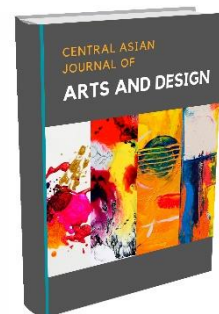




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HISTORY OF THE ORIGIN OF COMPREHENSIVE SCHOOLS

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ABSTRACT

This article is about the history of the origin of general education schools and formation of new educational system in Turkestan in 1917-20 and also about pedagogical ideas.

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Introduction

"When we turn to history, we must remember that it is the memory of a people. Just as there is no perfect man without memory, so there is no future for a nation that does not know its history.

Karimov I.A.

The history of education, a reflection of our long rich past, is rich and ancient. According to my source, man appeared on our territory a million years ago and followed his own ways of raising and educating his offspring. Having read the above words of the First President I.A. Karimov, we are once again convinced that our great ancestors were faithful to the idea of enduring independence and lived striving for it: "We want the independence of Mother Uzbekistan, its honor We need to inherit from our ancestors how to cherish their love and always be ready to protect it.

About general schools of the period 1917-1990 the President of the Republic of Uzbekistan

said the following: "...130 years ago our nation lost its national independence and historical statehood and fell into colonialism. During this period, our ancestors and our nation endured severe trials and struggles. Our forefathers endured the arbitrariness of Royal Russia. Our forefathers directly endured the events of the October Revolution, the Civil War, the listening company, Stalinist repression, the sufferings of World War II, the dangerous Fifties and finally the Eighties, which were called the "landing of arbitrariness. We know very well that this ideology is based on oppression and violence, greed and fraud. into ruin." [1]

As our head of state said, the oppression and complications of this colonial policy have affected our education and national consciousness. Under the former Soviet system pedagogical science was formed on a completely different basis. It was an integral part of the former Soviet pedagogy. Russian pedagogy and textbooks written by Russian scientists were used. As a result, Uzbek pedagogy turned into a fake science formed within the framework of Marxist-Leninist theory.

After the October coup, the Turkestan Mukhtar Republic, Bukhara and Khiva People's Republics, based on a new ideology, were established instead of the 3 khanates. The content of educational work in schools changed depending on the purpose of the system. Attention to religion and the Holy Koran was completely forbidden. In 1918 - 20 on the basis of the new policy, curricula and programs were created and lessons and activities were conducted on this basis. Events were distorted in history lessons. Literature lessons focused on teaching Russian writers. The scope of teaching specific subjects expanded. There were changes in the teaching of social sciences.

First of all there was a shortage of teachers in national schools. On January 20, 1918, based on the decree of the former RSFSR "On Separation of Church from State and School from Church" various mullahs and religious intellectuals were not allowed to teach in schools.

In response to the government's new policy on public education, many schools were opened in the country and the number of students increased significantly. In 1918 in Tashkent the consciousness of educators of the country was revealed, measures for the reconstruction of public education were outlined. The so-called "labor schools" were opened. New types of schools began to appear. By the spring of 1918 the number of active schools in the republic reached 330.

At the beginning of 1919/20 school year there were 350 schools in Fergana province, 839 in Syrdarya province and 216 in Samarkand province. Women's schools began to open. In 1917, Bashorat Jalilova opened a school in the Zevak district of Beshyogoch where 22 Uzbek girls studied. Then the number of such schools would increase.

Secondary, secondary special and higher educational institutions also began to open in the country. In 1918-1920 Turkestan Institute of Oriental Studies, Timiryazev Pedagogical Institute, Khotin - Women Pedagogical Institute, etc. were opened, in 1921 - Institute of Chemistry - Pharmacology, Conservatoire, 6 agricultural technical schools. Among them the Turkestan National University, opened in Toshket on April 21, 1918, had special importance. Its branches would be established in the regions. Turkestan State University was established on the basis of this university by the decision of the former Central Committee of RSFSR dated September 7, 1920.

Pedagogical educational institutions - pedagogical technical schools - were opened. But the shortage of teaching staff was a big problem. By 1920, 1200 teachers were trained.

In 1920, 7 educational institutions (inproses) were created, which admitted 1,145 students. In

the 1921/22 school year there were 2403 schools and other children's institutions with 170105 children.

In 1924 - 1941 the creation of public education, curricula, manuals and textbooks, educational and upbringing works.

In 1924, after the demorcation of the state and the formation of the former Soviet republics, in order to achieve economic, social, and cultural superiority in the republics it was necessary to involve children in general education and to eliminate the new generation of illiteracy among the Adults. Therefore, on August 14, 1930, the former Ministry of Education and Culture of the USSR adopted a resolution "On Compulsory Universal Elementary Education." In it 8-10 year old children were to be included in general compulsory education for at least 4 years of elementary school, 11-15 year olds were to be organized into accelerated 1-2-year courses for those who had not studied in the 4-year labor school course, in industrial cities 1930-31 were considered bringing children to 7-year compulsory school from the school year.

