



PROBLEMS OF HISTORY TEACHING IN SCHOOLS OF THE UZBEKISTAN SSR IN THE 20-30S OF THE 20TH CENTURY

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Annotation

This article reflects on the reforms carried out by the Bolsheviks after they came to power in the territories under them, in particular in the new formation of the educational system in the Uzbek SSR, as well as the shortcomings that arose. The education system was largely rebuilt during the Cultural Revolution. But the main goal of the Soviets during this period was to prepare personnel that would serve the party. This article provides some information on how exactly the Soviet authorities implemented their ideas in teaching history education in schools.

Key words: October Revolution, Munavvar Qori Abdurashidkhanov, M.M. Pistrak, M.Asimov, VKP(b) MK, Council of people's commissars of the USSR, history and society studies, B.Leviton and M.Ovsiyannikov, Akmal Ikromov

INTRODUCTION

The school has always been one of the most conservative social institutions, and the history education system is an element of it, providing additional stability of society, continuity of values and ideals recognized by the majority of citizens.

Soviet schools in the 20s and 30s of the 20th century were aimed at testing different models of radical restructuring of the school education system, educating the population with different methods, and generally forming a new Soviet generation.

It is an urgent issue to dwell on the existing experience in the formation of general education schools, in particular, the history education system in our country. We need to draw conclusions from the mistakes and shortcomings made by Soviet Russia in the field of education and eliminate these shortcomings in the future.

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 1920s-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 a sharp class perspective, was founded. Studying this important topic will help 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.

ANALYSIS OF LITERATURE ON THE SUBJECT

The main literature in this work can be divided into two groups. The first is literature created during the Soviet era, and the second is archival material. From the literature written during the Soviet period, Public education in the Uzbek SSR (1924-1945), published under the editorship of A. Murodkhojaev; Akmal Ikromov's "Selected works in three volumes. Volume II." Issues of school construction: May 4, 1928 speech at a meeting devoted to public education



in the propaganda department of the Central Committee of the CP (b) of Uzbekistan; Literature such as “Primary School Programs” published under the editorship of the Department of Schools of the CC of the UzSSR was used. In addition, methodological manuals such as Toshpulatov T, Ghafarov Y. “History Teaching Methodology” are among them.

Archival materials are the main source for the topic we are researching. The work is based mainly on “Статья Иноятов - О стабилной программы и учебники по истории” given in the collection volume 1 list 1074 of the fund R-2748 of the National Archives of Uzbekistan and the case R-2748-fund 1 list 1070 of the National Archives of Uzbekistan (UZNA) “Доклад АСИМОВ М Об итогах 1936-1937 учебного года по истории 6 школах Уз ССР” documents, many new information is presented.

In the scientific article studied on this topic, methods such as systematization of data, complex generalization of problems, analysis and periodization, principles of historicity, objectivity, as well as comparative and complex analysis, periodization, etc. are widely used.

ANALYSIS AND RESULTS

Party and Soviet bodies of the Turkestan region, which was part of the RSFSR in the early years of Soviet power in the reorganization of the public education system they followed the instructions of the Soviet state, such as removing education and upbringing from the church, transferring it to state institutions, eliminating class and national restrictions in the field of education, and teaching boys and girls together. In 1919, at the 8th Congress of the Communist Party of Russia (b), a new program of the party was adopted, in which the school was transformed from a tool of bourgeois rule into a tool for building a communist society, all boys and girls up to the age of 17 it was emphasized the need to provide general, free, compulsory and polytechnic education, to link education with socially useful work.

After the October coup of 1917, new Soviet schools were opened in the Turkestan ASSR and history was included in their curriculum. But it was not easy to establish Soviet schools in Turkestan and start their activities. First of all, due to the economic difficulties that existed in the early years of Soviet power, as well as the civil war and independence movement that began in the country, the government could not regularly provide funds to these schools. Many schools did not function due to lack of teachers or not being paid on time. Secondly, most of the newly opened Soviet schools were primary schools, where history was not taught. History was taught as a separate subject in seven-year and secondary schools, but there were not many such schools in the early years of Soviet power. Thirdly, the Soviet school was built on the ground of communist ideals and patriotism. Therefore, most of the local population who believed in Islam preferred to educate their children in traditional educational institutions, i.e. old Muslim schools. In 1920, Munavvar Qori Abdurashidkhanov proposed to reform the old religious schools in accordance with the needs of the times and to include them in the new Soviet educational system. But the Soviet government did not accept this proposal either. Nevertheless, the old schools continued to operate in Uzbekistan until 1928 [1: p-85].

According to these instructions, TASSR party and Soviet organizations focused on the establishment of labor schools where children are taught in their mother tongue while establishing a new educational system. However, the development of the educational system took place in difficult conditions: there were not enough buildings for schools, there were almost no textbooks and study guides in the native language, and there were very few teaching staff.



Regardless of the existing difficulties, step by step they began to establish new schools and start their activities. The leading representatives of the national intelligentsia were involved in this work. Among them were Sadridin Ainiy, Munavvar Qori, Abdulla Avloni, Abduqadir Shakuri, Hamza Hakimzada Niyoz, Tashmuhammad Qoriniyoz and others. They did great services in establishing new Soviet schools and establishing their activities.

