

Education System in The Cities of The Ferghana Valley (in the years of 1917–1927)

*Ulugbek Umarovich Mansurov,
Namangan State University,
Head of the Department of Archival Science, PhD in History,
Associate Professor
ulugbek78@gmail.com*

ABSTRACT: The article analyses numerous changes in the activity of educational institutions in the cities of the Ferghana Valley in 1917–1924, the issue of madrassahs and clerical schools, the opening of new schools for the local population in the cities, teacher training and the involvement of women in society.

Keywords: Education system, madrassahs, Russian-language schools, new method schools, literacy courses, teacher training colleges, vocational schools, short-term courses, Turkestan People's University.

INTRODUCTION

In the process of socio-political changes that began in the country after the February 1917 revolution, problems and reforming the education system were one of the topical issues on the agenda. In particular, many issues related to the education system were discussed at the First Congress of teachers of the region, which was held in Tashkent on May 9–14, 1917 [1]. At the Congress, the "Union of Teachers of Turkestan" was established, and the abolition of Russian-speaking schools in the country and the creation of national schools in their place were discussed [2]. Member of the Turkestan Provisional Committee S.Maksudov, orientalist L.Zamin and inspector of education of Fergana region F.Egorov recognized in their reports the ineffectiveness of Russian-speaking schools in improving literacy of local population. It was stressed that education should be conducted in the native language, and Russian as a foreign language.

The Congress also considered the issue of madrassahs and religious schools and emphasised the need for reforms in this area, education in madrassahs should be at the disposal of the teachers' council and the religious administration should exercise control over madrassahs. It was also agreed that old Muslim schools should be gradually reformed according to Shariah and that the Koran and the mother tongue should be taught in any school that has at least eight students [4].

The Congress also discussed such issues as the emphasis on extra-curricular education, opening libraries in different places to educate people, opening a national museum in Tashkent, creating orphanages and kindergartens for pre-school children.

However, the struggle for power in Turkestan in September-October 1917 and the October Revolution stopped the education reform project.

Despite the dissatisfaction with the activities of the Soviet authorities and Bolsheviks and ideas alien to the local population, national intellectuals who are concerned about the future of their country and people have been able to work in the fields of culture, education and literacy. They took an active part in creating scientific, cultural and educational institutions, opening new schools for the local population, training teachers, involving women in public life, creating textbooks in Uzbek and creating a national theatre.

In the course of these processes, many changes have taken place in the social and cultural infrastructure of cities, particularly in the activities of educational institutions. In 1917, there were 7 madrassahs and 50 traditional schools in the old part of Kokand. As the struggle for power intensified, changes in these areas have slowed down.

For example, in Kokand in 1917 there were 7 new methodical schools with 535 students, and in 1918 there were about 600 students (including 135 girls) in 8 schools.

MAIN PART

Over time, their prestige has grown as a result of the great attention paid to moral and educational work, along with the teaching of religious and secular subjects in schools using a new method. In schools with the new method, no more than 30 children were admitted to school in the summer and early winter only, with a maximum of 3–4 classes per teacher, and a 5-hour school day was introduced for children aged 7–8. After each lesson, there was a 10-minute break on Fridays and holidays, and a summer break after 10 months. The prestige of schools has increased and by 1921 the number of such schools in Kokand had increased to 28. Of these, 20 were for local residents and 3 for Europeans. More than 5,500 students (2,418 Uzbeks, 2,374 Europeans, 644 Jews and 143 Armenians) received education at the schools [6].

In 1917, the first official schools for girls were opened in Kokand, which used to be taught only at home, where Uzbek and Tatar women teachers began teaching. The school employed Solihakhon Muhammadjanova (director), Muharram Kadyrova, Gulsum Kopaeva, Fotima Burnasheva, Zebiniso Razokova and Maryam Sharipova [7]. In 1918, a three-month pedagogical course was organised in a school in Kokand, attended by about 200 people.

Similar news came to Namangan. One of the first innovations was the recently opened Turan School. The schools have been opened at madrassahs and private residences. For example, in Sardoba madrassah, a man named Toji Rahmoni established a school for 6th grade and a school for 4th grade on the upper floors of Chukur, Kozagarlik and Uichi streets.

The opening of a one-year retraining course was also an innovation. 70 teachers who completed the course in 1923 were divided into 36 rural municipalities of Namangan district.

According to periodicals, a school for girls was also opened in Namangan, which was closed for 2-3 months due to lack of teachers. In order to eradicate illiteracy, short-term teacher training courses were opened in the Namangan women's department, followed by a women's teacher training school. Tatar teachers worked in these courses.

