

THE ISSUE OF ENDING WOMEN'S ILLITERACY IN EDUCATIONAL REFORMS OF UZBEKISTAN IN THE RUSSIAN COLONIAL PERIOD

Ergasheva Muhayyo G'anijonovna

Designer of the magistracy Department of Andijan State Pedagogical Institute

ANNOTATION

This article explores the reform-based activities of the women's issue of the organization of schools in the USSR from the issue of the liquidation of illiteracy of the Turkestan peoples to Uzbekistan. Throughout the territory of mamalakatim, the issue of ending illiteracy and women's weight in it is interpreted on the basis of the documents of the Central Archives of the Republic of Uzbekistan. The results of the activities of the women's gymnasiums established in the territory are covered on the basis of specific facts, some aspects of which later served as the basis for the reforms carried out

Keywords: public education, promotion, women's company, illiteracy courses, courses for chalasavods, paranji casting,

The long-term experience of reaching the state of Uzbekistan's public education today and the issue of gender equality in it have undergone a number of historical processes. There is a huge political process behind the issue of women's attraction to folk education, the roots of which are explained by the measures of development of the population of the entire Turkestan territory on an equal basis with the issue of spiritual revolution. For the long and arduous way of life of colonialism, it was the basis to present the penetration of spiritual and cultural exaltation as a reason. As proof that the issue of increasing the weight of women as a labor force has created its spiritual image, we can also consider that the process of ending illiteracy in the area is a positive reading of this. Over the centuries, the process of women's education has not become omnivorous, and the political process as a revolutionary way to enter a new era has been permeated with some difficulties. It is no secret that the history of the formation and development of the sphere of public education in the history of our country was carried out in several stages. Therefore, despite the fact that the process of making the population literate regardless of the national composition has become one of the most important issues of all Russia, we will witness that the scale of work in this regard in the regions is at a level below the established norm. The process of overcoming the national views of the government on the basis of various reforms has become a complex issue, even with years of practical activity, when the era of khanates came to an end and the transition to the rule of the Republic, the order of government on the basis of large-scale reforms of the Uzbek nation of the local As a result of the painstaking effort to increase the number and weight of the working class, as a result of being literate, the occurrence of stratification between the national composition is also noticeable.

The pedagogical tehnikums, which were originally opened to women only in the matter of training the Central Teacher, soon opened and began their activities in other regions. Even when we analyze the activities of teachers who have completed pedagogical courses in the organization of courses for the population of different stages in the courses of the liquidation of illiteracy of the regions, we witness that this process is not in accordance with the results of the policy carried out in relation to the environment of the period. Illiteracy graduation courses in the regions were in different directions, and their students were not only representatives of different ages and genders, but also received education at phased levels depending on the place of social life. Despite the fact that between 1919

and 1925 the opening of Russian tuzem schools under the leadership of Lenin in the All-Russian territory was strongly influenced by the attempt to carry out comprehensive work on the process of issuing Russian-language literacy in these schools. However, despite the fact that the atmosphere of the era was under pressure from the national territorial environment, a variety of counter-movements arose in the bachas of Indigenous Peoples. Based on the study of Arhiv data, Women's gymnasiums were established in Tashkent, Skobolev (Fergana), Bukhara regions since 1909, but among the women who graduated from these gymnasiums, we witness the non-existence of Uzbek women.

