
**HISTORIOGRAPHY OF THE HIGHER EDUCATION SYSTEM OF
UZBEKISTAN SSR (20-30S OF 20TH CENTURY)**

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ANNOTATION

In the conditions of the current globalization, the complex processes taking place in the world make it necessary to determine the contribution of each nation to the world civilization. In the world experience, the field of education is always one of the main criteria that determines the level of development of the country, people's well-being and cultural achievements. In particular, by studying the history of science and the education system, it is possible to determine the level of the nation's spiritual development. In accordance with the factors mentioned above, this article presents a lot of information about the historiography of the higher education system of Uzbekistan in the 20-30s of the 20th century, its achievements and shortcomings.

Keywords: Cultural revolution, national politics, historiography, education, enlightenment, country of knowledge, backwardness, pedagogy, comparative analysis, totalitarian system.

АННОТАЦИЯ

В условиях современной глобализации сложные процессы, происходящие в мире, вызывают необходимость определения вклада каждой нации в мировую цивилизацию. В мировом опыте сфера образования всегда является одним из основных критериев, определяющих уровень развития страны, благосостояние народа и культурные достижения. В частности, изучая историю науки и системы образования, можно определить уровень духовного развития нации. В соответствии с указанными выше факторами в данной статье представлено много сведений об историографии системы высшего образования Узбекистана 20-30-х годов XX века, ее достижениях и недостатках.

КЛЮЧЕВЫЕ СЛОВА: культурная революция, национальная политика, историография, образование, просвещение, страна знаний, отсталость, педагогика, сравнительный анализ, тоталитарная система.

ANNOTATSIYA

Hozirgi globallashuv sharoitida dunyoda kechayotgan murakkab jarayonlar har bir xalqning jahon sivilizatsiyasiga qo'shgan hissasini aniqlash zaruriyatini keltirib chiqarmoqda. Jahon tajribasida ta'lim sohasi hamisha mamlakat taraqqiyoti darajasini, xalq farovonligini, madaniy yutuqlarini belgilab beruvchi asosiy mezonlardan biri

hisoblanadi. Xususan, fan tarixi va ta'lim tizimini o'rganish orqali xalqning ma'naviy taraqqiyot darajasini aniqlash mumkin. Ushbu maqolada yuqorida qayd etilgan omillarga muvofiq 20-asrning 20-30-yillaridagi O'zbekiston oliy ta'lim tizimi tarixshunosligi, uning yutuq va kamchiliklari haqida ko'plab ma'lumotlar berilgan.

KALIT SO'ZLAR: Madaniy inqilob, milliy siyosat, tarixshunoslik, ta'lim, ma'rifat, bilim yurti, qoloqlik, pedagogika, qiyosiy tahlil, totalitar tuzum.

INTRODUCTION

Uzbekistan has long been one of the regions where science and culture have developed, and advanced examples of education have been used in different historical periods. As a result of the transformation of Central Asian territories into a Russian colony, various changes took place in the field of education. During the totalitarian regime, it was impossible to create a true history of Uzbekistan, the scope of studying problems and their sources was strictly limited, it was impossible to give a true assessment of historical events, and a dogmatic approach prevailed. After the establishment of the Soviet government in Turkestan, the colonial government took full control over the education system of the local people. It is considered one of the urgent tasks of the history of Uzbekistan to study the changes in the policy and education system carried out in the field of education during this period, to make a comparative analysis, and to draw objective conclusions from them.

What was the state of education in Turkestan after the October coup? For this purpose, I set myself the goal of studying the historiography of Uzbekistan's higher education and the state of teacher training in the 20s and 30s. After all, it was at that time that the Soviet model of public education, based on the totalitarian idea and a sharp class point of view, was founded. The Bolshevik leadership, which sought to standardize the spiritual life of the society, began to fight against any manifestations of ideologically different thinking and peculiarities in the field of general education. Muslim schools and madrassas suffered a lot. By the end of the 1920s, the Bolshevik Party and the Soviet authorities, using force and execution methods, almost ended traditional schools.

