

Creation of a New System of Education and Education in the Bukhara People's Republic

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Abstract--Article analyzes the process of education organization Bukhara Soviet Republic there were created High Educational institute of Soviet government. Although there were wide organized structure of education but there were variety of problems in this sphere. 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--Soviet government, evolutionary government, education under control, teaching education, higher educational institution, cultural political revolution.

I. INTRODUCTION

After the Republic of Uzbekistan gained its independence, the process of radical reforms in all spheres of life began, and the process is successfully implemented.

The reform process in Uzbekistan covers a wide range of areas, and the social sciences, including history, have been given important tasks. In the Address of the President of the Republic of Uzbekistan to the Oliy Majlis of the Republic of Uzbekistan on December 29, 2018 proposals and recommendations on the establishment of a new history of Uzbekistan were assigned to the historians of the republic as an important task. From this point of view, it is important to study the creation of a new system of education and education in the Bukhara People's Republic. Cultural life and changes play an important role in the formation of a new society and implementation of socio-economic reforms in the USSR during the 1920-1924 period.

From the first years of the Soviet Union's establishment, the national culture also began to be transformed into the state ideology. On the basis of this, Soviet schools were replaced by existing schools in the country. In the first half of the 20 th century, cultural life in the country became a new form of ideology dominated by the Soviet state, and first and foremost the efforts of educators, cultural figures and local people. began.

II. METHODS

Subject historiography is conditionally divided into two periods: Historical studies published during the Soviet period (1920-1990); Publications during the years of independence (1991-2020).

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Bukhara was mentioned in a number of Soviet studies on the creation of a new system of education and education in the Soviet Union.

In the works of S. Aini, F. Khodjaev, Fitrat, Muhammad Ali Baljuvani (for example: Sadriddin Aini. Materials for the History of the Bukhara Revolution. -M., 1926: Materials on the History of the Bukhara Revolution. -T .: 1926, Fitrat. reign [Tajik t.] Stalinabad, Tajik State Publishing House, 1930; Muhammad Ali Baljuvani. Historical Non-Profit [Translated and Translated by Tajik Authors M. Vahidov, Z. Choriev. - T .: Academy, 2001.) Bukhara. The life of the early 20th century, the activities of the last Mangite rulers, the socio-political in the USSR, and i changes in the economic processes with cultural stops.

Created in the 60-70s of the 20th century (Ishanov A. Sozдание Bukharskoy Narodnoy Sovetskoy Republic 1920-1924 - T .: ANUZ SSR, 1955; On: Bukharskaya Narodnaya Sovetskaya Republic. - T .: Uzbekistan, 1969; Istoriya Bukharskoye and Khorezmskoy Narodnyh Sovetskikh Republic - M .: Nauka, 1971; Istoriya Bukhary s drevneyshik vremen do nashix dnei - T .: Science, 1976 and other issues have been partially addressed in historical literature.

After the independence of the Republic of Uzbekistan, the problem historiography has entered a new phase. New History of Uzbekistan (Book 2) [1], Turkestan's Large Russian Monograph [2], some articles included in the National Encyclopedia of Uzbekistan (Vol. 1-12), History of Uzbekistan (1917-1991) .) textbook [4] and other studies by historians [5] highlight some aspects of the cultural processes in the ICCPR. However, in the aforementioned studies this problem has not been studied as a separate research object.

III. RESULTS AND DISCUSSIONS

On October 30, 1920, the Turkic Commission of the All-Russian Executive Committee discussed the issue of education in the Republic of Bukhara at a joint meeting of the RSFSR Council of People's Commissars. The issues of establishment of Soviet schools in the territory of the Republic of Bukhara, involvement of children, training of teachers, opening of schools of illiteracy were discussed at the meeting.

In the middle of 1921 educational departments were established in the provinces and districts, including Kashkadarya and Surkhandarya, under the control of the Bukhara People's Soviet Republic. The first Soviet schools were opened in East Bukhara by the Popular Education Commission, and in 1922-1923 their number was 73. In particular, there are 10 schools in Karshi, 3 in Termez, 5 in Shakhrisabiz and 5 in Guzar. Thus, political changes, social and economic processes in the Bukhara People's Republic of 1920-1924 have had a profound impact on the lives of the people of Bukhara, but the interests of the local population are ignored.

The PRC government has put a lot of emphasis on culture and education. In this regard, it is worth noting the role of the Peoples' Ministry of Education, established under the government of the PRC. As the overseer of the USSR, in 1920-1924 he was a leader of the Jadid movement in Bukhara and Young Bukhara.

Kori Yuldash Pulatov (1890-1965), Abdulvohid Burhanov (1875-1934), Fitrat (1886-1938), Musojon Saidjonov (1893-1937). In particular, Fitrat has played an important role in the development of education in the USSR.