The old schools lost their reputation in the eyes of the people and in 1928 the last old school disappeared. In our opinion, their demise was caused, on the one hand, by people not sending their children to the old schools, and on the other hand, by the Soviet authorities closing them by administrative means. The number of schools increased. Between 1924-1925 and 1928-1929 academic years, an average of 287 schools were opened every year in the republic. The number of students increased by 9.8 times compared to 1914 [7: p-12].

On May 4, 1928, Akmal Ikromov said at a meeting dedicated to public education at the propaganda department of the Central Committee of the CP (b) of Uzbekistan that in the 1928-29 school year, old-style schools were completely closed and it is necessary to raise the issue of closing the reformed schools as well as the closing of the old-style schools. [6: p-403].

After the establishment of the UZSSR, many reforms were carried out in the field of public education; peasant youth schools were opened, and these became public schools in the village. In 1928, the Latinized alphabet was adopted instead of the Arabic alphabet; Separate schools for women were opened in Bukhara, Kashkadarya and Surkhandarya regions of Uzbekistan.

In the academic year 1932-33, the total number of hours of study for the subject of history in Uzbek schools was 360 hours [3: p-1]. In this, students were given an understanding of history, the colonial system in Turkestan, the October coup and the coming of the Soviets to power, and socialism.

On August 25, 1932, the decision of the Government of the Soviets "On the curriculum and regime in primary and secondary schools" is a new historical document in the improvement of history education in general, which arose from the needs of the demand of that time. It is not an exaggeration to say that. In this decision, it is necessary to further improve the approach to the social sciences program studied at school from a historical point of view, to take into account the need to widely use local materials in the classes held in history and social sciences, at the same time, to carefully select historical materials that are understandable to students, providing the main section and topics with the necessary background materials, historical excursion and comparative materials; — the most important knowledge about the national culture of the peoples of the USSR, their literature, art, historical development, as well as the elements of historical knowledge revealed in the process of studying the countries that are part of the USSR in the programs of sociology and history, that is, the need to include each country's natural features, industry, historical monuments, socio-economic development of agriculture, culture, etc. was specifically indicated [8:p-19].

It is clear that the party and the government have attached great importance to the teaching of the history course in our schools. On May 16, 1934, the Central Committee of the All-Union Communist Party and the Council of People's Commissars of the USSR issued a decision on the teaching of civic history in schools, which emphasized the unsatisfactory nature of history teaching. This decision showed history teachers concrete ways to eliminate the main shortcomings of history teaching in Soviet schools [3: p-2].



In 1934-1937, teaching history and social sciences in schools was difficult. Teachers were forced to work without textbooks and permanent programs, under the conditions of severe “starvation” of personnel. History students were appointed without any preparation. Due to deficiencies in textbooks, teachers used to teach in schools based on whatever information they found [3: p-6].

In the decisions of the government, attention was paid to the issues of training and improving the qualifications of history teachers. On June 7, 1934, the People’s Commissariat of Education of the RSFSR adopted a decision “On the retraining of history teachers of incomplete secondary and secondary special educational institutions.” One-year training courses for history teachers were organized at Moscow State University. In 1936, training courses for high school history teachers were organized under the People’s Commissariat of Education of the RSFSR.

Teachers used the book “Short Course of History of the USSR” published under the editorship of Professor Shestakov in teaching the history of the USSR in primary school. This book was published under the direct auspices of the Central Committee of the All-Union Communist Party (b). The book was mainly used as a textbook for III and IV grades of primary school students. Based on the requirements of the pedagogy of the time, the teachers are not limited to the information given in the textbook, but also provide a lot of other information that is not in the textbook, such as how N. E. Bauman was killed and how Lenin came to Russia in 1917. [5: P-42].

Teaching the history of the USSR in primary school was planned for two years. 40 hours are assigned to the history lesson in the 3rd grade, and in this class, students studied the history of the period from the beginning of the course to Peter I. In the IV classes, 80 hours were allocated to the history lesson in one year, and in this class, students had to complete from Peter I to the end of the course.

In addition to history, social science was also taught, and the main textbook for this subject was the book “İçtimaiyat” compiled by B. Leviton and M. Ovsyannikov. 95 hours of lessons were conducted based on this textbook. The 95 hours of lessons specified in the program are mainly divided into 5 topics. The main focus was on the activities of the Communist Party, the revolution of 1917, socialism, the reconstruction of agriculture on a socialist basis, and the study of the history of the All-Union Communist Party (b) [2: p-4].

One of the “insufficiently illuminated” aspects of the creation of this science program is who was responsible for the Soviets that emerged during the revolution of 1905-1907; they listed that there are no clear examples of whose thoughts the Soviet idea appeared during the revolution, and who was sitting at the top of the Provisional Government [4: p-182].

CONCLUSIONS AND SUGGESTIONS

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

The Soviet government directly implemented the reforms introduced at the state level in the initial 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 the socialist system through educational institutions. This completely paralyzed the existing traditional education system in Turkestan.

No matter how much education was politicized, the financial situation of Soviet schools was extremely poor. There was a shortage of textbooks, school supplies, especially pencils,



ink, and notebooks. In addition, the lack of local personnel during the rapid reform of the education policy of the Bolsheviks made the problem even more serious. At the moment, textbooks have not been improved. Apart from that, this system, which is 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 canceled all freedoms in the field of education and tied the school and higher education to the totalitarian system. This caused education to be underdeveloped.

Curriculums of public education were completely focused on the center, and national traditions were not paid attention to. The national progressives who tried to create a national program and implement it were subjected to a policy of repression.

The main idea of history in schools was aimed at supporting the views 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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