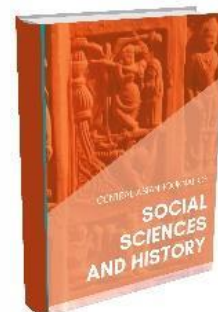




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TEACHING OF NATIONAL HISTORY IN THE SCHOOLS OF THE UZBEKISTAN SSR IN THE SECOND HALF OF THE 1930s

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Annotation:

This present article is devoted to the analysis of the specific features of teaching history in schools in the second half of the 1930s, to the consideration of changes in approaches. In the course of the study, information was provided on methodical manuals of history, reforms in the educational system during the period under study. Besides, some data about how the Soviet authorities implemented their ideas in teaching history in schools are provided in the article.

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Today, in the process of globalization, there are such problems and issues not only in the history of one country, but also in the history of humanity as a whole, which are becoming more relevant as historical development progresses. Among such urgent issues is the task of studying the stages of formation of the history education system in schools during the USSR.

During the years of independence in Uzbekistan, a number of scientific studies have been carried out on the educational reforms and their results implemented by the Soviet authorities in the republic. In them, the problem of the emergence of the history education system in schools and its formation was not studied as a separate study. The actuality of this topic is the research of the cultural revolution carried out by the Soviet government in the Turkestan ASSR and the Uzbek SSR in the 1920-1940s, political processes such as the end of illiteracy, the impact on education, socio-cultural life, and the importance of educating the young generation

At the moment, it is necessary to comprehensively analyze the processes of formation and development of the public education system in our republic in the 20s and 30s, which were full of contradictions in history, as well as the reforms in the national education system in that difficult period.

However, during that period, the Soviet model of education, based on the totalitarian idea and sharp class struggle, was founded. Studying this important topic will help to fill a unique gap in the history of Uzbekistan. Studying and researching the history of the national education system is an important issue in the efforts to create a modern education system in the new Uzbekistan.

MATERIALS AND METHODS

The main literature in this work is mainly the works created during the Soviet period. Among them are "Primary school programs. Under the editorship of the Department of Schools of the UzSSR NSK."; "Public education in the Uzbek SSR. (1924-1949). Under the editorship of A. Murodkhujayev"; "Public education of Uzbekistan in 15 years. Under the general editorship of A. Usmanov"; "Ocherki razvitiya obshcheobrazovatelnoy shkoly sovetskogo Uzbekistana" by I.K. Kadyrov; and "The history of the Uzbek SSR." Third volume. Such works as "Victory of the Great October Socialist Revolution" and "Building Socialism in Uzbekistan (1917-1937)" were used.

The article mainly used the documents from the 1st list, collection 1074 of the UzMA R-2748 fund and Inoyatov's article "O stabilnoy program i uchebniki po istorii" kept in this fund.

In the scientific article studied on this topic, methods such as systematization of data, comprehensive generalization of problems, analysis and periodization, principles of historicity, impartiality, as well as comparative and complex analysis, periodization were used.

DISCUSSIONS

After the October coup of 1917, the Bolsheviks, who came to power, seriously began to end the old system in the field of education and create a Soviet model of public education. The main features of this model were described in 1936 by the well-known methodist M. Asimov as follows: "History is one of the leading subjects in communist education of the young generation in our schools. History in our schools is of particular importance because of the growing conflict between the two systems - capitalism and socialism."

At this time, the main goal of the Soviet government in terms of education was to establish Soviet-style primary and secondary schools and provide them with textbooks. Initially, textbooks used in modern and Russian-style schools were utilized in the Soviet schools established in the Turkestan ASSR. In most cases, these books were published in the Tatar language. The main issue in printing textbooks translated from Russian was the lack of development of printing industry in the country. Books were printed in lithography presses on trade labels and advertising paper, which were still in use until 1917 because of a paper shortage. As a result, some previously printed information was sometimes preserved on the back of the book page. However, in spite of the existing difficulties, the textbooks published in Russian have been translated into Uzbek. For instance, Kruber's "Elementary Geography" and Valisheva's "Arithmetic" textbooks were translated at that time. In addition, T. N. Kori-Niyazi's manual for school teachers called "A Piece of Nature" was published. At the same time, alphabet books were published in Uzbek in Tashkent and Samarkand, in Tajik in Samarkand, and in Kazakh in Tashkent. The printing of textbooks was mainly under the authority of the People's Commissariat of Education. Despite the measures taken, there were not enough textbooks for schools

[2: p-65].