The decision of the All-Revolutionary Committee of 20 October 1920 envisaged the reform of all old schools and madrassas in the country and the introduction of a wider education in secular knowledge. At the same time, the establishment of new types of schools and eradication of illiteracy among the population has begun. By 1923 there were 40 new type schools in the USSR, in 1924 there were 69 public schools, 4 music schools, 3 vocational schools, 13 boarding schools. In total there were trained 5,604 students. However, that number was only 3.1 percent of school-age children.

The main normative document in the field of education and the school system was the "General Rules for Schools" developed by the first Education Inspector of the ICRC, Kori Yuldash Pulatov, whose text was fully published on the pages of the newspaper "Bukhara Akbori" on November 29, 1920. These rules outline the overall objectives of the education of the ISDC, the administration of the school administration, the remuneration of pedagogical staff, and the main areas of school science and education.

The education department of the Bukhara region reported in January 1921 that there were 5 schools in Old Bukhara, 15 schools in the whole region, one women's school, and one vocational school. In 1922 the plan was to increase the number of such schools to 80. At the same time, there were 5 courses in 5 locations, one of which was taught in Persian, Turkish, Russian and German and 120 people were trained.

In 1921-1922 academic year the first training course was opened in Bukhara. There was a 2-year study at the university, and there was also an external department. Students enrolled in the preparatory department must be at least 15 and under 22 years of age. "The discovery of medicine is the first step towards knowledge and enlightenment. For the future and happiness of Bukhara, it is necessary to live in the village. The government should take care of this and ensure its survival," reads the Bukhara Akhori newspaper. It was attended by young people from 10 ICRC countries. In the academic year 1921-1922, the second school was started in New Chorzhoj.

"The work began in New Chorzhou on the premises of the Nicholas Gymnasium (named after King Nicholas of Russia) by the government of the former emperor (1921). It was named after Fayzullo Khodjaev, the head of government, at the opening ceremony," the newspaper reported. Teachers from neighboring Turkestan republic (ASSR, Bashkortostan ASSR, Turkestan ASSR) were invited to work at the school. However, these representatives working for the ISDR education system soon returned home for various reasons [7]. In the first place, the Soviet system of education did not pay much attention to the national peculiarities of the pupils and the formation of their spirituality based on their legacy of the past.

In spite of the extremely difficult population in the PRC, the education was given around 1,000,000 sums from the budget. In East Bukhara, a teachers' seminar was opened, 30,000 copies of textbooks were purchased, and 6,000 textbooks were independently published. The USSR had to build as many new children as possible in order to create new Soviet schools and to rid the children of the need for old-fashioned schooling. In many cases, the work

was such that the government had to provide some benefits to the parents of students. Another sad fact is that there are frequent cases of marriages of boys and marriage of girls at an early age [8]. Also, many bugs that were inherited from the Bukhara Emirate government were corrected, and the new government began to implement democratic reforms in the USSR with its reforms.

1-2 literacy courses were opened in each region of Bukhara. The entire Red Army trained in illiteracy schools. For example, a 7-year-old schoolgirl in Samarkand # 5, M. Zubairov is on vacation in Old Bukhara and has been appointed by the ISSR as a teacher at Sitorai Mahi Hossa to train the Red Army [9].

In Bukhara, special attention was paid to the development and strengthening of economic and cultural friendly relations with the RSFSR. In a March 1923 letter from Faizulla Khodjaev, a genuine patron of our culture and education, to Anatoly Vasilyevich Lunacharsky, the People's Commissar of the RSFSR, he sent 11 young men from Bukhara to Moscow to study at various professions, put them on their lodging, and help with supplies. By this time, women in Bukhara were also being recruited. 22 local Uzbek women were sent to study there. This event became a great event in women's life in Bukhara. In addition, 10 girls from Bukhara were sent to the Communist University of Oriental Studies in Moscow. In 1924 Moscow published the monthly magazine "Bukhori Jizn" - "The Bukhoro Jizn", with its monthly socio-political and economic character.