It is not an exaggeration to say that by the next period the educational process of 1926-1930 took a step towards another stage. After all, the educational reforms carried out now began to have a wide range of sectors with the opening of territorial departments. From the 1924-1925 academic year, umimi began to operate on the basis of a well-founded approved work plan in existing educational institutions on the territory of the Uzbek SSR. To end illiteracy, it was a matter of consideration that young individuals began to operate without limitation. We can say that this period of the process turned out to be a matter of women's Education Center. As a continuation of this process, we will study the issue of training pedagogical personnel in the liquidation of illiteracy among the general circulation of the sphere of public education of the 1930-1935s and the wide involvement of women of different ages in this area, as well as the activity of existing women's departments in the area is a On the basis of each assignment, we can see different results in them, when we pay special attention to the information of the Departments of public education in different regions. It was this period on the territory of the Uzbek SSR that the issue of education for women was given attention to giving the same rights as for men, it was not difficult to understand the fundamental essence of the desire to increase the state of activity in society in them. When studying this on the basis of arhiv materials, in a letter sent to the Department of primary schools of the Central People's Commissariat of Uzbekistan with the signature of the head of the Department of public education of the Bukhara oblast Kagan District of October 14, 1934, Rakhmonov and Secretary Pattakhanova, it was noted that the issue of weighing women 2 women who did not continue their activities reported that the teacher did not want to work, although he graduated from a special course and then studied at the Bukhara pedagogical technical school and had a document. This can also be defined as the escalation of national views in the area. For this reason, we ask you to take a serious action on the issue of illiteracy of women in our area. The issue of ending illiteracy, which began in 1919 in the Kagan district, which is located in remote areas of the Bukhara region, was considered an issue that was not resolved even in almost 15 years. Together with the national views of the population, the mood of resistance to the replenishment of the working class with women was considered to be a balanced activity. In the Control report from the Department of public education of Bukhara oblast in the 1933-1934 academic year, it was found that illiteracy courses opened at schools were not organized in sufficient conditions, or the work was considered unsatisfactory for the existence of a lame process on the issue of propaganda. For this reason, it was decided that several female and male teachers would be involved in the area during the new school year. The document was issued with the result of the examination of the Department of Public Education No. 298 of May 4, Resolution No. 330 of May 13, 1934.

Statistics of personnel training technical schools for pedagogical courses available in large urban areas of the Uzbek SSR in January 1931 also show that women's weight in education is at a low level.

Table 1

Area	I half a year	Male	woman	II half year	Male	woman
Samarkand	500	390	110	812	617	195
Bukhara	63	41	12	43	37	6
Fergana	147	124	23	77	69	8
Total:	710	555	145	932	723	209

If we explain on this basis that the issue of trade in Samarkand was widely promoted in a normal state, we will witness a low level of attention to this issue in the Bukhara region, or the presence of severe obstacles. In Bukhara, only 56 women applied to study at the women's pedagogical tenicum, which opened in 1932 to find a solution to this illiteracy issue holos. They were 10 women in New Bukhara, 10 in Botkent, 10 from the Buaman area, 10 from Guzar, 16 from the Bukhara region. However, we can observe this situation in the analyzes in the process of studying arhiv materials in other regions of the Republic, where bundan is in a deplorable state. For example, the 1932 reception of the women's pedagogical Technical School opened in Khiva was 16 holos.

Relevant critical articles have also been published in the press materials on the termination of women's illiteracy, which have been studied this issue as a painful point of the periodic, political, ijtimical spheres. In particular, in the political newspaper "Red Uzbekistan", published on September 30, 1933, E.An article by oleganov entitled " discussion of a topical issue" is also mentioned. In particular, the author strongly criticized the fact that increasing the salinity of women in all Turkestan pedagogical technical schools and higher educational institutions is an urgent issue, and in the regions this reform is not given enough value, as well as work is not being organized on the basis of the priority of laws in the All-Russian territory. Also in the January edition of the 1934 newspaper Komsomolets vostoka I. Kostrov said " women's education is considered by the local Uzbek people of Turkestan as persecution and heavy political pressure for themselves, but this is their big mistake. After all, the future belongs to the literati, the Uzbeks condemn themselves and future generations to spiritual research by not accepting this reform."

Based on the information presented in the materials of the central archive of Uzbekistan, we considered it appropriate to analyze the results of the illiteracy course, organized at different levels in different regions.

