

SCHOOL AND EDUCATION SYSTEM IN TURKESTAN UNDER THE VIEWS OF INOMJON KHIDIRALIEV

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ABSTRACT

In the article, the activities of Inomjon Khidiraliev, the chairman of the Central Executive Committee of Turkestan and his participation in the education week organized in Tashkent in March 1923, and his thoughts on the solution of current problems in the education system, were analyzed with the help of periodicals and scientific literatures.

Keywords: Turkestan Central Executive Committee, Inomjon Khidiraliev, education, Soviet government, science, education, training, new economic policy.

INTRODUCTION

In Turkestan, the educational system and the establishment of science have always been in the eyes of the rulers. However, after the conquest of Turkestan by the Russian Empire, there were setbacks in the education system. The school, educational work there is connected with the activities of the Russian system and new method schools. Ideological struggles between Muslims and Russian regimes took place in these educational institutions. In addition, most of the children of the rich people of their time were educated in these schools.

RESEARCH METHODS

As in the whole of Russia, a new government came to power in Turkestan as a result of the 1917 coup. After the establishment of the Turkestan ASSR, some of the representatives of the local nationality worked as the chairman of the Turkestan Central Executive Committee (CEC), the elder of the country, in leadership positions in this country. In particular, in 1922-1924 this responsible task was assigned to Inomjon Khidiraliev. His performance of this task coincided with the period of severe socio-economic and political difficulties in Turkestan. Even after the Bolsheviks came to power, the difficulties in the lives of the peoples of all Russia were still not eliminated.

RESULTS AND DISCUSSIONS

Due to the internal policy of the Soviet government, they began to attack the activities of schools in the national territories in various ways. As a result, it was observed that the system of education and schools has reached crisis situations. These processes can be observed through the following thoughts of I. Khidiraliev: "With the new economic policy, educational work has gone backwards. Turkestan needs education. By this time, the government plans

to conduct education as follows. One percent of children under 8 years old, 19 percent of children aged 8-11, and 4 percent of children aged 11-15 are taught by themselves. Of course, their upbringing depends on our current economic situation. Material strength is needed to strengthen educational work. At the same time, it is necessary to support our people. We will send a special commission to the center on our unresolved issues” [1].

Similar information is also mentioned in the following work; The introduction of the New Economic Policy (NEP) in 1921 led to severe budget deficits and the closure of many schools in Turkestan. The number of official schools had been greatly reduced even before the 1923 decision of the Narkompros to transfer the primary and secondary school system to the local budget [2].

In such a situation, I. Khidiraliev, the chairman of the Turkestan MIK, participated in the education week organized in Tashkent in March 1923 and highlighted the current problems in the education system. In his report prepared for that week, the following is noted: “This week means looking at schools in Turkestan. Schools in Turkestan are in a very poor condition. Due to the civil wars started by the printing press against the workers, those who were against the Soviet regime in Turkestan, our villages and villages cannot build a school until now. In some Russian and Uzbek villages, there are no schools, although there are old-looking (renovated, it is said – author - A.B) schools. There is not a single school of councils in the villages of Turkestan. The power of the Soviets, who destroyed the enemies, found an opportunity to develop agriculture. However, the large number of illiterate people among them is an obstacle to the work of bringing the people out of darkness. Now the Soviet government therefore started to open soviet schools in cities and villages” [3]. As a result, the way to solve such problems is to attract more young people who are eager to learn by founding Soviet schools. Through these actions, I.Khidiraliev seeks ways to improve the education and school system in Turkestan, which became a colony of Soviet Russia. In any way, the people, who are becoming illiterate and uneducated, looked for opportunities to attract their children to their schools. The establishment of the “Kumak” association was of great importance in solving these issues. A number of schools have been established with the help of this association, and at the same time, students of secondary schools and later established higher schools are also financially supported.

The fact that not only farmers, but also urban workers were involved in the “Kumak” association was confirmed by the following comments of I.Khidiraliev; They also provided a lot of help in providing rural schools with equipment, textbooks and teachers. Urban workers strive to connect the city with the countryside, establish industry, and strengthen cooperatives among peasants. There is no need to talk about the benefits of cooperatives for farmers. But in Turkestan, school and education work is so big, without the help of farmers in this work, it is impossible to provide these needs of education [4].

The people of Turkestan, especially the farmers of this country, whose main occupation is agriculture, were not yet in the condition or imagination to provide sufficient support for school and educational work. Because the benefits given to the peasants of Central Russia were not given to the peasants of Turkestan. However, I. Khidiraliev compared the activities

of Turkestan farmers and Central Russian farmers as follows; The peasants of Central Russia are far ahead of us in terms of educational support. The peasants of Russia take the lead in collecting support for schools and education. They start school and educational work with their own strength. In Russia, peasants repair schools at their own expense, mark land for schools, jointly plow the land, and jointly prepare materials for schools. As a result, schools and educational works in Russia are established on the basis of an agreement between educational authorities and farmers. We are lagging behind Russia in this regard as well. The education week started in Turkestan should attract the attention of the people especially in villages and villages and implement the same work as in Russia mentioned above [5].