An important feature of the period under study is that the crisis and reforms in the economic, social and spiritual spheres are clearly visible, with the desire to restore the relations of the product market and strengthen the totalitarian regime of the government. During the transition to the new economic policy, some aspects of the government's general education policy became clear, and the public education system had to adapt to market conditions. Turning to the experience of the new economic policy period allows to identify and prevent difficulties encountered in the field of general education, market reforms, and a number of measures to prevent them.

On the other hand, the study of the history of the period of new economic policy and the painful times of Stalinist state control is a full and reasonable revelation that the use of administrative-command control methods leads to destruction, in the spiritual and

educational sphere. Deep understanding of deviations, as well as determination of the ways and means of solving the problems accumulated during the Soviet period as a result of the violation of national interests, paves the way for the formation of a legal democratic society.

In the process of large-scale reforms implemented in Uzbekistan, the issue of formation of the education system has become one of the priority tasks of the state policy. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the Strategy of Actions in Five Priority Areas of Further Development of the Republic of Uzbekistan".¹ It is of great practical importance to study the progress of education and the advanced traditions in this system and draw the necessary lessons.

Resolution of the President of the Republic of Uzbekistan dated April 20, 2017 No. PQ2909 "On measures to further develop the higher education system", No. PQ-3105 dated June 30, 2017 "At the Academy of Sciences of the Republic of Uzbekistan Decisions on the latest history of Uzbekistan "On the organization of the activities of the Public Council", No. PQ-4038 of November 28, 2018 "On approval of the concept of further development of national culture in the Republic of Uzbekistan"² and This dissertation serves to a certain extent in the implementation of the tasks defined in other regulatory and legal documents related to the field and in illuminating the history of the statehood and education of Uzbekistan.

MAIN PART

The historiography of the higher education system of Uzbekistan in the 20s and 30s of the 20th century has not been sufficiently researched as a separate subject. This issue is mainly studied in one way or another in the literature that examines the general situation of the higher education system in Uzbekistan. The limitation of the sources related to this period and the researchers' desire to put the contradictions in the Soviet school structure into the narrow circle of the communist idea deprives the opportunity to give a real historical assessment of the ongoing processes.

Controversies about the future of religious madrasas and higher education of the local population from this period were important for the publications of the 20s and 30s. A number of public figures and representatives of the national intelligentsia have reasonably rejected the fiction that the local population is extremely illiterate, interpreted by the official authorities. They condemned the persecution of Muslim schools and madrasas, and stressed the need to take national interests and traditions

¹ "Strategy of actions on the five priority directions of the collective volume on the development of the Republic of Uzbekistan in 2017-2021" [Electronic resource] // <http://strategy.regulation.uz>

² Decision of the President of the Republic of Uzbekistan No. PQ-4038 of November 28, 2018 "On approval of the concept of a collective volume to further develop national culture in the Republic of Uzbekistan".

of local people into account when reforming schools. Such calls in the spirit of patriotism were clearly felt in the articles of famous poets, writers, pedagogues, enlighteners and workers of the national level, such as A. Cho'lpon, A. Fitrat, Sh. Rahimi, A. Shukurov, T. Riskulov, S. Ainiy.³ In the following years, the scope of generalizing research expanded in our republic as well. General issues of cultural construction in Uzbekistan T.N. found its fuller and more consistent reflection in the works of such scientists as Qori Niyoz, Sh.Sh.Abdullaev, H.P.Pulatov, K.O.Aqilov, K.B.Buronov, S.Sh.Shermammedov.⁴

Relying on a wide range of documentary sources, they revealed the unique nature of the "cultural revolution" taking place in Uzbekistan, drew a number of general conclusions about the specific principles of the cultural life of the republic, the tsarist government and the country during the Soviet period did a comparative analysis of the state of public education. Among the detailed problems of cultural construction, in the first decades of Soviet power, the number of works directly related to the formation of a new system of higher education and teacher training increased. One of the works dedicated to the thematic study of the history of the Soviet school in Uzbekistan is the monographic study of S. Rajabov published in 1957. In it, the author reveals the practical activities of the government in the field of development of public education from a scientific point of view, and also provides rich statistical data.

