



Improvement Of Cultural Life And Education In The Cities Of Southern Regions

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ABSTRACT

This article aims to study the development of cities in the south of Uzbekistan, to determine the dynamics of urban population growth and its specific aspects, as well as to study the socio-economic and cultural life of cities in the context of historical science. To substantiate the combination of traditionalism and transformational features in the urban planning culture of the southern regions and the general and local characteristics of this process. By comparing the cities of the southern regions with the cities of other regions of the republic, the following issues are raised: to summarize the achievements and accumulated experience in urban planning culture in our country, based on the explanation of their specific aspects.

Keywords:

Kashkadarya, Surkhandarya, combination of transformational features, urbanization, Sopollitepa, Jarquton, education.

Introduction.

From the first years of Uzbekistan's independence, special attention has been paid to the cultural and educational sphere, and great work has been carried out to protect the honor and dignity of the people, restore the rich history and culture of the people, their centuries-old traditions, customs and spiritual values. The development of society and the prosperity of urban culture are undoubtedly directly related to qualified specialists and the work they do. The role and importance of the education system in training qualified specialists is great. After Uzbekistan gained independence, the issue of training strong and determined specialists who would strengthen independence was put on the agenda. Consistent work was carried out to provide young people with advanced knowledge based

on modern world standards and to educate them as specialists in line with the demands of the times. As a result, serious attention was paid to public education, which is the basis of cultural life, the necessary financial resources were mobilized, and important reforms were implemented to equip schools with the necessary equipment and train specialists.

Results And Discussion

After independence, special attention was paid to the field of education, educational reform and its promising principles were defined. The continuity, consistency, scientificity and secularity of the education system were ensured. In education, the priority of universal and national cultural and spiritual values came into being, and opportunities for education

were created for all citizens, regardless of nationality, faith, religion.

Therefore, the capacity of educational institutions in cities increased, and their material and technical base was strengthened. For this, fundamentally new approaches were involved in the field of education and upbringing of the younger generation, the need to achieve a sharp turn in preschool education, the organization of boarding schools for gifted children, the increase in kindergartens, children's polyclinics, the increase and modernization of sports grounds and other facilities related to public education, and the improvement of educational processes became urgent issues. Because, one of the problems inherent in the Soviet era was the lack of classrooms, textbooks, and necessary educational equipment in schools, there were cases of studying in educational institutions in two or three shifts. For example, in 1991, 1,102 students in the city of Kumkurgan, 750 in the city of Sherabad, and 390 in the city of Shorchi were studying in 2 shifts [2]. In the 1991 academic year, 12 general education schools and 6 preschool institutions in the cities of Termez, Denov, Sherabad, Jarkurgan, and Shorchi needed major repairs[3].

In 1995, significant work was carried out to equip preschool institutions in cities in a modern style, provide them with new educational and methodological equipment, improve the knowledge level of pedagogical specialists, and provide them with teaching aids. As a result, increased attention was paid to preschool institutions in cities. In 1995, 1,032 children were educated in 8 institutions in Baysun, 1,154 in 10 institutions in Zharkurgan, 776 in 8 institutions in Qumkurgan, 2,718 in 12 institutions in Sherabad, 3,302 in 13 institutions in Shorchi, 6,818 in 13 institutions in Termez, and 2,710 in 11 institutions in Denov[4]. From 1993 to 1996, 13 schools with a total capacity of 11,300 were re-equipped in the city, and additional classrooms with a capacity of 450 were built at the schools[1].

Also, through the efforts of the Ministry of Public Education, an average of 8 computers were effectively used in each existing school in the cities of Karshi, Guzar, and Shahrisabz. In the

long-term plan, the main attention in providing schools with pedagogical staff is paid to young specialists, and the plan envisages increasing their number from 33.9 percent in 1999 to 78.2 percent in 2003. In the cities of Karshi, Guzar, Shahrisabz, Mubarak, and Kosan, the need for pedagogical staff was covered mainly by young specialists coming to schools and internal resources. In particular, 955 young specialists came to work in educational institutions in these cities in 1995, 1055 in 2000, and 900 in 2010[5].