2Table 1

Area	Date of reference	Educated illiterate	Men	Women	From this the Uzbeks
Khujand	1932.10.07	146	124	22	115

3Table 2

Area	Date of reference	Educated illiterate	Male	Woman	From this Uzbek
Khorezm region Khiva 6-month course	1932.12.05	89		36	Of these, 68 36 women

¹ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 37

² Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 39

4Table ³

Area	Date of reference	Plan	Listed	Illiterate	Illiterate	Of which women	Reading hour
Izbosgan	132.10.06	110	74	4	70	22	146

5Table ⁴

Area	Date of reference	plan	Preparation	Re-preparation	Illiterate	Women	Firqa member	Reading hour and fixed period
Mirzachul	1932.01.09	43	42	1	17	16	1	384/ 6 month

6Table ⁵

Area	Date of reference	Plan	Unemployed	Working	illiterate	Illiterate	Komsomol member	Women
Gurlan	1932.30.11	37	36	1	19	13	25	12

7Table ⁶

Area	Date of reference	Total trained	Illiteratelar	illiterate 11	Number of Level 1 schools	7th annual schools
Jalaquduq	1933.01.07	32	18		2	1

³ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 57

⁴ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 58

⁵ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 84

⁶ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 97

8Table ⁷

Area	Date of reference	Total leaks	Illiteratelar	Illiteratelar	Those who studied at the 1st level school	7th annual school admissions
Jizzah	1933.14.07	18	3	10	4	1

9Table ⁸

Area	Number of readers	From this Women	Illiterate	Stage 1 those accepted at school	Those who entered the study in Step 2
Zelinskiy	31	14	10	7	14

10Table ⁹

Area	Number of readers	From this Women	Illiterate	Illiterate	Those who entered the study in Step 2
Chiroqchi	58	8	10	35	13

11Table ¹⁰

Area	Number of readers	Shundan Women	Illiterate	Illiterate	Stage 1 those accepted at school
Yakkabog`	30	7	5	21	4

⁷ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 98

⁸ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 102

⁹ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 102

¹⁰ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 146

12Table ¹¹

Area	Number of readers	From this Women	Illiterate	Illiterate
Narpay	32	2	18	14

In the information provided in the tables above, we can realize that it is precisely the quality of the important issue that women have for being drawn to education that is the presence of attention to women in all educational assignments. We witness that the assignments given by the public education departments of all areas are carried out on the basis of their Areas and capabilities. After all, during this period, the still national tradition of yohud paranji abandoning walking was hailed as a factor in nationality as an important function of women, since the Turkish process of throwing muslimon women's parange, which began in 1924, was still a pressing issue as a women's company in 1927-1928. It was a fact that there were various groups of local people to ban women from attending schools, courses. In conclusion, it should be said that the reforms of any periodical environment were considered a difficult matter for the Uzbek people to be absorbed into the national psyche, which was formed over the centuries. The existing cultural views in the consciousness of national unity have always had a say in receiving yes News.

REFERENCES

1. Ergasheva, Muhayyo. "TURKISTONDA WOMEN ILLITERATELIGINI TUGATISHDAGI ILK QADAMLAR." InterConf (2021).
2. Эргашева, Мухайё Ганижоновна. "Актуальные проблемы ликвидации неграмотности среди женщин в Узбекистане в 1920-х гг." Universum: общественные науки 7-8 (67) (2020): 7-10.
3. Yusupova, Sevara Uktamovna, and Dilnoza Mashrabovna Shodiyeva. "NURSING ADULTS AND ITS CHARACTERISTICS OF PECULIARITIES." Мирская наука 12 (2018): 90-92.
4. Rasulov, V. R., et al. "Interband Multiphoton Absorption of Light in Narrow-Gap Crystals." European Journal of Applied Physics 3.5 (2021): 51-57.
5. Расулов, Воход Рустамович, et al. "МЕЖДУЗОННОЕ ТРЕХФОТОННОЕ ПОГЛОЩЕНИЕ В INSB." (2021): 143-148.
6. Расулов, Р., et al. "К ТЕОРИИ РАЗМЕРНОГО КВАНТОВАНИЯ В КВАНТОВОЙ ЯМЕ p-Te." Deutsche Internationale Zeitschrift für zeitgenössische Wissenschaft 22 (2021): 62-66.

¹¹ Markaziy arhiv fond 94, opis 5, yig`ma jild 928, sahifa 128