

STUDY OF HISTORY IN SCHOOLS OF THE UZBEKISTAN SSR IN 1936-1937

(BASED ON M. ASIMOV'S REPORT MATERIALS)

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ABSTRACT

The article discusses the history lessons conducted in the schools of the Uzbek SSR in 1936-1937, recommendations and shortcomings in the conduct of lessons. In addition, the article provides information about the shortcomings and conclusions encountered by the well-known Methodist M. Asimov during his study of Tashkent schools in the 1936/37 school year.

KEYWORDS: *National Territorial Demarcation, Council Of People's Commissars Of The USSR, NCP, Central Committee Of The All-Union Communist Party, Central Committee Of The VKP(B).*

INTRODUCTION

1. Actuality:

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

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 and the history of the education system is an important issue in the efforts to create a modern education system in new Uzbekistan. [6:p-529]

2. Methods and Level of Study:

The article is covered on the basis of generally accepted historical methods - historicity, comparative-logical analysis, sequence, impartiality principles, and it is shown in the historical aspect that art forms the spiritual basis of the development of society.

3. Research Results:

History should show readers the concrete facts of the exploitation (use) of man by man and the tyranny of workers in all pre-socialist social formations and the elimination of exploitation, the emancipation of labor in our system. After the October coup of 1917, the Bolsheviks, who came to the top of the government, seriously began to end the previous management system in the education system and create the Soviet model of public education. History is one of the leading

subjects in the communist education of the young generation in our schools. As the conflict between two systems - capitalism and socialism - is growing, history in our schools is of particular importance, - [2:v-2] said the famous Methodist M. Asimov.

After the national-territorial delimitation, efforts to reform the school education system began throughout the Union. "It goes back to the debate about the achievements of Soviet pedagogy in recent years. It is impossible to touch any detail of the school without affecting its entire establishment at the same time. Therefore, the debate will move to the level of disputes about the essence, character, structure, goals, pedagogy of the entire Soviet school. It is necessary and only this way it is possible to talk about this or that place in history", noted the well-known Methodist M.M. Pistrak. [2:p-17]. It was decided to fix the programs only partially. At the same time, the first textbooks written according to the "stable" programs of 1927 began to arrive at the school. Difficulties in working on "stable" programs in 1927 turned out to be the main symptom of the systemic crisis in the work of the Soviet school, created in the first decade of the existence of Soviet power. The quality of students' knowledge remains low. 1931 was the year of the "great turning point" for the Soviet school. The struggle for literacy and knowledge was announced and a fundamental decision was made to restore a separate historical course from the fourth academic year of school education. A revision of the content of socio-political sciences has begun. However, in the next three years, Soviet scientists and practicing teachers could not find new principles for the development of social science programs, and complete history programs were not created for all academic years. The previously created structure of socio-political education has been broken, but so far it has not been possible to develop a new one. There were no significant changes in the work of schools that worked without practical programs and textbooks. Thus, seven-year graduates were educated without sufficient knowledge of the specific facts of social life, without a historical perspective, without the skills of in-depth analysis of social phenomena. Further fragmented attempts to reform individual components of the educational system further intensified the crisis in school work, destabilizing all its elements.

In 1934-1937, the teaching of history and social sciences in schools was difficult. Teachers had to work without textbooks and permanent programs, under the most severe "starvation" conditions. History students were appointed without any preparation. Due to deficiencies in textbooks, teachers in schools used to teach based on whatever information they found. [2:p-19].

The party and the government attached great importance to the teaching of the history course in schools. 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 decree on the teaching of civic history in schools, which emphasized the inadequacy of history teaching. This decision showed history teachers clear ways to overcome the main shortcomings that have arisen in practice. The decision of the Central Committee of the All-Union Communist Party and the Council of People's Commissars of the USSR on May 16, 1934 showed the unsatisfactoriness of organizing a history course in Union schools.

In the quarter of 1936-37 academic year, in order to develop the criteria for evaluating the indicators of history, the well-known Methodist M. Asimov observed history classes in 8 schools in Tashkent and took part in tests. In total, he attends 30 lessons in 8 schools in Tashkent, including 12 lessons in the 5th grade, 10 lessons in the 6th grade, 8 lessons in the 7th grade,

including 19 repetition lessons and 11 tests. These review lessons and tests identify some of the common learning gaps in school history courses.

One of the first and most important shortcomings is the lack of knowledge of maps by some schoolchildren. Sometimes the history teacher does not care about the use of maps in the history lesson, considering them as a secondary guide. Most schools did not have historical maps at all. Methodist M. Asimov wrote about this in his report on the study of Tashkent schools: "The 7th grade student of school 41 (Tashkent) could not show the history of Poland on a map. (March 22, 1937). In the same class, another student showed the Netherlands instead of Indo-China. The 7th grader of the 76th school failed to represent America during the test.

A 5th-grade student of Kolyq school searches for the Quang-ku river in Europe and cannot find it. He moves to Arabia and finally, like a person who has found a lost value, happily shows it to Nile. (June 9, 1937) Many such examples can be given from the practice of teaching history in our schools. All this suggests that history teachers underestimate the use of geographic and historical maps as important guides.

Without knowing the geographical location and natural conditions of a certain country, it is difficult to understand its history. If he does not know the regime of the Nile, he will not understand the history of Egypt correctly, and if he does not know the geographical location of Greece, he will not learn much from its history. Students need to know not only the time but also the place where a certain historical event took place. Our children need to develop temporal and spatial perceptions of the past of mankind, without which it is impossible to give students accurate historical knowledge and to lose the schematic in teaching. [2:v-18;19]

When Methodist M. Asimov participated in revision lessons and tests on history during the study of the educational processes of teaching history in Tashkent schools, in most cases they were aimed at learning historical terminology and naming specific historical facts by students. not enough attention, even teachers do not name the facts that require a lot of work to learn, sometimes they themselves mispronounce terms, names of historical figures, places, etc. passed [2:v-19] In addition, while expressing his opinion, he mentioned that teachers do not write summaries in classes, this is a serious deficiency in this era, when there is a lack of textbooks and information. [1:v-22]

In general, one of the main problems of the Uzbek SSR during this period was the introduction of 7-year compulsory education. For this purpose, at the V Sejd of Soviets of Uzbekistan (January 1935), the Soviet of People's Commissars of the Uzbek SSR proposed a program of compulsory seven-year education for all children between the ages of eight and 15 and the construction of new school buildings in the cities and villages of the republic. [4:p-651]

A lot of funds were allocated for the needs of public education - 395.5 million soums were allocated in the first five-year period, and 1162.5 million soums were allocated for the second five-year period.

"On Primary and Secondary School Textbooks" (1933), "Primary and Decisions such as "On Teaching Geography in Secondary Schools" (1934), "On Teaching Civil History in Schools of the USSR" (1939) became very important in the second five-year period. [4:p-652].

4.CONCLUSION

No matter how politicized educational work was, the financial situation of Soviet schools was extremely difficult. There was a shortage of textbooks, school supplies, especially pencils, ink, and notebooks. In addition, the lack of local personnel during the rapid reform of the education policy of the Bolsheviks made the problem even more serious. At the moment, textbooks have not been improved. Apart from that, this system, which is completely new, was accepted with difficulty among the children of the local people. The low level of discipline of the students made it permissible for them to carry out their studies properly. Based on this, it can be seen that the reforms in the education system during this period did not have the expected results. It is necessary to draw new conclusions based on past experience in the radical purification of historical consciousness.

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