Also, in the works of K. O. Okilov, I. Abdurahmonov, A. K. Valiev, M. A. Gulomova, R. Kh. Zukurov, S. Sodikov, R. Azamova and other scientists, based on the evidence of the sources, educational institutions, secondary and higher education institutions in Uzbekistan the activity of educational institutions in the republic regarding teacher training was highlighted. It is worth mentioning the monographic and dissertation studies of scientists such as A. Mavrulov, I. Tursunov, T. Rahmonov, R. Shamsutdinov, B. Rasulov, K. Ergashev, who are close to the topic of this research.⁵

A. Mavrulov paid attention to the consistent analysis of the reasons and characteristics of the prohibition in the field of spirituality, and showed the narrowness of the policy of

³ Chulpan A. Springs. Tashkent: 1992; Fitrat A. The saga of Timur. Tashkent, 1922; Rakhimi Sh. Education of Uzbekov // Science and education. 1922; Shukurov A. Muslim school in Turkestan // Science and education. Tashkent. 1922; Riskulov T. Revolution and the indigenous population of Turkestan. Tashkent: Gosizdat, 1925; Aini S. Materials on the history of the Bukhara Revolution: Gosizdat. Moscow, 1926.

⁴ Kori Niyazov T. Essays on the history of culture of Soviet Uzbekistan. Tashkent: Uzdavnashr, 1957; Abdullaev Sh.Sh. From the history of the development of the culture of the peoples of Uzbekistan (1921-1932) Tashkent: State Publishing House of the Uzbek SSR, 1960; Akilov K.A. The heyday of the culture of Soviet Uzbekistan. Tashkent: Science, 1984.

⁵ Mavrulov A.A. Time for spiritual recovery. Tashkent: Uzbekistan, 1992; Tursunov I. Cry of souls striving for independence. Tashkent: Uzbekistan, 1993.

the Soviet state in the field of culture, that the class approach to the process of cultural construction, as well as to the field of public education, is doomed to decline.⁶ Based on documentary evidence, I. Tursunov analyzed the state of national schools in the 20s based on a new approach, described the struggle of enlightened teachers for national independence, and highlighted the tragic fate of Uzbek teachers who were executed in the 20s and 30s.

T. Rahmonov took a critical approach to social and cultural development in Uzbekistan in the 1920s and 1930s enlightened.⁷ In addition, R. Shamsutdinov and B. Rasulov evaluated the activities of Muslim schools and madrasas in the late 19th and early 20th centuries from the point of view of the idea of national revival. K. Ergashev analyzed the general state of education in Uzbekistan during the last years of the totalitarian regime and summarized the preliminary results of implementing a qualitatively new model of education for the young generation. In recent years, several new books on historiography have been published in Uzbekistan. Doctor of History D.A. Two-part historical essays created under Alimova's guidance are among them. In the first thirty years of the 20th century, the state, development, and problems of history in our republic were extensively researched. These works are distinguished from previously written books on historiography by their scientificity and truthfulness.⁸

After analyzing the topic, it can be concluded that the higher education system and its features in Uzbekistan in the 20s and 30s of the 20th century have not yet been fully studied in research. The data in the existing studies are sometimes short, sometimes unclear, and the opinions of some studies are shown in opposite aspects.

