

PROBLEMS OF EDUCATIONAL POLICY IN BUKHARA IN THE LATE XIX-EARLY XX CENTURY AND THEIR SOLUTIONS

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ABSTRACT

This article highlights the main changes in the public education system of the Bukhara People's Republic after its formation, the education policy, the Department of Public Education established in the republic, the creation of schools, training courses, higher educational institutions, funds allocated for education, textbooks and the like.

Keywords: science, education, enlightenment, BXR, decree, Jadidism, people's supervision, commission, counter-revolutionary movement.

INTRODUCTION

Bukhoroi Sharif has been the cradle of science, the center of education and upbringing since time immemorial. From the earliest times to the present day, science has not fallen out of the leaders in the field of education. Non-scientists, scientists and enlightened people have grown up on this earth. These include Imam al-Bukhari, Abu Ali ibn Sina, such ancient ancestors as F.Khodjaev, Fitrat, Qori Yuldash Pulatov. We can also cite as examples of Jadid enlighteners, such as Ayni.

II. MATERIALS AND METHODS

At the end of the XIX beginning of the XX century in Bukhara, attention to education began to increase, as representatives of the Bukhara Jadidist movement, which emerged after the invasion of the Russian Empire, set themselves the goal of updating and enriching the education system, updating and enriching the old doctrine tempered by dogmatism. At first, the Jadids began their work with the reformation, the radical transformation of the education sector. During the period of the emirate before the formation of the BSSR in Bukhara, Emir Alimkhan signed a decree “On education”, according to which it was required not to teach various disciplines, to include tafsir and Hadith as official lessons, to appoint a supervisor to schools. But this did not satisfy the Jadids either.

After the liquidation of the emirate and the establishment of the republic in Bukhara, the Jadids focused on the development of education. First of all, the Department of Education and Enlightenment was established in the republic in 1920 with the aim of changing and improving the education system. Qori-Tosh Pulatov was appointed the Chief People's Commissar of Public Education. Modern schools in countries such as Germany, Turkey, sending talented young people to study. On September 17th 1920, an order was issued on the transfer to the supervision of all books, textbooks, educational and writing materials available in the emirate, prohibiting their export and import abroad without the permission of supervision.

The responsibilities of the Department of Public Education included:

- Opening of a madrasah where teachers are trained
- Opening of the Mirza course
- Material support of students
- Opening correctional facilities for prisoners in custody
- Opening of educational institutions in the districts
- Attracting young people to study even in remote areas

A year after the establishment of supervision in Bukhara, the first dorulmuallimin was created in the city of Bukhara, in which classes were conducted in full-time and correspondence departments, and training was conducted for two years. In the same year, on the site of the gymnasium "Nikolai", built in the city of Chorju, which is part of the territory of present-day Turkmenistan, the second dorulmuallim named after Fayzulla Khodjajev was opened. They both started to train teachers for Bukhara XSR. In order to improve the quality of education, broaden the horizons of students, increase their awareness, spirituality, 2000 units of literature and textbooks in Russian, Turkish, Tatar and Uzbek languages were brought from Turkestan ASSR, RSFSR, Tatar ASSR, Azerbaijan and Turkey in 1921, and in 1924 - more than 15,000 units of literature and textbooks in Russian, Turkish, Tatar and Uzbek.

Jadid manifestations in the NSR Bukhara F.Khodjaev, A.Fitrat and together with them a number of Jadid educators provided economic assistance to the republican budget at their own expense. In order to develop educational institutions and further improve the field of education, funds were allocated from the republican fund to the field of education. For the 1922-23 academic year, the allocation of 5% of funds from the state budget for educational work was approved, and for the 1923-24 academic year-21%. And all this, since the founding of the republic, has determined the improvement of the sphere of education and education, the achievement of high results in this area and the training of the people's youth in good knowledge, mature specialists.

To develop the field of education, various educational institutions, training courses, and higher educational institutions were organized in NSR Bukhara. Examples of these problems are the lack of demand from educational institutions, low tuition fees for teachers, as well as the problem of attracting students to these institutions. Since the representatives of the movement, who opposed the activities of the Jadids, poisoned popular opinion, the innovations carried out, enthusiasm in the field of education were ineffective. Due to the low salaries of teachers, there were not enough specialists in the institutions. Considering all this, in order to solve the problems, the 1st Congress of Supervision was convened in 1923, at which Abdurauf Fitrat made a report on the causes that caused these problems and on ways to overcome them.

A.Fitrat comments on the opening of 160 primary schools and 4 matabele women's schools in 1920, as well as training courses that were crowded with children, but after a while people stopped sending their children to such schools: "The people, frightened by the wave of revolution, continued to let their children into schools, as if red flags were hanging on the sides, nothing not understanding. The fact that Moon showered children with new schools was not because they were supporters of enlightenment, but in order to show themselves as "Jadids" from lies and to avoid an open struggle of the government with the counter-revolution. The first period of the revolution, which was the days of the first wave, has passed. The government and the people calmed down a bit. Everyone became aware of their presence in Moses in order to engage in their own light. After that , people started gradually taking their children out of school." From the above considerations, it can be seen that people of that time continued to put their children in schools, pretending to be supporters of the Jadids in order to avoid counter-revolutionary actions by the government. But after everything is calmed down a little, the wave lost its power, and people and the government began to calm down, gradually children began to be taken away from schools and institutions. In this case, Education Ministry regretfully decided to close and reduce most of the schools due to the fact that they were empty and material resources were insufficient, but in the rest of schools the number of students also decreased and they stopped attending classes. They reluctantly agree to bring them to school through the police. But it was stressed that this is a temporary measure, and it was said that involving children in the militia will not bring any effect in education. In this regard, a "meeting of fathers" was convened in one of the schools of the city of Bukhara in order to resume studies. Three of the fathers who were present at this meeting were appointed members of the commission and appointed responsible for attracting children to

schools, as well as authorized to report regularly to the supervision of education about spiritual and material shortcomings that arise in the school. Now children began to come to schools without police on the initiative of the commission. After this event, when the intended goal began to be realized, the supervision developed proposals for the organization of such supervision throughout the republic.

III. CONCLUSION

Summing up, we can say that the role of the Jadid enlighteners in 1920-1924 was invaluable in the formation of the educational sphere in the NSR Bukhara, in accordance with the times, in training at the level of their time, in training young people abroad and in becoming qualified personnel. The Jadids also did not spare their personal investments, if it was necessary for the education of their youth, for the development of the state. The main tasks of these educators were: the creation of schools, training courses, higher educational institutions and the upbringing of a harmonious generation fighting for the future of the country. They lived and tirelessly struggled with the people's pain until the end of their lives, despite thousands of jerks, obstacles that challenged them on this difficult path.

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