The broad development of collectivization of agriculture in the 1930s opened new ways for the rise of public education:

On August 14, 1930, the Central Executive Committee of the USSR and the Soviet of People's Commissars issued a decision on the introduction of general compulsory primary education. From the 1930-1931 academic year, general compulsory education was introduced for 8-9-10-year-old children, and from the 1931-1932 academic year, primary compulsory education was introduced for children up to 11 years old. Short-term schools of 1-2 years were organized for 11-15-year-old teenagers who did not pass the primary school course. Starting from these years, in industrial cities, factory districts and workers' settlements, teenagers who graduated from primary school in 1930 were set to attend 7-year schools [3: p-35].

In the 1933-34 school year, there were 298 seven-year schools and only 35 secondary schools in the republic. In the academic year of 1938-39, seven-year schools reached 1376, and secondary schools reached 292 [3: p-37].

In 1934 (May 16), the Central Committee of the Communist Party of the All-Union and the Council of People's Commissars of the USSR issued a decision to teach civil history in schools. It was noted that history teaching was in an unsatisfactory state. In this decision, history teachers were charged with the task of eliminating the shortcomings in the teaching of the subject.

It should be mentioned that the leadership led by Stalin tried to standardize not only the curriculum, but also the education system. The main idea of the leadership was to train personnel who would follow the party policy without deviation. As evidence for our opinion, we cite some information about the programs and methods of teaching history and social sciences in the second half of the 1930s.

RESULTS

The decision of the Soviet of People's Commissars of the USSR and the Central Committee of the CPSU (b) dated May 16, 1934 stated that "A decisive condition for students to master the course of history well is to learn important historical events, people who have shown their work in history, and chronological dates." It is necessary to strengthen it in the students' memories and to observe the historical-chronological consistent presentation of historical events. Only such a course of history can predict the convenience, familiarity and concreteness of the historical materials for the student. It is only on this basis that historical events can be properly investigated and correctly summarized, leading the reader to a Marxist understanding of history."

Based on the requirements of the time, it was demanded that historical materials should be presented in schools in an understandable manner. Readers see a peasant who was tied to the ground and tortured, who paid alms to his master and was beaten to death by his master if he committed a small sin, as well as the labor of this serf peasant. It was necessary to have the important idea and knowledge about the way of life of large landowners. Students should know how Moscow workers built barricades and fought heroically against the tsar's army in December 1905 guarding these

barricades. In the history lesson, they had to have information and an idea about Lenin's speech about the victory of the socialist revolution at the Second Congress of Soviets on October 25, 1917 [1: p-43].

Teachers used the textbook "Short Course of History of the USSR" published under the editorship of Professor Sestakov in teaching the history of the USSR in primary school. This textbook was issued under the direct supervision of the Central Committee of the CPSU(b). This textbook was mainly used as a textbook for III and IV grades of primary school students. It is mentioned that based on the requirements of the pedagogy of the time, the teachers are not limited to the data provided in the textbook, but also provide a lot of other information that is not in the textbook, such as how N. E. Bauman was killed and how Lenin came to Russia in 1917. [1: p-42].

Needless to say, teaching the history of the USSR in primary school was planned for two years. 40 hours are assigned to the history lesson in the 3rd grade, and in this class, students studied the period from the beginning of the course to Peter I. In the fourth grade, 80 hours of history lessons were set in one year, and in this class, students had to cover from Peter I to the end of the course.