Revealing the historiography of the higher education system of Uzbekistan is carried out in the following order:

- to reveal the essence and specific features of the historiography of the higher education system of Uzbekistan during the rule of Soviet Russia;
- restoration of the real picture of the social and political situation at the time when the construction of schools of history of the higher education system of Uzbekistan is being carried out;
- to reveal generality and specificity in the content of cultural and educational activities during the emergence of new economic policy and the Stalinist totalitarian regime;

⁶ Tursunov I. From the history of the struggle of Uzbekistan's educationalists during the year of independence (1917-1930 years). Tashkent: Uzbekistan, 1995.

⁷ Shamsutdinov R., Rasulov B. History of schools and madrasas in Turkestan (conets XIX - late XX centuries), Andijan, 1996.

⁸ The science of history in Uzbekistan in the first three decades of the 20th century (historical essays). Parts 1-2.-Tashkent: Fan, 1994.

- researching the dynamics of formation of the Soviet system of general education and teacher training;
- showing negative events in the field of public education and their causes;
- coverage of changes in government policy regarding Muslim schools;
- describing the reasons for ending Muslim schools and sharply reducing the number of madrasahs;
- from the point of view of modern methodology, to shed light on the contradictions in the establishment of the Soviet national school, whether it is disconnected from the age-old spiritual roots;
- To reveal the positive aspects and violations in the state of the material base and networks in the educational institutions of Uzbekistan;
- analysis of the harmful consequences of the spiritual and populist impoverishment of the educational process of public education in the Soviet system and the involvement in compulsory politics;
- consideration of the formation of the mechanism of administrative and command management in the field of education;
- is to observe the consequences of the monopolization of the communist idea and the negative impact of class extremism on the state of public education, which is an important link of the spiritual sphere of society.

In the 20s and 30s of the 20th century, the complex history of the formation of the higher education system of Uzbekistan and the history of the formation of teacher training is reflected in the modern theoretical and methodological point of view, based on the ideology of national independence.⁹ I focused my attention on studying from a new point of view previously hardened ideological ideas or issues that were considered only within the framework of fanatical Marxist thinking. During this period, the historiography of the higher education system of Uzbekistan, taking into account the modern conceptual ideas, showed the social and political factors that represent the emergence of a new system of education, revealed the genetic defects of the Soviet education policy, non-Soviet education countries, especially the real essence of the mechanism of destruction of religious schools was analyzed.

The fact that the formation of the educational system and the process of teacher training in the republic is studied from the perspective of the national interests of the people of Uzbekistan, its position and the objective requirements of historical reality is one of the important aspects of the scientific novelty of this work. Another feature of the innovation in the graduation work is that previously unused sources, archival documents and statistical data were brought to scientific use for the first time. The study and generalization of the historical experience of the historiography of the higher education system of Uzbekistan and the formation of the teacher training system in the

⁹ New lines to the current problems of the history of Uzbekistan. Periodical collection. No. 2 // editorial board: D. Alimova and others. Tashkent: Sharq, 1999.

20-30s of the 20th century is determined by the fact that it is one of the important steps in the field of deeper study of the general history of the spiritual life of Uzbekistan.

The historiography of the higher education system of Uzbekistan in the 20s-30s of the 20th century, its transmission to the next generation, and today's research results serve as a source basis for finding alternative solutions to theoretical problems in this system.¹⁰ It is based on the analysis of archival documents, which are considered primary sources in the study of the historiography of the higher education system of Uzbekistan in this period. Also, the logical justification of the research results is explained by the evaluation based on the scientific interpretation of the memoir sources used to clarify the problem, periodical press materials of that period, and the implementation of the obtained results into practice is confirmed by the competent structures. The scientific significance of the results of the research is that it perfects the methodological and methodological approaches and theoretical conclusions related to the history of education, socio-economic life of the peoples of Turkestan in the 20s and 30s of the 20th century. In the study, specific aspects of the traditional and modernization processes of the historiography of the higher education system of Uzbekistan related to this period were substantiated. The practical significance of the research results is that it serves as a practical experience for the history of pedagogy, history of statehood, source studies, terminology studies. It also serves to enrich educational processes for social and humanitarian areas with new information.

