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PROVISION OF EDUCATION IN UZBEKISTAN DURING THE SOVIET PERIOD

Abstract: In this article has been analyzed provision process of education system in Uzbekistan during the period of Soviet government by historical literatures and archive sources as well.

Key words: education system, school, pupil, reform, industrial practice, national culture.

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INTRODUCTION

Period 50s 60s is extremely important in the history of Uzbekistan, a significant impact on the further development of state and society. The death of Stalin, the criticism of the "cult of personality and its consequences" had a huge impact on the Soviet political system and social life. The coming to power of Khrushchev's attempt to reform the political system of the state against the background of the reform of public education and, in turn, it gives a negative response. Termination of mass repression contributed a certain stabilization in the society, but by the public opinion is still neglected, was not done with violation of many human rights. Power remained in the hands of the party apparatus and the security forces and directed by the Centre. The well-known Russian historian RG Pihoya in his book, The Soviet Union: The Story of power. 1945-1991. characterizes the period under review as follows: "There are real differences in living standards, education characteristics, and the mentality of the inhabitants of the various republics of the USSR. These differences are officially ignored. The argument that socialist internationalism is a condition for the flourishing of national cultures caused irritation among the national intelligentsia"[1].

December 9, 1950 an adopted resolution of the Council of Ministers of the Uzbek SSR "On measures to improve the work of school compulsory education" which states that in the schools and in the leadership of public education affairs there are major shortcomings. In the 1949-1950 school year, dropout rates including a shortage, made of 1-4 classes and

32,200 students from grades 5-7 26500 students and repetition was 158 thousands[2]. Particularly unsatisfactory the situation was with the training of girls. Only in the 1949-1950 19154 academic year girls have ceased to study in Uzbekistan schools. It is extremely unsatisfactory state schools from 4952 schools only 1070 schools housed in purpose-built school buildings. Collegium of the Ministry of Education of the Uzbek SSR adopted a resolution on 17 February 1953 "On the status and measures for the improvement of ideological work in the Uzbek SSR Ministry of Education system" are reduced to ideological - political training, to guide all the means of ideological influence and educating students in the spirit of communism. Collegium of the Ministry of Education of the Uzbek SSR adopted a resolution on 27 February 1953 "On the status of implementation of the law on universal compulsory education of children in the country," which displays the status of school attendance for students. For example, in the Ferghana region in 1952 it was not taken into account and children remained out of school in 1570, in the area of Kegeyli of KKASSR 950 people. Also, out of the total number of students enrolled in the first classes in the 1945 - 1946 school year to seventh grade in the 1952-1953 school year reached only 34.5% of students[3]. Especially in this respect was the deplorable condition of schools in Surkhandarya and Bukhara regions where the remains of the 16 to 25 percent of students accepted to the first class. Only in the 1951-1952 academic year the republic left for the second year in excess of 143 thousand students and in some areas as the



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Namangan and Ferghana from 16 to 18 thousand people [4].

The main reason for poor attendance and the backlog of children in schools is hidden in difficult socio - economic situation of the people. One of the reasons was also a shortage of teachers in schools. Many teachers did not have the necessary training. The republic grades 1-4 10800 teachers have pedagogical education, 5-7 classes taught by 8,500 teachers, 1,850 teachers' grades 8-10 who have no teacher training [5]. December 24, 1958 the Supreme Soviet of the USSR adopted a law "On strengthening the connection with the school life and the further development of the public education system in the USSR", which initiated the reform school [6], which lasted until the mid-1960s.

The Act provided for to enable young people from 15 - 16 years in the feasible social work and further training must take place was inseparable from productive labor in the national economy. First of all, it should be recalled, in what the school reform was in 1958, and what its objectives were. After coming to power, N.S. Khrushchev [7] decided to reform the education system in order to adapt it to the challenges of its economic and social policies. Therefore, contrary to the proponents of longer compulsory schooling, he proclaims the idea of bringing the education system to the needs of the labor force in manufacturing and agriculture. In these areas, the country faced a shortage of qualified technical personnel, caused by the fact that the majority of high school graduates began to strive to continue studying in higher educational institutions. In other words, it was necessary to raise the prestige of vocational education and young people to return to those specialties that are needed for the development of the national economy. This economic and social orientation of the reforms of education also added problem concerned that parents refuse to send their children to the application function, Khrushchev wants to strengthen the link between school and life - that is, between the production and physical labor. In December 1958 instead of the full 10 - year compulsory study years, and universal 8-year-old. For a complete and secondary education could either finish vocational school (vocational school) or college and get a working profession or study in the evening (correspondence) schools for working youth, combining work and study. However, the quality of education in these schools was generally lower than in high schools. Regular schools were administered with heavy industrial practice.

