From the History of Turkish Youth Sent Abroad in the 1920S

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Abstract
This article describes the movement of Turkestan youth for education abroad in the 1920s and the role of the state in this process. The author analyses the attitudes of young people to the issue of training local personnel abroad and the work done in this direction during the three governments in Central Asia at the time (Turkestan ASSR, BPSR, KhPSR). During this period, the focus was on training local young people in scientifically and technologically advanced European countries, and a group of young people was sent to study in Germany. The article is analysed based on primary documents and scientific literature on the subject.

Key words: Commissariat of Education, Education, Uzbek Scientific Commission, "Ko'mak" Association, Charity Aid, Bukhara Youth, Germany, National Team, Destiny.

Introduction
After the October 1917 coup, the Bolsheviks came to power in Russia. They pursued a policy of Sovietisation to consolidate their power. In the course of this process, three governments were formed in Central Asia. Initially, the governments of the Turkestan Autonomous Soviet Socialist Republic (TASSR) were formed, and by 1920 the Bukhara People's Soviet Republic (BPSR) and the Khorezm People's Soviet Republic (KhPSR). Despite the short life of these three governments, social, economic, political and cultural development developed uniquely.

Although the Soviet government tried to take control of all areas during the period under study, there were problems in several areas. There was a great need, especially for human resources. In this context, the Soviet Union needed an institution of higher education in Turkestan. Turkestan People's University was opened on April 21, 1918, in the new city of Tashkent to train new Soviet cadres. The main teachers and students at this university were of European origin. The main classes were conducted in Russian. The locals were not prepared for this. The Soviet authorities ignored their interests and aspirations [1, p.86]. By 1922 only 20-30 young people (of whom 8 were Uzbeks) were studying at the university. This underlined the urgency of training local staff abroad and training national staff.

Main body
Those who thought about the development and future of the country in the 1920s sought to study the experience of developed countries in the social, economic and cultural life of Turkestan and give their children a modern higher education, drawing the right conclusions from their achievements. Such a goal was present in the reformist ideas of the intelligentsia during the process of change after the February Revolution. In particular, in an article published in the newspaper Ulug Turkiston entitled "Regarding teaching and learning": “Today we cannot build institutions of culture and knowledge, but the way is open for the possibility of obtaining such knowledge. There is an opportunity to see Russia and France, to send children to America and Europe” he said [3].

Since then, serious attention has been paid to sending talented young people to developed countries in the East and West and familiarising them with the scientific and technological achievements and experience of these countries, based on which to save the country from economic and cultural backwardness. This issue is now being discussed at meetings of the
government. Among the questions considered at the meeting of the Uzbek Scientific Commission held in Tashkent on April 23, 1921, was the question of sending students from the local population abroad. It stated that if the Republic of Turkestan wanted to achieve its development in the future, it should immediately send the 10 most talented local young people abroad to study at the most developed and powerful secondary and higher educational institutions [4].

At the meeting of the People's Commissariat of Education of the Turkestan Republic on 7 May 1921, the question of educating local youth abroad was raised among the questions, which was approved by the participants. It was proposed that 10 Uzbeks, 10 Kyrgyz and 5 Turkmens be sent to the Council of Commissioners meeting [5, p.10].

During this period, the Uzbek Scientific Commission under the People's Commissariat of Education was also an important organisation in the organisation and management of education in Turkestan. However, its activities were hampered by many artificial obstacles from Soviet government officials. Nevertheless, the council did not neglect the issue of educating local youth abroad. Elbek writes: "In early 1921 the Board of Education of Uzbekistan elaborated a project of education outside Turkestan, and a list of several students, including student Saidalihoj, was submitted to the government. After following it for some time and realizing that the state could not provide financial assistance, the issue stopped on its own" [6, p.10].

Although the Commissariat of Education had taken a number of decisions to educate local youth abroad, these decisions remained on paper and were not implemented. At a time when the TASSR political authorities ignored the issue of educating local youth abroad, the Association “Ko'mak” was established in May 1922 on the initiative of young people wishing to study abroad. On May 2, 1922, Sayyid Ali Khoja, Ibrahim Arifkhano, Kamol Dodakhoja oglu, Rizki Rahimi, Abduvahid Jakhongir, Tolagan Momin oglu, Achil Khoja, Ahmad Shukuri, Tahir Shokiri and Salimkhan wrote an article in "Turkistan" newspaper for 1923 [9].

A great deal of work was done to achieve the goal set by the association's organisation. To provide material and spiritual support for talented young people wishing to study abroad, they collected charity from people, held various festivals and spiritual events. However, the leaders of "Ko'mak" Association, understanding the necessity of state intervention in the organization of giving local youth abroad, organization of their legal documents (foreign passports, visas, etc.), 15 Uzbeks for foreigners, 50 for Moscow, 20 for Baku made a list and sent it to Commissariat of Education and sectarian committee. After discussing the issue of training abroad, the political bureau of the Party sends it to the “Bilim” board of the country to develop a formal and strict budgeting procedure [10].

