



Role Of Pre-School Educational Institutions In Rural Life (In The Case Of Surkhandarya Region In 1960-1980)

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ABSTRACT

The article describes the role of preschool educational institutions in the everyday life of rural residents of the Surkhandarya region in the 1960s-1980s, the construction and operation of preschool educational institutions, and their existing problems. Also, seasonal kindergartens in the villages, work done on training teachers and existing problems in this field were also analyzed.

Keywords:

child, kindergarten, educator, collective farm, state farm

In the 1960s and 1980s, the state began to pay special attention to the establishment of preschool educational institutions in rural areas.

For this purpose, the Council of Ministers of the Uzbek SSR "On improving the work of children's preschool education organizations in the republic" (July 1, 1967), "On the state of general preschool education in the republic and its development" (October 2, 1970) and "On the development of preschool education in the Republic" (July 22, 1976) were adopted [1.254]. Based on these decisions, the construction of preschool educational institutions by collective farms and state farms in rural areas was revived.

For example, between 1966 and 1976, the number of preschool educational institutions in collective farms and state farms in the republic increased by 7 times, and the number of students in them increased by 6 times. In 1980, the enrollment of children of preschool age in preschool educational institutions was 33.8 percent, in rural areas it was 25.8 percent [2.20]. During these years, preschool educational institutions built in rural areas were mainly built by collective farms and state farms.

In 1985, 16,970 of the 31,530 preschool educational institutions operating in the republic, or 53.8 percent of them, were built at the expense of collective farms and state farms [3.18]. Until 1964, there were pre-school educational institutions in the cities of Margilan, Tashkent and Samarkand. It is known that most of the teachers in kindergartens in the region did not even have a secondary education. For this reason, in 1967, the Denov preschool educational institution, which trains specialists in the field of preschool education, was established. This educational institution made a great contribution to the training of preschool education specialists in the region. In 1975, out of a total of 3187 educators working in preschool educational organizations in the state farms of the republic, 272 had higher education, 185 had partial higher education, 529 had secondary-special education, 1244 had secondary education, and 957 had secondary education. was absent [4.49]. The number of preschool educational institutions in Surkhandarya region has been increasing year by year. In 1967, there were 87 preschool educational institutions in the region, 33 of them operated in rural areas. In some regions,

attention to the activities of preschool educational institutions was weak. 5 kindergarten buildings built in rural areas of Shorchi district in 1970s were used for other purposes. For example, a 50-bed kindergarten in the "30th Anniversary of October" collective farm of the region as a medical center, a 50-bed kindergarten in the "Leninabad" collective farm as a hotel, a 50-bed kindergarten in the "Party XXIII Syezdi" collective farm as a collective farm office used. The inclusion of children in preschool educational institutions was different in the regions of the region. For example, in 1970, 555 out of 24,664 children of kindergarten age (2 percent) in Denov region, 1,400 out of 25,265 children (5.5 percent) in Saryosi region, and 713 out of 18,000 children (4 percent) in Termiz region were enrolled in kindergartens. Received. This year, only 1 kindergarten operated in the center of the district [5,268].

In the studied years, most of the parents did not send their children to kindergartens due to the lack of campaigning in some rural areas, the distance of the road and other reasons.

For example, in 1972, although there were 9,400 places in pre-school educational organizations in oblast collective farms, only 4,200 children of collective farmers went to them.

Especially in collective farms in Sariosia, Zharkurgan and Termiz regions, it was not well established that children go to kindergartens.

Although the first kindergarten in the region was built in the center of Gagarin region in 1972, it was not started this year due to the lack of children's transportation [6,266]. In 1970-1974, 58 new preschool educational institutions were built in the region, and their number reached 98. In 1965, there were 410 students in these educational institutions [7,287]. In 1974, it reached 12,170 pupils. This was 8.8% of the total preschool coverage in rural areas. After the construction of pre-school education organizations in the village accelerated in the mid-70s, by 1980 their number increased to 378, the number of pupils reached 37,001, and the coverage of children reached 39%. The main goal of the Soviet government to increase the construction of preschool educational institutions in the countryside from the

beginning of the 1970s was to prevent rural women with many children from being busy with raising children in the family and to involve them more in field work [1.9]. Because the main manual work in the cotton field was done by village women. Seasonal kindergartens were also established in the village during the peak of seasonal activities. Seasonal kindergartens accept children from three to seven years old, and each group consists of 25 children. The time of children's stay in these kindergartens depended on the mother's working day. The conditions of seasonal nurseries established in field sheds or houses close to the field were poor.

The children mostly slept on makeshift swings and were only given lunch. In 1980, there were 13,600 such kindergartens in the rural areas of the republic, and these kindergartens covered 305,600 children, while a total of 924 seasonal kindergartens operated in Surkhandarya region this year.

There were enough problems related to the construction and equipment of pre-school educational institutions in rural areas. The construction of many projects was not started on time, and the started constructions were not started on time. Some kindergartens were put into use even though they were built in poor quality. Such structures are often repaired at the additional cost of collective farms and state farms, and with the efforts of kindergarten workers. In some cases, as a result of the irresponsibility of the responsible people of collective farms and state farms, completely unequipped pre-school educational institutions were taken over from construction companies. For example, the kindergarten commissioned in 1975 in the Kalinin collective farm of Shorchi region was not equipped with beds, wardrobes and tables and chairs. In addition, many pre-school educational institutions in the rural areas of the region did not work during the winter months due to the lack of heating systems and other communications [8.162]. The buildings of pre-school educational institutions built in rural areas in the 1970s were small and underpowered.

For example, in 1972, 13 preschool educational institutions in collective farms and state farms

in Shorchi district had 25-30 places. Since the 1980s, pre-school educational institutions with 90 and 140 places have been built in villages [9.185]. In addition, most of the kindergartens did not meet sanitary and hygienic requirements. Chaos in food storage, food preparation, and calorie control are virtually unchecked. The painful aspect of preschool educational institutions located in rural areas was the issue of children's nutrition. Supplying kindergartens with food was entrusted to the respective farms by the Department of Agriculture, and the food supply was controlled by the Department of Public Education. There were almost no milk, meat, eggs, fruits and vegetables in children's meals. While the daily food allowance for each child was supposed to be 60 shillings, it was often 30-40 shillings [10.634]. In the survey carried out as part of the research work, "Was there a kindergarten in the village in the specified years?" 34% of the respondents answered "yes" and 54% answered "no".

Thus, in the 1960s-1980s, education in schools, vocational and technical educational institutions, and preschools in the Surkhondarya region was mainly based on instilling the idea of "developed socialism" into the minds of students and educating them in the "communist spirit". was carried out.

During these years, many preschool educational institutions were built in the rural areas of the region. The main goal of the Soviet government to increase the number of rural kindergartens was to prevent rural women with many children from being busy with raising children in the family and to involve them more in field work.

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