The number of schools in Namangan has been increasing, although very slowly. In 1919, one three-level secondary school was established, and in the 1923–1924 academic year their number increased to five schools and 22 classes, and in 1924–1925 to 17 schools and 42 classes. In addition, two orphanages were opened in the county in 1918, where 106 children received education in the 1923–1924 school year and 133 in the 1924–1925 school year [13].

For comparison, between 1914 and 1915, two children's orphanages were opened in the county, where 106 children received education in 1923–1924 and 133 in 1924–1925 [13]. In Namangan, there were 8 primary and one four-grade city schools with 889 pupils, and in 1924–1925, there were 133 children [13]. - In 1924–1925, there were 17 schools with 1149 students [14]. Expenditure on the education system began to increase gradually. In the school year 1923–1924, 42,293 soums were spent from the city budget, and in the school year 1924–1925 96,911 soums [15].

In the same period, Inomzhon Nizombayev, who worked in Namangan, also did a lot of work to develop public education in the city. Inomzhon Nizombayev began his career in March 1921 as head of public education in Namangan. During these years, Inomzhon Nizombayev dedicated his multifaceted life to the development of public education in Namangan.

The public education department of Namangan was headed by the following persons: 1917–1918 academic year - Badali T., 1918–1921 academic year - L. Olimiy, 1921–1922 academic year - Orifkhanov, 1922–1923 academic year - Sh. Usmanov, 1923 - In 1925 academic year - M. Shokhimardonov [17].

During this period, old-style schools in the surroundings were also preserved and continued to operate. But their importance decreased. In the school year 1923–1924 there were 49 such schools in the city, and a year later there were 29.

Indeed, it was not easy to develop public education in Namangan. The reason for this was the lack of teaching staff in the schools. As a result, the first teacher training courses were opened in Namangan in 1924. It attracts many young people who know spelling. The future teachers were taught by Abdukodir Qayumi, Gulomjon Akromkhanov, Obidullah and Abdullah Tukmuliny, Lutfillah Olimiy.

In Andijan, educational institutions have also changed. In 1914 there were 22 schools in Andijan [19], 2 madrasas with 55 students in the Andijan region, 7 hostels for 100 students, 103 male

schools with 1,500 students and 45 female schools with 704 students. [20]. There are 9 Uzbek and 2 female schools in the old part of the city.

A branch of the Muslim Educational Society opened in Andijan, established in April 1917 in many cities of Turkestan. But there were more local Tatars there. For example, under the leadership of this society, political readings, which are held in the city on Fridays, were conducted by Robia Safarova [21].

In 1918, the national education system in Andijan opened 6 seven-year Russian schools, 1 ten-year school and 1 one-level Armenian school in the new part of the city [22]. In addition, there were Russian style schools in the city.

By the end of 1918, there were 15 national schools and 9 Russian schools in Andijan. There were 98 teachers teaching 2948 pupils (23). In Uzbek schools, 1947 boys and 212 girls received education (24).

In 1921, another school for boys and a third school for girls were opened in the old part of Andijan. In addition, 1 school was opened for children of Tatar and Azerbaijani nationalities.

By 1922, there were two 4-year-old and 7-year-old Russian schools in Andijan, with 575 students. However, the schools lacked qualified personnel, so short-term teacher training courses were organised in the city for a short period of time. Back in 1919, 80 teachers were trained here.

At the end of 1924, there were 58 classes in Andijan schools, 25 of which were financed by the local budget and 19 by parents. However, there were 4 classes in the department of the foundation [26]. Of the 58 classes, 28 were attended by Uzbek boys, 6 by Uzbek girls, 2 by Uighur children, 1 by Jews, 1 by Tatars, 3 by Armenians and 17 by Russians. While pupils of national schools from 10 May went on summer holidays, education in Russian schools lasted until 1 June. At schools, after the second stage, pupils are given a certificate.

There are also 2 boarding schools under the Department of Public Education in Andijan, where local and Russian children (228 local children and 80 European children) are being raised. Pupils of schools and boarding schools in Andijan have undergone medical examinations twice a year, and a children's dispensary was opened in School No 4 of the city. By 1924, there was a shortage of teachers in Andijan, with an average of two teachers per school [27].

In November 1917, the organisers of the first Soviet school in Fergana (Skobelev) (brought up 40 children), T. N. Kori-Niyazi and Hamza Khakimzoda, were Niyazi [28].

