



## The activities of the experimental demonstration school-commune in Samarkand

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ABSTRACT

This article provides information on the activities of an experimental community school in Samarkand.

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School-commune, education, boarding school, club activities, reading, singing, music, performance, modeling, drawing.

Commune schools are boarding schools that appeared in 1918 in the RSFSR in accordance with the "Regulations on the Unified Labor School of the RSFSR". Basically, they were part of the system of experimental institutions of the People's Commissariat of Education of the republics, in practice developing Soviet pedagogy and the idea of a labor school.

There were commune schools of the 1st stage (4-7 years of study) and the 2nd stage (9 years of study). Sometimes they had a kindergarten and a vocational school. The children of the Red Army, the poor, orphans, etc., were accepted into the commune schools, who lived on full state support, being at school all year round. Communal schools were located mainly in rural areas. They could have land plots, agricultural implements, livestock, training and production workshops.

In 1923 there were 178 commune schools. By the early 1930s, almost all of the commune schools had been converted into collective-farm youth schools and regular schools. Among the best were commune schools: them. P. N. Lepeshinsky in Moscow, them. K. Liebknecht in the village of Lunacharskoe near Tashkent, them. October Revolution in Odessa, Znamenskaya in the Vyatka province, etc.

The experimental labor school commune in Samarkand opened on December 18, 1920 as part of the first three age groups of a five-year school. The total number of Communard students in the first three months did not exceed 45 children of both sexes aged 9 to 15 years. These were the children of the inborn (orphan and half-orphan) transferred from male and female boarding schools in the city of Samarkand. The general impression made by the Communard students was satisfied with the orderless: dirty, slovenly ragged (many without shoes), scab-infected with parasites in the head and underwear, children at first provided a diverse, discordant crowd, undisciplined, self-willed with inclinations for slovenliness, idleness and even hooliganism.

The general mental development and the sum of knowledge and skills of each was far below their age. The relationship between boys and girls was quite hostile.

It was not an easy task for the commune to organize this discordant crowd into one friendly, solidary cultural family, to inspire dislike for the knowledge of collective labor, to develop in it amateur activity and personal initiative.

The school council, which at that time consisted of only four school employees,

representatives of technical employees and students, laid the foundation for labor education and, in connection with it, the labor organization of students. The whole working day was divided into:

1. Self-service labor processes in school, bedrooms, dining room, kitchen, in the yard in the garden, etc., through mutual assistance, the boys repaired shoes for themselves and for the girls, and the girls sewed underwear for themselves and for the boys, etc.
2. Scientific and educational classes.
3. Club activities, reading, singing, music, performance, modeling, drawing, appliqué and partonage, shoemaker's workshop.

Any repressive measures of influence, of course, were rejected, and the center of gravity was transferred to the development of organized public opinion of students and to the strength of the moral authority of leaders. Despite the mass of unfavorable conditions, which will be discussed later, by the month of March, the leaders of the school managed to set things right so that the school could already be called a friendly school commune. Among the students, purely comradely relations were established. The students treated the leaders in the best possible way. The working life of the school was also diversified and full with the onset of spring: work in the greenhouse, in the garden, vegetable gardens, excursions to observe wildlife, historical monuments, cultural and government institutions, etc., brought new interests, revival and unification. From 6:00 am to 10:00 pm the working day continued with the correct alternation of work and rest. Children in the full sense began to enter the poetry of cultural and labor life.

But ominous dark clouds were already gathering over the labor school of the commune. From the very beginning of the life of the school, the question of whether or not to be in it hung over it, like the sword of Damocles. b. the governor's house, where the experimental labor school had ideally favorable conditions for its development and activities. There are many contenders for the premises: both the military department and the health department are especially persistently seeking this premises. By spring, these clouds had safely passed the

school. The school worked calmly and intensively during the spring season: a lot of flower beds were planted around the school building by the labors of young Communards, more than two acres of various vegetables were cultivated and planted for garden crops. Each of the students had one, and the older group had two experimental-demonstrative beds, provided to his personal initiative and work. Children amicably and cheerfully looked after, planted and grew, whoever wanted it besides general work in the garden, vegetable garden, barnyard, where there were cows, pigs, chickens, ducks and turkeys.

But in the twenties of June, thunder suddenly struck. The experimental school of the commune, by order of the Regional People's Commissariat of Education and the Regional Executive Committee, was thrown out of its premises and moved to the building of the first school, in conditions incomparably worse for its experimental purpose. With tears in their eyes, the children say goodbye to the dear place, where they put in so much friendly work, where they organized themselves into one harmonious family, where work was so argued and leisure was spent so friendly and culturally.

There was a lot of work to be done in the new place: the estate was an almost perfect wasteland. The leaders consoled the children and tried to keep them in a cheerful and working mood. The work plan and future prospects were discussed jointly. The children again unanimously undertook to build a new nest with taste and possible comfort, living quarters (bedrooms, an office, a dining room, etc.) are being arranged, a garden is being cultivated, ditches are being cleared, planting is being done, and the mood of the children begins to grow stronger. And again, the school is thrown out on the orders of the Regional Narcotics Program, giving way to a cholera hut, and a commune school of more than 100 children of both sexes is distributed in two central schools 7 and 11, which are completely unsuitable for a commune school.

Not to mention how well the premises for the cholera barracks were chosen indoors on the battlefield bazaar road through the courtyard, the main ditch flows nearby, the

institute of education with a boarding school for 220 people is located nearby, and behind the boring Saratov buildings, this movement radically destroys the work of three schools: firstly, work in an experimental school was reduced to meals and lodging for students, accommodation in two buildings, three blocks apart from each other, destroys the unity of educational influence and places an unbearable burden on school employees, and finally, the property of all three schools, broken and plundered during transportation and part of it, for lack of premises, stands in the open.

It is difficult to deal a more severe blow to the cause of public education in the city of Samarkand, which was inflicted on it by the hand of the local departments of public education. Particularly sad is the fate of the experimental labor school, this first experience of labor communist education in the Samarkand region. Like any new undertaking of deep public national significance, these cells of labor education of the experimental school need especially caring and loving attitudes towards them from the authorities.

The People's Commissariat of Education understood this very well when it gave a written promise to put the labor of such workers in the most favorable conditions, but the local department of the People's Education Department, as the facts below will show, was not completely imbued with the idea of the People's Commissariat of Education about the importance of such schools: their attitude towards the exemplary school was the same as throughout the boarding school.

1. For the pilot school, it was very important to set a certain deadline for the admission of new children to the school in order to trace the educational influence of the school on them. The sub-department of the schools of the communes continually sent to the school new groups of children who only entered into decay in the improving working life of the school.

2. Some employees of the school broke away from work at the school for other positions and jobs.

3. With the relocation of the school from the former governor's house to the tenth school with the closure of boarding schools number 1,

2 in June, up to 60 children immediately became students. All this mass of children, like an alien folk body, crashed into the family of our pets. If the conditions of the school of life were normal, but in all likelihood the main core of the school of the commune would be able to assimilate and organize this mass, but the school was completely knocked out of its scientific and labor colleague and now everything that with such labor and love was being established in the proposal of many months is being destroyed before our eyes.

Summarizing the above, we can say that at that time in Samarkand there was not a single Russian experimental school of the commune, not even a commune school, but there was simply a boarding school.

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