In 2000, 2,548 teachers, principals, stylists, educators, music directors, and psychologists worked in preschool educational institutions in the cities of Termez, Denov, Boysun, Sherabad, Shorchi, Shargun, Kumkurgan, Jarkurgan, and Kakaydi, and in 2010, 2,985 teachers, principals, stylists, educators, music directors, and psychologists. In 2010, 50 students graduated from Termez State University and 235 students graduated from Denov and Termez vocational colleges and came to work in preschool educational institutions in the cities.[6] Some work has also been done to provide preschool educational institutions in the cities of Termez, Denov, and Sherabad with educational and methodological manuals, toys, and technical equipment. 7 preschool educational institutions in the cities of Shorchi, Kumkurgan, Boysun, and Shargun were provided with computers. In 2005-2010, the "Basic Program for the Development and Preparation of Children for Preschool" was pilot tested in 30 preschool educational institutions in the cities of Termez, Zharkurgan, and Sherabad. Based on the results of the pilot test, republican regional seminars were held in the city of Karshi in February 2010. Preschool education workers from Surkhandarya and Kashkadarya regions participated in them with their suggestions and comments on the program.

The teachers of kindergarten No. 1 "Alpomish" in the city of Jarkurgan, who won the "Favorite Toys" contest held in cities, participated in the republican stage of the competition and took the honorable first place. The winner of the regional competition "Teacher of the Year" Oripova Lutfiya, a teacher of kindergarten No. 19 in the city of Denov, participated in the republican

competition and was awarded the title of "Intelligent Educator" and the "Excellent Public Education" badge[7].

As of January 1, 2000, in the cities of Karshi, Guzar, Muborak, Kitab, a total of 526 preschool institutions were operating in public education, of which 59 were permanently operating, educating 23.7 thousand children. The provision in relation to the number of children of kindergarten age was 11.4 percent[8].

On the initiative of the Ministry of Public Education of the Republic, a lot of work was also done to provide schools with computers. In order to provide city schools with computers, each city administration provided one computer to each school at the expense of sponsors before the start of the 2000-2001 academic year. The principle of conducting tests along with traditional methods to test students' knowledge in schools was more widely used. School Olympiads were held regularly at the regional and republican levels. In the city of Termez, 11,200 students were educated in 14 comprehensive schools operating in 1996, while in the 2000-2001 academic year the number of students in 16 comprehensive secondary schools reached 14,300 [9].

In 2000-2001, practical work was carried out to configure computers in need of repair in educational institutions of the cities of Termez, Jarkurgan, Shorchi, and Boysun. Also, 557 subject classrooms and 35 language rooms were re-equipped to ensure full-fledged education for students of the city. In 2008-2010, sports equipment worth 2 million 250 thousand soums, 210 desks, and 580 soft furnishings were delivered to educational institutions of the cities of Sherabad, Qumkurgan, Shargun, and Boysun[10].

In 2006, in order to increase the efficiency of education, 34 film cameras, 58 televisions, 111 tape recorders, 6 cars, 4 tractors, 14 radio stations, 15 metalworking and 18 woodworking workshops were used to provide labor training and help students choose a profession in schools in Karshi, Kitab, Mubarak, Guzar, and Shahrisabz cities[11].

During the years of independence, certain positive work was done in the field of public education to solve the urgent problems of

improving the ecological environment in cities, and instilling ecological education in teachers and students became an urgent issue. In particular, exemplary work was carried out in schools in the cities of Denov, Shorchi, Sariosiyo, Shargun, and Kumkurgan in 1993-2010. Discussions and meetings were organized in city schools on various topics, such as environmental education, nature and its resources, the culture of nature conservation in European countries and Japan, toxic fluorine gas emitted from the aluminum plant and its consequences, drinking water, the Aral Sea tragedy, and the preservation of flora and fauna. In 2000-2005, 455 environmental events were held in Denov, 358 in Shorchi, 365 in Shargun, and 465 in Sariosiyo on various topics[12].

Conclusion

In the early years of independence, ideas that contradicted the national ideology in all educational subjects were excluded from the curriculum and textbooks. The content of education was instilled with the country's national ideas, changes were made to the curricula and programs. The country's network of new educational institutions - lyceums and colleges, and schools focused on in-depth teaching of certain subjects - rapidly developed.

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