



A LOOK AT THE HISTORY OF BUILDING SCHOOLS IN UZBEKISTAN (50-70 YEARS OF THE 20TH CENTURY)

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Article history:	Abstract:
Received: 26 th July 2023 Accepted: 28 th August 2023 Published: 30 th September 2023	This article discusses the history of reforms, changes in the system of public education. It is known that after the Second World War, many reforms were carried out in order to raise the educational system. Including a number of works to increase the number of schools in order to improve the quality level of Education. But as a result of the imbalance of schools under construction in the number of students, the fact that education in schools was carried out in two shifts caused a decrease in the quality of Education. Below, an attempt was made to illuminate information about the shortcomings and problems of the construction of school buildings with the help of periodical, archival sources.

Keywords: Republic, School, student, sponsor organization, Sovkhoz and collective farms, builder.

INTRODUCTION: today, on the basis of the noble idea that "new Uzbekistan – begins on the threshold of the school", great work is being carried out in this area. Hundreds of modern schools have been built in recent years. Presidential schools, schools of creativity have entered our lives, the network of specialized schools has expanded. New textbooks and teaching aids were created. But at the same time, the lack of schools, the problem of two shifts in low-rise buildings is growing. In the last six and a half years, new housing with 320,000 households has been developed in our country. But schools were not built at the appropriate capacity. The new massif and neighborhoods now have a demand for schools with 350,000 seats. There are also many tasks for improving the infrastructure of existing schools.

In recent years, 350 private schools with 70,000 beds have been established. But in many regions, work on this is not enough. A large number of schools were built during the Soviet era, fulfilling their function. Today, the construction of modern new schools is a period requirement to equip them in accordance with the Times.

LITERATURE ANALYSIS AND METHODOLOGY:

The history of the educational system of Uzbekistan, as an important branch of socio-political life, has attracted the attention of many scientists and researchers in the field. It is advisable to study the literature and research on this topic in the following groups:

1. Devoted to the field of education in Uzbekistan during the Soviet era bibliography;

2. Statistical collections published in Soviet times. The peculiarity of literature dedicated to the field of education in the Soviet era is that in most of them the strong influence of ideology is clearly noticeable. All the work carried out was assessed as the achievements of the Communist Party, and the shortcomings were practically not covered. This period was included in the literature on the educational system of Uzbekistan N.Rakhmonov, I.Kadyrov, R.Mavlonova, S.The works of Sadigov and others can be noted separately.

Even in statistical publications, in which it became a tradition to publish every calendar year during the years of Soviet power, figures related to the field of education are cited in large numbers. However, despite the fact that diversity is also allowed in these figures, it can be noted that the construction of schools has increased steadily.

DISCUSSION AND RESULTS: experiments show that the quality of Education received in modern equipped schools will be higher. Below, the allocation of funds related to the construction of schools in Uzbekistan and the increase in the number of schools was tried to cover through periodicals, archival materials. In each historical period, the approach to education has varied. If at the beginning of the 20th century the level of attention to education arose from the situation and opportunity, from the 50s the construction of tipovoy schools increased in different ways. In particular, on the territory of Uzbekistan in 1915 there were 165 schools, and there were no preschool and extracurricular institutions at all. The new Soviet schools being established consisted of two phases. In 1930, primary schools for children aged 8-10 began to be established.



[11, 7-9] and in the second stage it was determined that children aged 13-17 years old would be educated in polytechnic schools specializing in production. But at the same time, there were also traditional schools in the territory of the country-old method schools. The 2nd Congress of the Communist Party was tasked with strengthening education, covering children to school. The opening of private and religious schools was prohibited. While active efforts were made to establish the educational sector until the 1940s, the years of World War II saw a halt in the construction of new schools. Many of the existing schools were withdrawn for other uses during the war. In the post-war years, emphasis began to be placed on education and the construction of schools.

Increasing number of schools in Uzbekistan in the period up to the 50s of the 20th century:

Table 1. [3, 176]

Schools	191 4/1 5	192 7/2 8	194 0/4 1	195 0/5 1	195 4/5 5	195 5/5 6	195 6/5 7
Total	165	195 0	487 5	505 6	534 4	551 4	554 3
Initial	140	183 8	268 6	208 3	170 0	179 0	173 0
Seven years	13	70	168 7	239 5	273 8	275 7	276 6
High school	12	39	493	570	592	952	102 3

But the schools under construction were low on student numbers and did not cover the need. While the schools were attended by young students during the day, the evening schools were attended by older and working people. In the evening schools, along with education, they were able to direct themselves to the profession and become the owners of a certain profession. For example, in the 1960 Namangan Oblast School No. 15 in Norin raion, a sewing group was established. This group involved 15 girls and 6 boys. They were given 9 sewing machines.[4.71] as students learned the profession of seamstress, they made special clothes for the workers.