The efforts of the “elder” of the country were not wasted. Schools and educational activities are starting to revive in Turkestan. It is true that when every business starts, it faces problems until it finds its way. Such cases have been observed in this matter as well. Therefore, as a result of hastily attracting young personnel who have not acquired full knowledge to schools, there was no progress in educational work. There are even facts that parents do not send their children to these schools. The reason is that even if the children study in these schools for more than a year, they could not pass from knowing the letter to the next one. But it was noted that during this time, students in Muslim schools were able to learn to read and write perfectly [6].

In order to eliminate these shortcomings, I.Khidiraliev studies the problems throughout Turkestan, gets acquainted with the activities of schools. They were allocated financial support as much as possible. These are also shown by the following examples. In particular, the periodical press writes about the gift of 5,000 soums given by the chairman of the executive committee of the center, Comrade Khidiraliev, to boarding school No. 9 “Khidiraliev” in Kokand, and that this money was transferred through Comrade Miroqilov [7].

After receiving this amount, the board of education of “Khidiraliev” boarding school in Kokand will publish a thank you note in the timely press with the following contents; Zufar Faizy, on behalf of the students, that we, the board of education of the boarding school, express our gratitude to our comrades sitting in the central offices, who do not forget us. According to another information, in July 1923, I.Khidiraliev visited Pop, his native land, and the school where he studied (previously, a Russian-Tuzem school operated in this place. In 1905, I.Khidiraliev was expelled from this school without the teacher teaching the students, It was noted that the teacher was expelled because he criticized forced labor at home [9]).

During his visit to Namangan, the elder of the country held a mobile meeting of the Central Executive Committee. During this meeting, the situation and activities of 3 boarding schools in Namangan and 1 in Ketmontepa were analyzed. Regarding the considered issue, the following decision is made: 60,000 soums should be given for the purchase of educational materials and things necessary for this boarding school. Let the Namangan revcommittee be entrusted with allocating special garden plots so that students can engage in gardening and agriculture in the school area. In order to raise the children’s dormitory of the boarding

school to the level that meets the requirements of the times, the local economic department should be entrusted with the urgent repair of these boarding school buildings. The supervision of this should be handed over to the uezd-city revkom [10].

I.Khidiraliyev did not limit himself to the above activities while working as the chairman of the Turkestan CEC. It also reveals the actual problems of education. According to him; “Without school and education, it is impossible to engage in agriculture, to use the land that has not been irrigated until now, to use the natural resources of the mountains of Turkestan, to develop all industrial and economic activities. It is also connected with schools and educational work to clean up the local government offices and start the activities of those who work according to the livelihood of the local people” [11].

It was emphasized that Turkestan students studying in secondary and higher educational institutions should be involved in the Education Week organized by Khidiraliyev in Tashkent. He realized that if they are not trained and involved in such work, they will not be able to achieve their goals. By I.Khidiraliyev, “Dedication to the establishment and development of educational work is equated with the work of Turkestan workers fighting on the fronts and fields of war” [12].

In the academic year of 1922, when Khidiraliyev became the chairman of the Turkestan CEC, as a result of the initiative of the “Kumak” association established in Tashkent, the support of the Turkestan government, and the actions of the Republic of Bukhara, at first about 70 students from Turkestan and Bukhara went to Germany. According to the data, at that time, 15,000 students from Russia, 14,000 from Japan, 3,000 from Turkey, and even more than 4,000 from China were studying in Germany [13].

I.Khidiraliyev was not satisfied with this indicator of Turkestans going abroad for education. Therefore, in this matter, it states the following; Having only 70 students from our 12 million Turkistan will never satisfy us. We should try to send 70,000 of our students to every corner of Europe in the coming years [14]. A year later, the focus on education and schoolwork began to pay off. I. Khidiraliyev touched upon this process as follows; “As a result of strong attention to education and school work, the number of Turkestan students in secondary and higher schools in Turkestan, Moscow, Petersburg, Baku, Kazan and other cities, even abroad, has reached 10,000 people. This situation is certainly a happy situation for the future of Turkestan” [15].

In addition, I.Khidiraliyev believed that the way to develop school and educational work, to interest young students in science, is to pay attention to the activities of libraries. 1,900 soums of money and 250 gas sheets left by Khidiraliyev to the revolutionary committee for education were handed over to the Muslim library through the chairman of the revolutionary committee, Akbar Orozaliev [16].

I.Khidiraliyev pays attention to the work of educating young people and observes these processes. From the following comments of the “old man” of the country, it can be seen that he has great hope and confidence in the future of young people; “They are the forces that will develop Turkestan in the future. After a few years, Turkestan will have its own professors,

pedagogues, agronomists, engineers and doctors. It is the conscientious duty of everyone who lived in Turkestan to help and support our students who are preparing for this” [17].

CONCLUSION

In conclusion, we can emphasize that the chairman of the Turkestan CEC, I.Khidiraliyev, despite his young age, was able to carry out effective work as the “elder” of the country. In all of his speeches, he encouraged to conscientiously fulfill the assigned tasks and tasks, regardless of who he is and what position he holds. For this reason, following these traditions and calls, I.Khidiraliyev diligently fulfilled all the tasks assigned by the Soviet government, thinking about the development of the homeland.

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