

THE INTRODUCTION OF NEW PRINCIPLES IN THE CULTURAL POLICY OF THE SAVET GOVERNMENT TO BUKHARA

Joraev Khamza Atoevich

Senior teacher of Chirchik state pedagogical institute of Tashkent region

E-mail: hamzaatoyevich@mail.ru

ABSTRACT

Article analyzes the process of education organization Bukhara Soviet Republic there were created High Educational institute of Soviet government. In the year of government of Soviet Union education system was under the pressure of communistic ideology, that's why educational system didn't highly pay attention to the national specific.

Keywords: education under control, teaching education, higher educational institution, cultural political revolution.

INTRODUCTION:

After the independence of the Republic of Uzbekistan, the radical reforms process in all life spheres has begun, and this process is being carried out successfully.

The ongoing process of reforms in Uzbekistan covers all areas, and the social sciences, including history, have been given important tasks.

In Presidential address of the Republic of Uzbekistan to Oliy Majlis on December 29, 2018, suggestions and recommendations for a new history creation of Uzbekistan have been given the important task of creating a new history of Uzbekistan for the last century and a half before the historians of the republic.

From this point of view, it is important to study a new system establishment in the education in Bukhara People's Soviet Republic. Cultural life and changes in the BPSR in 1920-1924 played an important role in a new society

establishing process, the socio-economic reforms implementation.

From the first years of Soviet rule, changes were made in the national culture in accordance with the ruling state ideology. On this basis, Soviet schools were established instead of the existing ones in the country.

ANALYSIS OF REFERENCES:

Subject historiography is conventionally divided into two periods:

1. Historical research published in the Soviet era (1920-1990)
 2. Literature published during the years of independence (1991-2020)
- Bukhara People's Republic is the subject of a many Soviet-era studies on cultural life and change in the Soviet Republic. In the works of S. Ayni, F. Khodjaev, Fitrat, Mukhammad Ali Baljuvoni, it was discussed the life of Bukhara in the early XX century, the activities of the last Mangit rulers, as well as socio-political and economic processes in the BPSR, as well as cultural changes. The historical literature of the 1960s and 1970s адабиётларда also partially addresses these issues. After the independence of the Republic of Uzbekistan, the historiography problem reached a new stage. Some articles in new history of Uzbekistan (Book 2), a large-scale Russian monograph on Turkestan in the early XX century, some articles in the National encyclopedia of Uzbekistan (volumes 1-12), a textbook on the history of Uzbekistan (1917-1991) and other studies by historians focus on some aspects of cultural processes in the BPSR.

However, in the above-mentioned studies, this problem has not been studied as a separate research object. Taking into account these circumstances, the cultural life problem and change in the BPSR in 1920-1924 was chosen as a separate topic.

The scientific novelty of this study is that it is the first comprehensive study of the cultural life and changes in Bukhara People's Soviet Republic in 1920-1924, the cultural processes in the republic on the basis of sources.

DISCUSSION:

On October 30, 1920, at a joint meeting of the People's commissars council of the Turkish commission of the All-Russian Executive Committee RSFSR, it was discussed the education issue in the Republic of Bukhara. The Soviet schools organization issues in the territory of the Republic of Bukhara, children involvement in them, teachers' training, opening of illiteracy schools were considered at the meeting. In the middle of 1921, education departments were established in the regions and districts under the BPSR jurisdiction, including Kashkadarya and Surkhandarya regions. The first Soviet schools were opened in East Bukhara by the Public education commissariat, and in 1922-1923 their number increased to 73. In particular, 10 schools were established in Karshi, 3 in Termez, 5 in Shakhrisabiz and 5 in Guzor [6]. Thus, the political changes, social and economic processes that took place in the Bukhara People's Soviet Republic in 1920-1924 had a profound impact on the people lives of Bukhara, but the local population interests were not taken into account.

The BPSR government paid great attention to the culture and education. In this regard, it should be noted the role of the Ministry of Education established within the BPSR government. Kori Yoldosh Pulatov (1890-

1965), Abdulvakhid Burkhanov (1875-1934), Fitrat (1886-1938), Musojon Saidjanov (1893-1937) as BPSR education supervisors were the leaders of the Jadid movement and the Young Bukhara people in Bukhara in 1920-1924. In particular, Fitrat made a great contribution to the education development in the BPSR.

RESULTS:

All-Bukhara Revolutionary Committee resolution on October 20, 1920 provided for all old schools and madrasas reform in the territory of the republic and a broader teaching introduction of secular knowledge in them. At the same time, work has begun on new schools types establishment and the illiteracy elimination among the population. By 1923, the number of new schools types in the BPSR was 40, while in 1924 there were 69 secondary schools, 4 music schools, 3 vocational schools, and 13 boarding schools. A total of 5,604 students were educated in them. However, this figure was only 3.1 percent of school-age children.

The most important normative document in the education and school system establishment was the "General rules about schools" ("Rules"), developed under the leadership of the first BPSR education inspector Kori Yoldosh Pulatov, which text was published in full on November 29, 1920 in "Bukhara news". These rules set out the general objectives of education establishment in the BPSR, the school administration management, the procedure for teachers' payment, the main directions of school subjects and education.

From the 1921-1922 academic year, the first medical school was opened in Bukhara. The study term at the teacher's institute was 2 years, and there was also an external department. Students admitted to the preparatory department of the teacher's institute are required to be under the age of 15

and not older than 22 years. "The opening of teacher's institute is the first step in the path of science and education. In the 1921-1922 academic year, a second teacher's institute was opened in New Chorjoiy.

"The teacher's institute was opened in 1921 in the building of the Nikolai Gymnasium (named after Tsar Nikolai of Russia), built by the former emir government in New Chorjoiy. It was named after Fayzullo Khodjaev by the education inspectorate, and the opening ceremony was attended by heads of government"- wrote in newspaper reports. Teachers from neighboring Turkic republics (Tatarstan ASSR, Bashkortostan ASSR, and Turkestan ASSR) were invited to work at the school [7]. So, first of all, in the education system of the Soviet schools, no serious attention was paid to the pupils' national characteristics, to their spirituality formation on the basis of the past heritage.

Despite the extremely difficult economic situation in the BPSR, about 1,000,000 soums were allocated from the budget for education. A teachers' seminar was opened in East Bukhara, 30,000 textbooks were purchased and 6,000 textbooks were published independently.

1-2 literacy courses have been opened in each region of Bukhara. The entire Red Army was trained in illiteracy eradication schools. For example, in Samarkand, a pupil of 7-year school № 5, M. Zubairov came to Old Bukhara on vacation and was appointed by the BPSR education to "Sitorai Makhi Khossa" to teach the Red Army members [9].

CONCLUSION:

So, despite the fact that the amount of funds allocated for education is much higher, the buildings of the built schools did not meet the demand. In the winter, the classrooms would be cold and stuffy. The schools were built in a very simple way, most of them were schools with 2 and 3 rooms. Unfortunately, the

party policy in the Soviet regime, the russification of Central Asia peoples, the increase in the number of Russian schools, especially in the city and district centers, these activities were revived. First of all, in the education system of the Soviet schools, no serious attention was paid to the pupils' national characteristics, to their spirituality formation on the basis of the past heritage.

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