The second joint issue (March-April, 1924) was published by Yusufzoda Abduraim. It is worth noting that in the Turkestan, for example, in the Muslim East, cities like Istanbul, Cairo and Ankara (before and after the Revolution), such as Abdurauf Fitrat, Miyonbuzrug Salihov, Soid Khojaev, Mullo Bekjan Rahmonov, Sattor Jabborov, Gaziolod Yunusov The owners come to read it. But the fate of hundreds of talented students studying abroad (Turkey, Egypt, and Germany) ended in tragedy. In 1923 in the Republic of Bukhara there were 32 elementary and secondary schools, 11 orphanages pedagogical vocational schools, 4 music schools and 2 teacher institutes. "In Moscow, 110 pupils were taught by children in Bukhara, 76 in other cities of the Soviet Union and abroad. In 1923, 70 graduates of pedagogical courses were sent to open Soviet-style schools in the provinces. Fayzulla Khodjaev has made a significant contribution to people's education and health care. Fayzulla Khodjaev attaches great importance to the development of science, education and culture in the Turkestan and Bukhara oasis. At the initiative of the Chairman of the Council of Ministers of the Bukhara People's Soviet, Fayzulla Khodjaev, young people from Bukhara, Turkestan and Khorezm were sent to study in Moscow, the Caucasus, Tashkent and abroad in 1922-1923. For men and women studying in Germany, the Uzbek language was established in Berlin, where the Cownian language was published, in which the writer's book "The Girl or the Kholida" Fitrat "Indian Traveler" and the collection of poems by Abdulvohid Burkhanov were published in the Arabic alphabet [10]. Thus, during the Soviet period, the minds of the students were taught that only the adherence to the ideals of the Communist Party must be fulfilled. Students are also involved in forced labor in agricultural work.

The facts of the activities of government officials such as Kori Yuldash Pulatov, Fayzulla Khodjaev, Usmanhoja Pulatkhojaev, Said Ahrori, Abdulhamid Suleyman uulu Chulpon, Mahmud Suboh (Suboy) are described in the new evidence. In 1922 Kori Yuldash Pulatov founded the first museum in Bukhara. Said Ahrori was the first editor of the Uzbek-language newspaper "Bukhara Akbori".

Cholpon (1897-1938) lived in Bukhara from summer 1921 to spring 1922 and was editor of the 41st to 67th editions of the newspaper "Bukhara Akbori". Over the past period, the author has published about 15 poems and dozens of publicist articles on the pages of the Bukhara Akbar[11]. The BCRC's government consists of Jadids who believe that it is time for the dream to come out of the swamp of ignorance and backwardness by educating the nation. Paragraph 11 of Section 1 of the Rules reads: "In addition to training in schools, children are provided with soups, tea, and clothes". There is an emphasis on the establishment of regular medical examinations to monitor children's health in schools. The Department of Education provided free clothing to many low-income students.

In education, the rules of the use of "teachings, corrections, and examples are used to end child abuse and beatings. It is written that education should be "moral, scientific, political (ideological)" and that the number of students in each class is 30-35. We see that the above notes are in harmony with the spirit of the present. Especially the forms of education, methods of teaching, even number of students per class meet the requirements of the modern education system. By examining the "Rules", we see that the education and training system has a special focus on ethical issues and spiritual development. "Morality in school is so important that it is not possible for school children to indulge in obscenity, illiteracy, smoking, gambling, playing games and quails. Teachers are also not allowed to smoke in schools," the document says. This is ignored in schools today.

These strict rules were also in force at Bukhara Jadids' first Jadid School, which opened in October 1908 in Sallahhoja Quarter. Young Jadids who were educated in the school vowed to be morally clean, not to drink wine, to keep their word, to be educated, to put the interests of society ahead of their own interests. Management is responsible for a wide range of tasks in schools, such as strengthening the discipline, scheduling and organizing the learning process, strengthening the school's material and moral base, and selecting good teachers.

School administrators receive 25 percent of their tuition for school management and teach 12 hours a week. In the category "School Staff Categories," it is noted that salaries for teachers are based on their qualifications, education, and work experience.

"School employees will be awarded 3 categories and 5 degrees, ranging from 8,000 to 6,000 sums.

- 1 nd level - 8000 sum,
- 2 nd level - 7,500 sums,
- 3 nd level - 7000 sum,
- 4 nd level - 60000 sum,
- 5 nd level - 6000 sums.

As we look at the paragraphs on General Schools, we see that all nationalities are given the right to education, respect for national traditions, setting up school hours based on their age, and providing leave for students and staff.

During its four-year history, the PRC government has taken every effort to raise our nation to a modern level of development. The development of education and science was regarded as the principle of gaining a deserving place in the world. He has sent many of our talented young people to study abroad.

The historic document, General Rules for Schools, developed from the early ISIS era, reflects the hopes and aspirations of public education. [12]

IV. CONCLUSION

In sum, while the amount of funding allocated for education was much higher, the school buildings that were built were not in demand. In winter, classrooms would be cold and wet. The schools were built in a very simple manner, with two and three rooms. Unfortunately, the policies of the Soviet regime, the Russification of the Central Asian peoples, and the increase in the number of Russian schools were intensified in the urban and district centers. First of all, in the Soviet system of education, little attention was paid to the national peculiarities of the pupils and the formation of their spirituality based on their legacy.

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