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ACTIVITIES OF EDUCATIONAL INSTITUTIONS IN THE BUKHARA PEOPLE'S SOVIET REPUBLIC

Akhmadova Lola
Bukhara State University, PhD student, Lecturer,
Department of Islamic History, Source Studies and Philosophy

Abstract: This article analyzes the formation and development of the education system during the Bukhara People's Soviet Republic, the main directions of the activities of educational institutions. The study covers the issues of new method schools, training of pedagogical personnel, and reforms aimed at increasing the literacy of the population. Also, the educational policy of the Bukhara People's Soviet Republic and its impact on the socio-cultural development of society are scientifically evaluated.

Keywords: Bukhara People's Soviet Republic, Said Ahrariy, education system, educational institutions, schools, literacy, pedagogical personnel, educational reforms, educational process, public education, cultural development.

The abolition of the Bukhara Emirate and the establishment of the Bukhara People's Soviet Republic in 1920 laid the foundation for fundamental reforms in the education system, as in all spheres of the country's life. During this period, the organization of education on a secular basis, increasing the literacy level of the population, opening new types of schools, and training qualified pedagogical personnel became one of the priority areas of state policy.

The leadership of the Bukhara People's Soviet Republic paid special attention to the education sector, and a number of measures were taken to reform the activities of old schools and madrasahs, establish new educational institutions, and introduce modern subjects into the educational process. As a result, the number of primary and secondary educational institutions increased in a short time, expanding the opportunities for covering different segments of the population with education. At the same time, the development of the education system was accompanied by problems such as the weakness of the material and technical base, the shortage of qualified teachers, and economic difficulties.

In the BSSR at the end of 1920 and the beginning of 1921, various types of educational institutions were opened in order to establish an education system. Based on the information in the newspapers “Bukhara News” and “Ozod Bukhara”, these institutions that began operating in the republic can be divided into several sectors. It is evident that in the capital city of Bukhara and the regions there were schools providing primary (primary) and general education, model schools, women's schools, craft schools, music, brass band schools, workshop schools, political schools, Russian language schools, dorilmuallimi (teachers' training school), 6-month educational and training courses for training female teachers, old-style schools providing religious education, dorilimums preparing mullahs providing higher education in this field, schools for the elimination of illiteracy, evening courses, etc.

The Bukhara regional education department reported in January 1921 that there were 5 schools in Old Bukhara, 15 schools in the entire region, 1 women's school, and 1 craft school. In 1922, a plan was noted to increase the number of such schools to 80[1]. At the same time, evening courses were

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also operating in 5 places, one of which taught in Persian, Turkish, Russian, and German, and 120 people studied[2].

As reported in newspapers: “In the summer of 1921, in Bukhara itself there were 17 primary (elementary) schools, 2 girls' schools, 3 orphanages, 1 craft school, 1 workshop, 1 music school, and 1 political school”[3]. The number of primary and secondary schools in the territory of the BSSR in the 1921-1922 academic year was as follows: “6 primary schools in Chorjoi, 9 schools in the entire region; 12 in Karshi throughout the region; 7 in the city of Karshi; 3 schools in the Karki region; 10 schools in Vobkant; 8 schools in Gijduvan; 15 schools in the Karmana region; 3-month educational courses in Yangi Chorjoi; There are orphanages in the cities of Chorjoi, Karmana, and Khatirchi”[4].

Evening literacy courses were opened in front of schools, and in this way the fight against illiteracy began. From press reports it is clear that the “struggle to end illiteracy” movement gained momentum in the republic during the 1922-1923 academic year. Dozens of reports on this were published in the October-December 1922 issues of the newspaper under the heading “Fighting Illiteracy”[5]. 1-2 courses for the completion of illiteracy were opened in each region. The task of teaching adults to read and write for 3 months was set as a priority. According to “Ozod Bukhara”, in the completion of illiteracy courses, the mother tongue was taught 6 hours a week, arithmetic 6 hours, and geography, history, nature, Russian language, and political literacy 1 hour each[6].

The newspaper reported that in the 1923-1924 academic year, 70,000 students were studying throughout the republic, and that 20 new literacy courses had been opened.[7] It was also written that the number of literacy courses had reached 51 by the last year of the republic, and that only 1,626 students in 34 schools were known, while the rest were unknown. However, the shortcoming associated with the fact that the illiteracy graduation courses fulfilled only 26 percent of the task set for themselves was highlighted. It is known that literacy schools were also opened to educate Russians, Bukhara Jews, and representatives of other nationalities living in the republic.

In order to provide literacy schools with textbooks in various languages, literature in Russian, Turkish, Tatar, and Uzbek was brought from the Turkestan ASSR, the RSFSR, the Tatar ASSR, Azerbaijan, and Turkey. According to newspapers, in 1921, 2,000 books were brought to literacy schools, and in the summer of 1924, more than 15,000 books were brought from the Turkestan ASSR[8]. A large amount of funds were allocated from the state budget to implement these measures. The press information is also confirmed by archival documents. For example, in the 1922-23 academic year, 5.6% of the state budget was allocated for educational work, and in the 1923-24 academic year, 21%.

The issue of combating illiteracy remained a pressing issue in the last year of the republic. At that time, the newspaper "Ozod Bukhara" tried to explain the general situation on this front through several articles and reports[9]. In particular, A. Boymatov's weighty article "On the Front of the Fight against Illiteracy" published in the newspaper provides more extensive information. In particular, the article states: “It was decided to have a course at each school. It was determined that these courses should have 2 teachers, 1 director, and 50 students. It was said that there would be 1 literacy school in each of the Vobkent, Gijduvan, and Karakul districts, as well as in the cities of Kogon, Chorjoy, Karmana, Karshi, Sherabod, Guzar, and Karki. Each month, 840 sums are spent in Bukhara, and 120 sums in the regions. Each school receives 10 sums 40 ts, which amounts to 13 sums 20 ts. The total estimate is 21,639 sums (Eastern Bukhara is not included). In Western Bukhara, there are 560,000 men; 560,000 women are also considered illiterate. The number of teachers should be 3 and the number of students should be 75 It is necessary. It is necessary to attract primary school teachers to these schools and give them a 25% increase in salary (60 soums). It is necessary to issue resolutions to pay 80 soums per hour for their teaching”[10].

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Starting from the 1921-1922 academic year, the first Darulmuallimin (teachers' college) was opened in the city of Bukhara. The term of study at the Darulmuallimin was 2 years, and there was also an "akhzori" - correspondence department. It was stipulated that students admitted to the Darulmuallimin preparatory department should be no younger than 15 and no older than 22 years old. "The opening of the Darulmuallimin is the first step on the path to knowledge and education. For the prospects and happiness of Bukhara, it is necessary for the Darulmuallimin to live. The government should pay attention to this and ensure its existence," the newspaper "Bukhara Akbari" writes. Young people from 10 regions of the Bukhara SSR gathered to study at the Darulmuallimin. In conclusion, during the Bukhara People's Soviet Republic, important steps were taken to reform the education system and form modern educational institutions. New-style schools, teacher training courses and various educational institutions were established in the republic, and large-scale work was carried out to increase the literacy level of the population. Secularization of the education system, introduction of scientific and cultural achievements into the educational process, and arming the younger generation with modern knowledge became one of the important directions of state policy.

At the same time, the implementation of reforms in the field of education was accompanied by a number of difficulties. Insufficient material and technical base, shortage of qualified pedagogical personnel, lack of educational literature and the complex political and economic situation in the country to some extent hindered the full development of the education system. However, despite the existing problems, the measures taken to update the education system yielded positive results and served to expand the activities of educational institutions.

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