In 1922, out of 12 schools in Fergana (Skobelev), only 2 were Uzbek schools, one of which was old. There were 59 students in local schools. There was also a Tatar school in the city. There were 2 classes, the number of students was 33, 8 of them were girls. At the request of parents, 6 Uzbek children also attended the school. The school was taught by 2 teachers. In 1918-1919, the

school was attended by 2 teachers. In 1918-1919 the city had a department of public education [30], pedagogical courses, and since 1924 - a pedagogical school [31].

In 1918, 14 one-level schools were established in Osh. Twelve of them were Uzbek, and two were Russian. However, due to the small number of teachers and lack of school equipment and teaching aids, only 6 out of 12 existing Uzbek schools were operating. There is another Russian two-level school, which was closed due to lack of teachers. By 1922, 156 children were studying in one Russian school in Osh and about 700 in 15 local schools. In addition, there was 1 children's boarding school and 1 school for local women in the city.

On September 17, 1920, based on the Resolution of the Council of People's Commissariat of Turkestan ASSR "On the Elimination of Illiteracy of the Population" [35], literacy schools were opened in the cities. In total, there were 1700 schools for illiterate people in the Republic of Turkestan, attended by 50,000 students.

For example, in 1921 there were 21 literacy schools in Kokand with 865 students. Literacy courses are also organised in various institutions and companies. For example, in 1922 a literacy club was established at the Namangan refinery, attended by 11 women. There were six literacy schools in the city in 1923–1924 and 17 by 1924–1925.

In 1924, there were 5 literacy schools in Fergana, where classes were held in Uzbek and Russian in two shifts. In addition, more than 2000 teachers were trained in literacy courses.

As of 1 January 1923, the number of state educational institutions in the cities of the Ferghana region was as follows:

Cities	single-level schools			two-level schools			All categories whole school		
	Number of schools	Teachers	Students	Number of schools	Teachers	Students	Number of schools	Teachers	Students
Andijan	4	28	777	1	6	261	5	34	1038
Kokand	15	89	2381	2	18	369	17	107	2750
Namangan	9	33	740	-	-	-	9	33	740
Osh	3	9	229	-	-	-	3	9	229
Ferghana	3	25	618	1	10	176	4	35	794

General	34	184	4745	4	34	806	38	218	5551
----------------	-----------	------------	-------------	----------	-----------	------------	-----------	------------	-------------

According to the table above, 218 teachers trained 5,551 pupils in 38 schools in the cities of the Ferghana Valley.

In connection with the opening of the Turkestan People's University in Tashkent on 21 April 1918, the Kokand Branch of the University was established in June this year. In 1919–1920, a women's institute and a secondary technical school were opened in Kokand, where indigenous girls were educated. In 1920, the first teacher training college was opened in Kokand. Ashurali Zokhidi taught Uzbek language and literature, and T. N. Kori-Niyazi, one of those who made a great contribution to the creation of the Russian language and geography school, taught students. However, only 7% to 8% of the students at this technical school are indigenous peoples. The reasons for the low involvement of girls in education were opposition from religious scholars, lack of teachers who fully understand the tasks set for the Soviet school, and lack of textbooks and teaching aids.

On 8 July 1918, a branch of the Turkestan People's University was opened in Andijan, and by November a polytechnic school and a teacher training college (8731 students) were opened in the city.

On 20 February 1920, teacher training courses for 60 students were opened in Andijan. At present, the courses are attended by 65 local residents. On 1 May this year, teacher training courses for 3 women were also opened, where 10 local residents initially attended.

Vocational schools are also open in cities, especially in Andijan and Kokand. As of 1 January 1923, there were 2 vocational schools in the cities of Andijan and Kokand in the Fergana Region, 1 teacher training school and 1 short course of study, which were the following:

Cities	technical school			Short-term courses			Teacher education institutions		
	Available	Teachers	Students	Available	Teachers	Students	Available	Teachers	Students
Andijan	1	7	75	-	-	-	-	-	-
Kokhand	1	16	104	1	10	38	1	10	62

CONCLUSION

In short, the social and cultural processes in the country have been manifested mainly in urban life. The number of social and cultural institutions in cities has increased. During this period, along with traditional educational institutions, Jadidi schools were gradually being completed. New schools were created on their basis. Educational institutions were originally diverse, and then gradually moved to certain standards. Their curriculum was also adapted to the influence of the prevailing ideology. Publications in the press promoting the ideas of the dominant ideology appeared in the cities. Also during this period, existing libraries and museums in cities expanded their activities. Although they were subordinated to the role of Soviet government propaganda centres, they became an important cultural asset for the urban population.