The quality of education affects the long separation of pupils of secondary schools for agricultural work. On the part of the population received complaints expressing dissatisfaction with the lengthy separation of pupils from On the part of the population received complaints expressing dissatisfaction with the lengthy separation of pupils

from classes, the wrong attitude of managers to the organization of work and life, to the protection of the health of children involved in the cotton harvest. In 1964, the largest number of complaints were from Samarkand and Tashkent region. It is also important to note the fact visiting their children to school was not organized in the best way. As of October 1, 1964 70.8 thousands were not trained. Adolescents aged 14-17 years in the country. Of this number 62.5 thousands[8]. People are working, but not enrolled and 8.3 thousand are neither working nor studying. In the 50-60-ies continued the process of increasing the number of secondary schools at the expense of primary and lower secondary (at this time they were no longer seven-year and eight-year). The schools opened with in-depth study of some subjects (so-called special schools).

In the late 30-ies was sharply reduced the number of national languages in which teaching was carried out in schools. If in 1934 these languages (in the USSR) were 104, by the time of the last census (1989) there were only 44. Uzbekistan was deprived of already existing scripts, few textbooks, books; newspapers and magazine were published in their native language [9]. Official policy was proclaimed, aimed at mass bilingualism of all the peoples of the former USSR ("Russian as a second mother tongue"). During the period when the reform of the school system as the children's consciousness implied subordination to the communist ideology, the erasure of national faces, values, way of life, culture and religion inherent only to the people of Uzbekistan. To this end, schools held classes on the aesthetic education where they mainly studied literature, art and culture of the Russian people rather than Uzbek. Children instilled values that were alien to them. The newspaper "Pravda Vostoka" from April 15, 1964 published an article entitled "atheistic education - an important sector of the ideological work of" [9] emphasis on intensification of atheistic work in schools, study foundations of scientific atheism, opening clubs for young atheists and create some cities atheism house - methodical centers of atheistic propaganda.

In September 1965, the Republican Party activists discussed measures to further improvement of the ideological education of youth. Emphasis was placed on the Enhance ideological level - political, moral and aesthetic education of the younger generation in the spirit of communist ideology. Importantly, the Soviet government pays special attention to the education of children in an atheistic spirit to instill in them a materialistic and anti-religious ideology that atheism has become an organic part of the worldview of most students. Atheism is widely and actively promoted and would be spread in kindergartens, schools and other educational institutions especially in the first class, are fertile ground for the formation of their

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materialistic, atheistic worldview. Children are like a blank sheet, for ideological machine of the Soviet party organizations they wanted to erase those national values, culture, religion, and all that is dear to our people, who for centuries evolved in Uzbekistan, write those beliefs and personality shape the energized materialist and communist ideologies. Concepts such as freedom of conscience and tolerance were only on paper. Konovalov in his book *Atheistic education of students*, said [10]: "The main armament means students with the knowledge in the field of religion and atheism is a lesson." Atheism instilled with such subjects as chemistry, physics, astronomy, biology, literature, music, and especially history, is also widely implemented school pioneer rites and rituals. The main goal was to fill a niche spiritual children materialistic, antireligious and communist ideology and dogma. Negative trends in education, manifested in the 30-ies., to the top 80, more stronger- falling quality of education, especially in small towns and rural areas. Even more was at school unification and leveling - came to that in the former Soviet all the lessons of a subject in a given class are the same. After all, the textbook was the one stable, the program was one, universally valid, curriculum one too.

In fact ignored by the individual characteristics of children and adolescents, the whole learning process has been focused on the non-existent "average" student. And lagging (regardless of the real reasons for this lag), and gifted children were in a marginal position in the risk zone. Sharply deteriorated the physical and mental health of

students. Many schools in the cities and rural areas of the republic has been neglected and unsanitary, the building were completely renovated, ill-prepared for work in winter conditions, in buildings dirty and uncomfortable, lack of teaching - teaching aids and school equipment are not landscaped and planted the school grounds. In libraries, schools there was very little literature or Russian classics. Most school libraries are located in the adapted premises. It is important to note the problem of catering in schools of the republic. From operating in the 1966-1967 academic year, 6774 schools during 2619 (38%) are not organized. Particularly badly organized was public power in institutions in rural areas.

CONCLUSION

Summing up public education in Uzbekistan should be noted that, despite the variety of work related to this topic, it was considered largely a one-sided and considered by historians of the Soviet period. Mainly researchers to focus on the positive aspects and carried out educational reform, and the shortcomings and deficiencies of education remained on the sidelines. Analyzing all the above, we can conclude that the study of public education in the 50-60's. XX century allows us to give an objective assessment of the development of education and science in the study period, and can be considered as an instrument of the Soviet school of ideological machines of the former Union. It is also carried out in the area of education policy was aimed at the Soviet power into the local population and the limitation of the national culture and spirituality.

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