov's reports)// O'tmishga nazar.2022.3-special edition; p-184

[2] Bendrikov K.E. Essays on the history of national education in Turkestan. - Moscow, 1960. - S. 417.

[3] FVDA. 435-fund. 1-list. 198-vol.

[4]Kadyrova RM Study of history in schools of the Uzbekistan SSR in 1936-1937 (based on m. Asimov's report materials)// Asian Journal of Multidimensional Research.Vol. 11, Issue 8, August 2022 p-51

[5] Kadyrov I.K. Essays on the development of general education schools in Soviet Uzbekistan. - Tashkent, 1974. - S. 3 6 _

In implementing the policies for the formation of a new society, the country's political leadership considers the great social importance of public education, and includes the establishment of general compulsory education as one of the important tasks of the cultural program. In July 1930, in order to clarify government policies, the Central Committee of the CPSU (B) adopted a resolution on "General Compulsory Education". The Party Central Committee considered the implementation of general compulsory education as an important political measure for the near future. On September 30, 1930, the Central Committee of the CPSU (B) signed a resolution on the implementation of general compulsory education in the Central Asian region. According to this resolution, all children aged 8 to 10 were required to attend school, and general compulsory education was set to be completed by the 1931-1932 academic year. [History of the Uzbek USR. Volume 3. The Triumph of the Great October Socialist Revolution and the Establishment of Socialism in Uzbekistan (1917-1937). Chief Editor Muminov I. - Tashkent, 1971.p-652].

In 1934-1937, teaching history and social sciences in schools was difficult. Teachers had to work without textbooks and permanent programs, under the most severe "starvation" conditions. History students were appointed without any training. Due to deficiencies in the textbooks, teachers used to teach in schools based on whatever information they found [6].

The Result

The party and the government attached great importance to the teaching of the history course in schools. In 1934 (May 16), the Central Committee of the All-Union Communist Party and the Council of People's Commissars of the USSR issued a decree on the teaching of civic history in schools, which emphasized the unsatisfactory nature of history teaching. This decision showed history teachers clear ways to overcome the main shortcomings that have arisen in practice. The decision of the Central Committee of the All-Union Communist Party and the Council of People's Commissars of the USSR on May 16, 1934 showed the dissatisfaction of organizing a history course in Union schools.

The leadership under Stalin aimed not only to implement educational programs, but also to unify the education system. During this period, the leadership focused on training personnel who would implement the party's policies. As evidence of this, we can cite some information about the teaching programs and methods for history and social sciences in the 1932-1933 academic year.

During the 1932-1933 academic year, the study of history and social sciences in Uzbek schools was organized for a total of 360 hours. The program aimed to give students an understanding of concepts starting from the colonial regime in Turkestan, the October coup, and the rise of Soviet power to the arrival of socialism. The first classes for history and social sciences consisted of a total of 70 hours, with five topics distributed over 8-10-26-20-6 hours. Throughout the academic year, students were introduced to the school and finished with an understanding of the relationships between factories and collective farms, cities and villages. This reflects the leadership's focus on training personnel to implement party policies and unify the education system.

In the second grade, 70 hours were divided into 10 subjects as above. In 60 hours of history classes over 10 months, students mainly learn pre-revolutionary techniques; working conditions; different parts of the country; interrelationships of cities and villages, nations; lifestyle of women and children; have gained an understanding of educational activities and leisure activities of the population. The remaining 10 hours covered the October coup and its historical significance[7].

The 76th hour of history lesson for the third graders focused on the struggle for socialism and the fact that this struggle is the duty of the workers of the whole world. And the

[6] Petukhova O.A. Historical education in the Russian school in the early years of Soviet power 1917-1937: Author's review. diss. science Bryansk, 2004 C-24

[7] UzMA R.2748-fund; 1-list; 1074- vol, p-1

4th graders, during the 95th hour, views on the two systems, starting with the role of the Soviets; In the 5th grade, during the 36-40 hours of study, They had to get acquainted with the teachers and leaders of communism, their work and lifestyle [8].

We present some evidence that in the above-mentioned academic year, "some shortcomings" were allowed in the history programs in schools for that period .

In these history programs, the fact that a special theme of the ideology of the primitive society was given, and the ideology of feudalism and capitalism was not given a special understanding was considered as a serious deficiency [9]. For example, the failure to explain the great French Revolution and its importance in relation to the October Revolution in Russia has been cited as one of these shortcomings.

In addition to history, social science was also taught , and the main textbook for this subject was the textbook "Ichtimaijat" compiled by B. Leviton and M. Ovsiyannikov, and 95 hours of lessons were held based on this textbook. The 95 hours of lessons specified in the program are mainly divided into 5 topics. The main focus is on the activities of the party, the revolution of 1917, socialism, reconstruction of agriculture with socialism, VKP(b).

One of the "understudied" aspects of this curriculum is who led the soviets that emerged in the 1905 revolution in Czarist Russia; during the revolution, with whose thought the Soviet idea appeared; In addition, there are no clear examples [10]of who were the factory and factory owners sitting on top of the government.

Conclusion

The organization of the school education system in the Uzbek USR , the study of history in school education became the basis for the following analysis and conclusions:

The Soviet government directly implemented the reforms implemented at the state level in the early period in the field of education. The political goals of this policy were to cover the entire population through organized Soviet education and to promote a socialist system through educational institutions. This completely paralyzed the existing traditional education system in Turkestan.

No matter how politicized educational work was, the financial situation of Soviet schools was extremely difficult. There was a shortage of textbooks, school supplies, especially pencils, ink, and notebooks. In addition, the shortage of local personnel during the rapid reform of the Bolshevik educational policy made the problem even more serious. At the moment, the textbooks had not been improved. Apart from that, this system, which was completely new, was accepted with difficulty among the children of the local people. The low level of discipline of the students allowed them to carry out their studies properly. The Soviet government abolished all freedoms in the field of education and tied schools and higher education to a totalitarian system. This caused education to be underdeveloped.

National education curricula were completely centered and national traditions were ignored. The national progressives, who tried to create a national program and implement it, faced a policy of repression. The main goal of the curricula was aimed at supporting the ideas of the Soviets and preparing personnel who would strictly implement the party's policy.

Based on this, it can be seen that the reforms in the education system during this period did not have the expected results. Through this research, we talked about the policy of education in the Soviet era based on one-sidedness and bias. This shows us the need to draw new conclusions based on the past experience in the future in the radical purification of historical consciousness.

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