The third grade history curriculum is designed for 40 hours and is divided as follows:

1. Our homeland in ancient times - (6 hours);
2. Kyiv state - (8 hours);
3. Eastern Europe under the rule of Mongol invaders - (5 hours);
4. The creation of the Russian state - (2 hours);
5. Expansion of the Russian state - (3 hours);
6. Peasant wars and uprisings of oppressed nations in the 17th century - (9 hours);

In the IV grade, students studied a history course for a total of 80 hours, of which:

1. Russia of the 18th century - the empire of helpers and coupes - (7 hours);
2. Tsarist Russia - European gendarmerie - (13 hours);
3. The growth of capitalism in Tsarist Russia - (12 hours);
4. The first bourgeois revolution in Russia - (12 hours);
5. For the subject of the second bourgeois revolution in Russia - (3 hours);
6. The Great October Socialist Revolution in Russia - (6 hours);
7. Foreign investment. Civil war - (11 hours);
8. Moving to peaceful work in the field of economic recovery of the country- (3 hours);
9. The USSR is a country of victorious socialism - (8 hours);

reserved for topics. Subjects are given 5 hours to repeat at the end of the year after completion.

According to the curricula of rural schools, the number of hours given for history is 8 hours more in III grades and 1 hour more in IV grades than in urban schools. The teacher was supposed to use these hours in revision lessons on the subject [7: p-52].

In addition to history, social science is also taught, and the main textbook for this subject is the textbook "Ichtimaijat" compiled by B.Leviton and M.Ovsiyannikov, and 95 hours of lessons were conducted based on this textbook. The 95 hours of lessons specified in the program are mainly divided into 5 topics. The main focus was on the activities of the party, the revolution of 1917, socialism, the reconstruction of agriculture on a socialist basis, and the study of the history of the CPSU.

One of the "under-explained" aspects of this science program is who led the soviets that emerged during the revolution of 1905-1907; during the revolution, they listed that there are no clear

examples of whose thoughts the Soviet idea appeared, and who the Soviets sitting at the top of the Provisional Government were [8: p-9].

On June 7, 1934, the **RSFSR Narkompros** adopted a decision “On the retraining of history teachers of incomplete secondary and secondary special educational institutions.” One-year training courses for history teachers were organized at Moscow State University.

In 1936, the People’s Committee on Education of the **RSFSR** organized training courses for secondary school history teachers.

As a result of the measures taken in the center of the state in the field of history education, they managed to form the appropriate political and ideological education, “a sense of readiness for constant mobilization, a sense of unlimited, active love for the motherland.” In general, the government was gradually preparing the youth for the coming war for its own benefit.

CONCLUSION

In the 30s of the 20th century, the following conclusions were reached regarding the study of the place of history in the school education system of the Uzbekistan SSR:

From the first years of Soviet power, the new government started to implement reforms in the field of education. The main political goal of these reforms was to promote socialist ideas among all youngsters through the education system and actively involve them in the work of building socialism.

No matter how much education was politicized, the financial situation of Soviet schools was extremely tough. There was a shortage of textbooks, school supplies, especially pencils, ink, and notebooks. Furthermore, the lack of local teaching staff was the main obstacle to the rapid reform of the education system. That is why the world of reform was difficult.

Educational institutions and scientific institutions focused on the creation of new textbooks. A number of other measures aimed at improving the functioning of schools were implemented. However, regardless of this, it was not easy to introduce this completely new system in the conditions of Uzbekistan. In addition, the low level of discipline of students did not allow the educational process to be carried out smoothly. The Soviet government canceled all freedoms in the field of education and tied the school and higher education to the totalitarian system. This led to the deformation of the educational system at the stage of its formation.

Curriculums of public education were completely focused on the center, and national traditions were not paid attention to. The national progressives who tried to create a national program and implement it were subjected to a policy of repression.

The main idea of history in schools was aimed at supporting the communist ideology and training personnel who would strictly implement the party's policy.

All in all, based on the above information, it should be noted that the reforms in the field of education and the establishment of the history education system during this period did not yield the expected results.

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