Due to the lack of schools, two, even in some regions, began to be taught in three shifts. For example, of the 438 schools in Namangan Oblast, only 124 worked in a shift.[4.103] the sanitary and hygienic

condition of the existing schools was unsatisfactory, the study rooms were cold, the rooms were dusty. Most schools were in adapted buildings and in an accident, and the lighting system was also unsatisfactory.[4.122] the state of all schools in the Oblast was studied by the local leadership, the issue of the construction of additional buildings, the return of buildings in kolkhozes that were seized for wartime use was raised. [5.69]

The construction of schools in the Fergana region also became increasingly rapid. If the number of primary schools had been high prior to the war, the number of secondary schools increased in later times. While 151 high school activities were observed in the oblast in the early 60s of the 20th century, it reached 270 by the end of the 60s.[7.9] in 1964, the schools that were part of the Ministry of education of Uzbekistan looked as follows:

1. Elementary schools
2. 8-year incomplete schools
3. Secondary secondary secondary vocational schools specializing in production
4. Working youth schools-evening schools
5. Schools for rural youth
6. Interns
7. Teenage school
8. Special wellness schools for children with health problems
9. Special boarding schools for Mentally Retarded Children
10. Special schools for children with physical disabilities
11. Special boarding schools working with children with severe upbringing
12. Music schools
13. Correspondence schools specializing in training without interruption from production. [2.12]

Andijan Oblast also had 40 schools in 1965-1968, satellite schools with 320 shrins each, and two shifts in 506 schools during the 1968 school year, despite the completion of 604 additional classrooms. 52 school buildings are located on the territory of the Sovkhoz of the oblast. Of these, 20 required capital repairs and classes were conducted in two shifts. The construction of school buildings with 640 seats in Boz raion and 536 seats in Kurgontepa raion, which started with capital construction funds, has stalled. The administrations of the "elektrodvigatel", "Irmash", "Elektroapparat" and dairy plants, located in Andijan, put paysal to complete and hand over the school buildings that they took over. [9]

In 1967, a 2,680-seat School was built by kolkhozes in the Fergana Oblast.[7.11] by 1979,



however, 9,811-seat schools had been built by Sovkhoz and kolkhoz.[8.9]

In 1970-1971, in the Samarkand region, molded school buildings were built, replacing 24,616 students. In the okdarya district, during two years – 1970-1972, 8 tipovoy school activities began.[10.1] but nevertheless, by 1980-1981, 6,146 of the 7,499 schools in the Republic were located in rural schools, with more than half housed in adapted buildings. It is in adapted buildings that 700 of the schools were in a state of accident. Too many schools did not have a kitchen, a gym, a heating system, a sewer. There were 5,880 schools in two shifts. Educational work in schools located far from regional and district centers has slowed down and lagged behind modern requirements.[1.232] teachers of the period and parents of students opposed the teaching of their children in two shifts. In the documents held in the 2806 fund of the National Archives of Uzbekistan, letters of such content are preserved. The petitioners expressed their opinions and wrote letters of the same meaning: parents go to work in the morning, the child who is studying the second shift is left to his own devices. Often they are obsessed with the game and are late for the first lessons. Students come to school without preparing a lesson, as long as their strength is spent in the first half of the day. Such readers are poorly versed in programming material. The child, tired and horrified at home in the evening, will undoubtedly not be able to prepare a lesson. In the morning, it is again left out of parental control. Nevertheless, more than one million children are studying in the second shift. To solve the problems of the public high school, it was necessary to complete additional school buildings with a capacity of 3.5 million students.[12.2] but the funds allocated on the basis of the "residual" system were not enough to solve these problems of the public education system, but the quality of education was getting worse.

Republican schools and teaching staff [8.62]

Table 2

	198 0/8 1	198 5/8 6	198 6/8 7	198 7/8 8	198 8/8 9	198 9/9 0	199 0/9 1
Total schools	749 9	769 9	777 9	787 3	796 5	811 6	833 3
Towns	135 3	152 9	155 3	159 5	163 4	166 1	170 5
Villages	614 6	617 0	622 6	627 8	633 1	645 5	662 8

Total number of teachers	239. 9	282. 1	301. 8	321. 9	337. 9	352. 6	365. 5
In the city	66.6	82.2	88.1	94.1	100. 9	104. 0	107. 3
village	173. 3	199. 9	213. 7	227. 8	237. 0	248. 6	258. 2

The "reconstruction" policy adopted in the country encouraged citizens to raise their problems, throw them into public discussion. For example, the Ministry of public education of the Uzbek SSR of 1989 M.A. According to Zoidov's statement, one in 7 of the existing schools in the Republic, 1,132, were in an accident.[13.1]

The director of School No. 16 in Urgut raion, Samarkand Oblast, is Z. Egamberdiev manages to build 18 additional classrooms, attending Tashkent 36 times during the period 1985-1987.[14.1]

So, summing up the above studies, it can be said that the construction of schools was one of the pressing problems. As the natural growth rate of the population increased, there was a lack of educational facilities. The low level of material provision of existing school buildings has caused the quality of education to fall in the cases of education in adapted buildings

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