The leaders of the “Uzbek Scientific Commission” and the “Ko'mak” Association will discuss the issue and work out an estimate for 20 people. This estimate will be sent to the Turkestan Central Executive Committee (TurkCEC). This estimate will be reviewed by the TurkCEC and their number will be reduced to 10 people. Based on the budget, the TurkCEC will distribute student graduation, traffic (which is expected to be sent by the government by train) and the programme to the responsible departments. According to it, the distribution is as follows: to the Council of National Welfare - 4 persons, to the Cotton Committee - 2 persons, to the Silk Branch - 2 persons, to the Commissariat of Water and the Commissariat of the People's Commissariat - 2 persons [10].

One more person was added to the list under the aegis of the Commissariat of Education. As a result, the government compiled a list of 11 young people intending to study at German universities for the 1922/23 school year.

With the formation of the Bukhara People's Soviet Republic (BPSR), TASSR's neighbour in the 1920s, the first steps were taken to send talented young people abroad, which was one of the main ideas of the Bukhara Youth Organization to pave the way for development. modern science. As in TASSR, in 1922 the Soviet government began efforts to send a group of young...
people to study in foreign cities, such as central cities in Russia, Germany and Turkey, to acquire modern, highly educated specialists. Government leaders such as Faizullah Khojaev, Abdurauf Fitrat, Kori Yuldash Pulatov and Abdulvahid Burkhanov were responsible for selecting and sending students abroad.

The process of selecting students to study abroad was also complicated. Wealthy people did not always send their children to study abroad. According to Sh. Khaitov, most schoolchildren and students sent to Germany were from orphanages. Five to ten boys' orphanages were opened in the country [12, p.52]. The Bukhara Akhbori newspaper reported that most of the students who left to study in Moscow, Turkey and Germany were children from orphanages.

It is noteworthy that the proportion of young people who left the USSR to study abroad is higher than in the TASSR and KHSR. This process can be seen in the fact that there is less political freedom in the USSR than in the TASSR, and there is access to funding allocated by the state for students. Therefore, the Turkestan government is trying to include as many Turkestan students as possible in the Bukhara government to send as many students as possible. The Bukhara government will be able to send four students from Turkestan and two from the USSR along with students from Bukhara.

Along with the Khorezm government's education policy, the number of young people wishing to receive higher and specialized secondary education at their own expense in various regions increased. For example, Maryam Sultanmuradova, who received her primary education in Khiva schools, in 1919-1920. She studied at the Tatar Pedagogical Institute in Tashkent and then at the Pedagogical Institute in Orenburg [14, p.110]. Another gifted pupil, Olimzhon Kadyrov, attended the new Methodist school opened by the 'Tatar intelligentsia in Gurlan, and from 1920 to 1922 he studied at the Sverdlovsk Communist Workers' University in Moscow [15, p. 412]. Later, these young men applied to the Support Society in Turkestan, hoping to study in Germany.

The “Ko’mak” Association established in Turkestan has a wide range of activities, and its branches have also been established in the regions to collect donations for young people going abroad to study and to select talented students. The issue of sending students abroad through the “Ko’mak” Association was also raised in the USSR, and a list of talented students was compiled and their names called by the administration. An article published in the newspaper "Red Banner" signed by Siroji on the number of 31 August 1922 said: "At present 5 students from Khiva are going to study in Germany" [16]. However, the lack of funding from the Khorezm government to support them limited the ability of these 5 students to study abroad. However, one of the lists compiled by the Support Association mentions Sultanmuradova, the daughter of Maryam Jumaniyaz from Khorezm. This means that he, along with other young people who want to study abroad, applied to «Ko’mak” Association As mentioned above, the budget set by the Turkestan government will only be allocated to 11 students. Thus, some young people from Turkestan and Khorezm will be able to study in Germany with the help of the Bukhara Republic. Alongside these young people, young people from Khorezm, such as Olimjon Kodiri and Maryam Sultanmuradova, also had this opportunity.

Sources vary in the number of students who went abroad to study from TASSR, BPSS and KHPSR. Giving information on the number of Bukhara students sent to Germany, Turdiev reported that: “in the 1922 academic year some 70 students from Turkestan and Bukhara went to Germany with the support of the Turkestan government. There were 46 students from Bukhara, of whom 2 were Tatars and the rest were Uzbeks ... “[5, c. 9]. The chairman of the TASSR Council of People's Commissars, Turor Riskulov, visited Germany at the end of 1923 to familiarise himself with the situation of Turkestan and Bukhara students studying there. Regarding the number of students, he said: "There are 11 students in Turkestan and 47 in Bukhara". The information on the number of students from Bukhara provided by T. Riskulov is confirmed by the information in the 8 April 1923 article of the Bukhara Ahibori newspaper.
According to him, “47 Bukhara students educated in Germany are currently studying at the medical faculty of Dorulfun, Dorulfun, the Higher Engineering School, Dorulmuallimin and gymnasiuims” [18]. According to an archival document issued in December 1922, "More than 500 indigenous students studied at Russian secondary and higher educational institutions. Less than 100 students are studying in Germany and Turkey. We have 35 students in Baku, the capital of Azerbaijan. Our students of the Turkestan Republic (TASSR) are not included in this list."[19].