References:

1. Komilov O. K. XX asrning 20-yillarida O'zbekiston milliy maorifidagi o'zgarishlar. Tarix fan. nom. ... dis. – T., 2009. – B. 43. [*Komilov O. K. Changes in the national education of Uzbekistan in the 1920s. History fan. nom. ... dis. - T., 2009. - B. 43*].
2. O'zbekistonning yangi tarixi. Ikkinchi kitob... – B. 133. [*New history of Uzbekistan. The second book ... - B. 133*].
3. Yo'ldoshev J., Hasanov S. Turkistonda o'qish-o'qitish ishlari tarixidan // Xalq ta'limi. – 1993. – № 8–9. – B. 48. [*Yuldashev J., Hasanov S. From the history of educational work in Turkestan // People's education. - 1993. - № 8–9. - B. 48*].
4. O'zR MDA. 3282-Fond, 1-ro'yxat, 182-ish, 35-varaq. [CSARU. 3282-Fund, 1- List, 182-Case, 35 pages].
5. Yoqubov B. Farg'ona vodiysida Sovet hokimiyatining o'rnatish uchun kurash. – Toshkent: Qizil O'zbekiston, 1954. – B. 26. [*Yoqubov B. The struggle for the establishment of Soviet power in the Fergana Valley. - Tashkent: Red Uzbekistan, 1954. - B. 26*].
6. Znamya truda. 1921 g, 12 iyunya. [*Znamya truda. 1921 g, 12 June*].
7. Trudy Kokandskogo Gosudarstvennogo Pedinstitutu (seriya obshestvennyh nauk). Vypusk VII. – Tashkent: Fan, 1971. – S.53. [*Proceedings of the Kokand State Pedagogical Institute (series of social sciences). Issue VII. - Tashkent: Fan, 1971. - P.53*].
8. Inoyatov H. Sh. Oktyabrskaya revolyuciya v Uzbekistane. – Tashkent. 1957. – S. 304. [*Inoyatov Kh. Sh. The October Revolution in Uzbekistan. - Tashkent. 1957. – S. 304*].
9. NVDA, 796-fond, 1-ro'yxat, 26-ish, 9-varaq. [*NRSA, fund- 796, list-1, case- 26, sheet- 9*].
10. NVDA, 796-fond, 1-ro'yxat, 26-ish, 10-varaq. [*NRSA, fund -796, list-1, case-26, sheet-10*].
11. O'qituvchi. Namanganda maorif ishlari // Ishtirokiyun, 1919 yil, №119-son. – B. 3. [*Teacher. Educational work in Namangan // Ishtirokiyun, 1919, issue №119. - B. 3*].
12. Nasretdinova D. Turkiston madaniy hayotida tatar-boshqird ayollarining tutgan o'rni (XIX asr oxiri – XX asrning birinchi choragi): Tarix fan. nom... dis. – T., 2011. – B. 103. [*Nasretdinova D. The role of Tatar-Bashkir women in the cultural life of Turkestan (end of the XIX century - the first quarter of the XX century): History. nom dis. - T., 2011. - B. 103*].
13. NVDA, 796-fond, 1-ro'yxat, 26-ish, 13-varaq. [*NRSA, fund -796, list-1, case-26, p. 13*].