In 1929 the Latin alphabet was adopted instead of the Arabic alphabet in Uzbekistan. On September 5, 1931, the resolution "On Elementary and Secondary Schools" pointed out shortcomings and paid attention to improving the methods of organizing and conducting lessons. The organization of bicycle associations and pedagogical associations was discussed. New educational programs were created. On August 25, 1932, a resolution of the former Central Committee of the All-Union Communist Party (b) "On the curriculum and mode of operation of primary and secondary schools" was issued.

In 1933 a decree "On textbooks for primary and secondary schools" was issued, condemning the creation of rapidly changing textbooks. Also from that year, transfer tests were introduced from class to class. A year later, the role of the classroom teacher was established in schools. Pedagogical textbooks began to be created. In 1932-40 textbooks and manuals for higher and secondary schools of pedagogy were published by A. Afrikanov, P. Gruzdev, I. Kairov, and B. Esipov.

In 1940, the 1st Congress of Teachers of the Republic was held in Tashkent. The issues of improving education, the introduction of compulsory secondary education were discussed.

The 3rd session of the Supreme Soviet of the former UZSSR in May 1940 passed the law "On the transfer of the Uzbek alphabet from the Latin alphabet to the new Uzbek alphabet based on the Russian script".

The number of higher and secondary specialized pedagogical educational institutions increased. In 1933-37, there were 26 pedagogical colleges, 5 rabfaks, the Central Asian State University, the Samarkand Pedagogical Institute named after Navoi, and the Tashkent, Fergana and Bukhara Pedagogical Institutes. In these times, as a result of state policy in the area of education, the Uzbek people were deprived of the opportunity to study and learn about their history, national customs, traditions and universal human values; the righteous suffered in exile. Popular enlightenment and educational work in Uzbekistan during the Second World War and in subsequent years. Compulsory seven-year education.

During the war years, all the material resources and moral forces of the people were thrown into the front. Uzbekistan also contributed to the defense. Many manufacturing plants in the enemy-occupied lands were transferred to Uzbekistan. Uzbekistan provided them with space and manpower.

It helped to provide the army with food and clothing. During the war, as in all areas, there were difficulties in education. Many teachers were drafted into the army, school buildings were turned into hospitals, and there was a shortage of school supplies.

Educational programs were adapted to the conditions. In 1943 it was decided to count children from 8 to 15 years of age and to take them into compulsory education. This year also saw the introduction of separate schooling for boys and girls. The number of girls attending school increased. The number of people evacuated to Uzbekistan increased. In 1942 they reached 716 thousand. In 1943 there were 154 orphanages, in 1945. - 242.

Due to wartime difficulties classes were conducted in 3 shifts, classes lasted 40 minutes, there were no singing and drawing lessons. The number of teachers was reduced, great attention was paid to the training of teachers from women and girls. Another difficulty was transferred to the Russian script before the war, but not yet overcome, books were not published.

From 1944 children's knowledge and behavior were graded on a 5-point system. After the war measures were taken to increase public education. In 1949 universal compulsory 7-year education was introduced. The number of technical schools was increased in order to provide vocational training. Boarding schools were established in 1956. The demand for teachers increased. Since 1953 the pedbilimurtlari work on the basis of secondary school, the period of training is 2 years. Since 1952 teacher training institutes were transformed into pedagogical institutes. Since the 1962/63 academic year, 7-year schools were reorganized and transformed into 8-year schools.

In 1962, for the first time, the Joint Council for awarding degrees of pedagogical sciences was established at Tosh State University.

Despite all the obstacles in the state policy during crisis years, the research of pedagogical ideas of great thinkers of Central Asia, including Uzbek intelligence, poets, and scholars continued within the limits of available opportunities. In the 1960s and 1970s, the opinions of our scholars such as Furkat, Sadridin Ayniy, Alisher Navoi, Jami and Davani, and Abdullah Avloni were studied. *"Kalila and Dimna"*, *"Nightmare"* were published. Well-known scientist and pedagogue Z. Mirtursunov for the first time studied our folk pedagogy in the work *"Uzbek folk pedagogy and its reflection in folk oral literature"* (1967).

In 1970s and 80s of the 20th century, the general education schools which occupied an important place in the education system, served the ideological and cultural goals of the state. In 1972, the government decision *"Youth to General Secondary Education external factors forced pedagogy to a new level"*. He wrote books *"Abu Nasr Farabi"*, *"Farabi and His Treatises"*, *"Farabi on Education"*. An active member of the FA, he is currently the director of the Institute of Oriental Studies.

In a word, our forefathers, especially O. Sharofidinov, I. Khusankhodjaev, Z. Mirtursinov, R. Usmanov and many other scientists fought for the development of our pedagogy.

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