In 1922, the list of students sent to Bukhara in Turkey (Antalya) included 19 students, while the list of students sent to Germany included the names, age, nationality, marital status, and addresses of 44 students [12. b.54]. According to another source, out of 74 students sent to study in Germany between 1922 and 1923 by the governments of the Bukhara People's Soviet Republic, the Khorezm People's Soviet Republic and the Turkestan Autonomous Republic, 56 were from the Bukhara Republic and 16 from the Republic of Turkistan, 2 students were from the Khiva Republic”[20]. In the 144th issue of the newspaper "Bukhara Akhbori": “Thanks to the friendly support and the appeal of the German government the work was done quickly and at present 52 students are studying in Germany at the expense of Bukharians: two of them are from Khiva and three from Tatarstan. They have decided to come to Bukhara for service after graduation”[21].

The students sent from Bukhara to study in Turkey and Germany can be divided into three groups: junior, middle and senior students. The younger students were placed in a mixed dormitory with German children in a town near Berlin. The middle-aged was sent to the German provinces and housed in private homes. The older students settled in Berlin. The youngest of the young men sent abroad was 10 years old, and the oldest was 24. The students were of Uzbek, Tajik, Turkish, Turkmen and Tatar nationalities. Most of the students in Germany came from Bukhara, as well as from the cities of Chorjoy, Karki (modern Turkmenistan), Darvaz (modern Tajikistan) [12, p.54].

Most of the students sent to Germany and Turkey went to study in 1922. In the following years, their numbers were replenished in various ways. Therefore, there are no precise figures on the number of students enrolled. As a result of the false information provided by the representatives of the Soviet government to study the activities of students, the movement to send students studying in Germany and young people to study in the following academic year alarmed the central government. Therefore, from 1923 onwards, more and more obstacles to sending students abroad arose. In particular, one of the prominent statesmen of the Soviet state of those years, Valeriy Kuibyshev, told Munjon Aminov, one of the USSR leaders who was in Moscow at the time, that the students sent to Germany should return and continue their studies in Moscow [22, p.116].

On instructions from the Bukhara Ministry of Public Education, George Meyerson, Rector of the Central Asian Communist University, was sent to Germany in July-August 1924 to check on the condition and ideological and political education of the students. He would study and work in Germany. On his return to Bukhara, he submitted a negative opinion and report to the Ministry of Public Education. In his conclusion, he notes that sending students from Bukhara to Germany was wrong at all [22, p.120].

As a result of the national-territorial demarcation in 1925, the USSR was forcibly abolished and annexed to the Uzbek SSR. Even during the new republic, the idea of returning students studying abroad to Uzbekistan did not stop, at least for a moment, with the Soviet authorities. On instructions from the Uzbek SSR government, G. Meyerson was again sent to Germany in July 1925 on orders from Moscow. He held a meeting of students from Germany. At the meeting, he announced that the students were to be returned without any documents from the Uzbek government. As a result, protests among students escalated, leading to the shooting of Ahmad Shukri, a philosophy student at Berlin University. This prompted Meyerson to return to Moscow and spread false information about the students. As a result, by order of the Soviet Embassy in
Germany, students from Bukhara were sent from Cologne to Moscow on 12 November 1925 [22, p.120].

This has not prevented the Soviet government from repatriating foreign students. They made arrangements for their return in various ways. It was deprived of the scholarship provided by the state. Students such as Salikh Mukhamedov and Nasriddin Sherakhmedov, who came to Uzbekistan for the summer holidays, were not allowed to return to continue their studies.

Conclusion

So, Turkestan students studied in Germany until 1930. Some of them returned after completing their studies during this period, while others were forcibly returned to Uzbekistan under pressure from the Soviet government. A group of students were sent to study despite all the difficulties. By 1930 scholarships for students had been completely discontinued. The students completed their studies with great difficulty, depending on their abilities. The repressive policy of the Soviet government, which began in the 1930s, took the lives of state and social activists as well as national intellectuals and students studying abroad. These young people, who never finished their studies and started their careers in Uzbekistan in their chosen professions, were repressed on false charges. Some students in Germany were dissatisfied with the policies of the Soviet government in Uzbekistan and were forced to emigrate to Turkey. Although they were far from imminent death, they were forced to choose the path of hard emigration to serve their homeland.

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