14. NVDA, 796-fond, 1-ro'yxat, 51-ish, 54-varaq. [NRSA, fund-796, list-1, case-51, p. 54].
15. NRSA, Inomjon Nizombaev's personal fund. Page 66.
16. NVDA, 796-fond, 1-ro'yxat, 26-ish, 17-varaq. [NRSA, fund-796, list-1, case-26, sheet-17].
17. NVDA, 796-fond, 1-ro'yxat, 17-ish, 19-varaq. [NRSA, fund-796, list-1, case-17, sheet-19].
18. Proceedings of Andijan State Pedagogical University. Volume XI. Issue III. – Andijan. 1964 . – S. 283.
19. Andijon viloyat Davlat arxivi, 76-Fond, 1-ro'yxat, 11-ish, 11-12-varaqlar. [Andijan Regional State Archive, Fund-76, List-1, Case-11, Pages 11-12].
20. Qo'chqorova O. Andijon musulimalari haqinda // Ulug' Turkiston, 1917, 23 avgust. [Qochqorova O. About Andijan Muslims // Great Turkestan, 1917, August 23].
21. CSARU, fund R.34, list 1, case 119, page 29.
22. Ardashirov A. F. Borba za sovetkuyu shkolu v Andizhane (1917–1918) // Uchyonye zapiski Andizhanskogo gospedinstituta. T.2. 1955. – S. 89. [Ardashirov A. F. Struggle for the Soviet school in Andijan (1917–1918) // Scientific notes of the Andijan State Pedagogical Institute. T.2. 1955. – S. 89].
23. AVDA, 128-fond, 1-ro'yxat, 75-ish, 15-varaq. [ARSA, 128-fund, 1-list, 75-work, 15-sheet].
24. O'zR MDA, R.17-fond, 1-ro'yxat, 430-ish, 28-varaqning orqasi. [CSARU, R. fund-17, list-1, case-430, back of page-28].
25. O'zR MDA, R. 87-fond, 1-ro'yxat, 43 ish, 29-varaq. [CSARU, Fund-87, List-1, case-43, sheets-29].
26. Nurmammedov H.U. Istoriya razvitiya socialisticheskogo goroda Andizhana (1917–1950 gg). Diss... kand. ist. nauk. – Tashkent, 1981. – S. 68. [Nurmukhammedov H.U. The history of the development of the socialist city of Andijan (1917–1950). Diss ... Cand. ist. sciences. - Tashkent, 1981 . – P. 68].
27. Kary-Niyazov T. N. Essays on the history of culture of Soviet Uzbekistan. – Moscow: Publishing house of the Academy of Sciences of the USSR, 1955. – S. 139-140.
28. O'zR MDA ning Farg'ona filiali, 111-fond, 1-ro'yxat, 897-ish, 2-varaq. [Fergana branch of CSARU, fund-111, list-1, case-897, sheet-2].
29. Chronicle of the events of the October Revolution in Uzbekistan (November 1917-June 1918). – Tashkent, 1975. – S. 185.
30. Choriev A. X. Mustabid sho'ro tuzumi sharoitida O'zbekiston xalq ta'limi va o'qituvchi kadrlar tayyorlash: milliy-an'anaviy va sho'ro ta'lim tizimlari o'rtasidagi ziddiyatlar (20–30 yillar). Tarix fan.dok... diss. – Toshkent, 1998. – B. 115. [Choriev A. X. Public education and teacher training in Uzbekistan in the conditions of the dictatorial Soviet system: contradictions between national-traditional and Soviet education systems (20–30 years). History fan.dok ... diss. - Tashkent, 1998. – B. 115].
31. Yakubov B. Iz istorii partiynoy organizatsii Fergany. – Toshkent: Fan, 1967. – B. 101. [Yakubov B. From the history of the party organization in Fergana. - Toshkent: Fan, 1967. – B. 101].

32. O'zR MDA, R.17-fond, 1-ro'yxat, 678-ish, 5-varaqning orqasi. [CSARU, R. fund-17, list-1, case-678, back of page-5].
33. O'zR MDA, R.17-fond, 1-ro'yxat, 430-ish, varaq-44. [CSARU, R. fund-17, list-1, case-430, page-44].
34. Choriev A. X. Mustabid sho'ro tuzumi sharoitida O'zbekiston xalq ta'limi va o'qituvchi kadrlar tayyorlash: milliy-an'anaviy va sho'ro ta'lim tizimlari o'rtasidagi ziddiyatlar (20–30 yillar). Tarix fan.dok... diss. – Toshkent, 1998. – B. 53. [Choriev A. X. *Public education and teacher training in Uzbekistan in the conditions of the dictatorial Soviet system: contradictions between national-traditional and Soviet education systems (20-30 years)*. History fan.dok ... diss. – Tashkent, 1998. – B. 53].
35. O'zR MDA, R. 25-fond, 1-ro'yxat, 360-ish, 206-varaq. [CSARU, R. fund-25, list-1, case-360, sheet-206].
36. Mirzaliev E. Namangan shahar xalq maorifi taraqqiyoti tarixidan. – Namangan, 1989. –B. 10. [Mirzaliev E. *From the history of the development of public education in Namangan*. - Namangan, 1989. - B. 10].
37. Statisticheskij ezhegodnik 1917–1923 g. Tom. 1. – Tashkent: Izdanie TES-a. 1924. – S. 82–83. [Statistical Yearbook 1917-1923 Vol. 1. - Tashkent: Edition of TPP-a. 1924. – S. 82–83].

APPENDIX

1. O'zbekistan Respublikasi Markaziy davlat arkhivi (O'zR MDA) – *Central State Archives of the Republic of Uzbekistan (CSARU)*.
2. Namangan viloyat davlat arkhivi (NVDA) – *Namangan Regional State Archives (NRSA)*.
3. Andijon viloyat Davlat arxivi (AVDA) – *Andijan Regional State Archive (ARSA)*