CONCLUSION

The scientific research conducted in the archival field of the historiography of the higher education system in our country is being researched on the basis of archival documents. In fact, the period under study is extremely complex, difficult and full of confusion. Therefore, many archival documents were used to cover this period. A look at the history of the past shows that the public education of Uzbekistan has traveled a long way of development until the period under study. Its roots go back to the ancient past. Our nation has always been distinguished by its high spirituality, enlightenment and thirst for knowledge.

Long before social development in Europe, writing spread in Central Asia and education of the young generation was organized. The Arab conquest influenced the development of national culture, science and education in many ways. With the spread of Islam and the Arabic script, Muslim schools and madrasahs formed the basis of education and upbringing of young people from the 8th century. The Muslim religious education system directed the moral and spiritual maturity of the individual to the acquisition of national and religious and moral values. The religious school inculcated the ideas of purification of the soul, teachings of Islam, goodness and justice into the human mind. Schools, as the initial stage of the Muslim educational system, helped young people to

¹⁰ The science of history in Uzbekistan in the first three decades of the 20th century (historical essays). Parts 1-2. Tashkent: Fan, 1994.

learn to read and write, introduced the verses of the Holy Qur'an, hadith and other religious literature. Madrasahs are secondary and higher educational institutions, serving to train national specialists for various spheres of social life.

After the conquest of Central Asia by Tsarist Russia, a system of secular sciences began to emerge as an alternative to the Muslim system of education. First of all, it was aimed at educating the immigrant Russian population and educating people loyal to the tsarist regime. The Czarism administration pursued a policy of Russification and, in order to weaken the influence of Muslim schools, first of all, it sought to establish educational institutions that would educate young people who would serve their goals and ideas. However, the local population still preferred the traditional school. At the end of the 19th century - the beginning of the 20th century, certain changes took place in the educational system of Muslim educational institutions. First, secular general education subjects were introduced into the curriculum. These ideas found their full reflection in the emergence of modern schools.

After the October coup, profound changes took place in national public education. The Bolsheviks, who took power, violently dismantled the old system and began to change it in a revolutionary way. The "Leninist program of fundamental renewal" of the education sector has begun to be implemented. In accordance with Marx's ideological instructions, it was aimed at communalizing social consciousness and educating the growing generation, forming a class of socialist intellectuals, and establishing the rule of the "proletarian" ideology. first of all, he put the work of training pedagogues in a direction contrary to the national consciousness and objective needs of the Uzbek people.

He tried to introduce a socialist form of education, forcing all types of educational institutions to become uniform, achieving the superiority of a narrow class approach, completely politicizing the educational process, and forming a communist outlook. Any autocrat first of all tries to impose his ideas and language on a subordinate country. In the early 1920s and 1930s, along with the course training of new teachers, a stable system of pedagogy and educational institutions was created. Its main links are educational institutes, pedagogic technical schools and universities, as well as teachers' institutes. They mainly functioned as educational institutions providing secondary pedagogic education during 4 years of study on the basis of a 7-year general education school. children of workers and poor peasants who met the class criteria were admitted to pedagogic educational institutions.

The significant expansion of the system of stable educational institutions in the mid-20s and 30s increased the need for teachers. However, in many cases, these educational institutions were opened without the necessary material base, and there was a lack of qualified specialists, especially teachers of local nationality. Serious deficiencies in the educational process were clearly demonstrated. During the period of independence, the researches of our scientists in the fields of mathematics, physics, chemistry, biology, and archeology are getting more and more attention of foreign experts and scientists. Among such scientists, the services of Musa Muminov, Ibrokhim Mominov, Ubay Oripov, Akbar Otaho'jayev, Vokhid Abdullayev, Botirkhan Valiho'jayev and their students, who created

prestigious scientific schools in the fields of literature, linguistics, mathematics, chemistry, biology, and physics at Samarkand State University. deserves special recognition.

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