



## Institutions of Preschool Education in Uzbekistan (1945-1960)

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### **Abstract**

This article describes the emergence of preschool education in Uzbekistan in the 1945-1960 the level of enrollment of preschool children in educational institutions on the basis of scientific, historical literature and sources. The study also included children's attendance and demographic indicators in preschools, urban and rural kindergartens.

**Keywords:** *Experience; Paternity; Exhibition; Supply; Platform; Propaganda; Private; Commission; Silk; Written Request; Harmonious; Powerfulness; Skill; Inspector*

Today, the preschool education system plays an important role in educating a comprehensively healthy and harmoniously developed child and preparing him for systematic education. It is gratifying that the changes taking place in the system of preschool education, as well as in all areas, the implementation of the tasks set out in the decrees and resolutions are in the focus of the head of our state. Extensive measures are being taken in the country to radically improve the activities of preschool education institutions, increase the coverage of preschool children, create a modern system in all respects, studying the best foreign experience. As a result of reforms in the industry, the management mechanism in the system has been radically improved. In particular, the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated September 30, 2017 "On measures to radically improve the management of the preschool education system" raised the work in this area to a new level [1.]. In particular, the establishment of the Ministry of Preschool Education on his initiative was a great event. In a short period of time, the adoption of many regulations in this area has strengthened the legal framework of the preschool education system. For the first time in the history of Uzbekistan, foreign experience was used in the creation of alternative forms of preschool education. After all, the head of our state said, "No matter what sector we take, we cannot achieve any change and a prosperous life without training modern mature personnel. It is no coincidence that the training of such personnel, the healthy gene pool of the nation, begins, first of all, with the system of pre-school education.

The article is based on the principles of generally accepted historical methods - historical, comparative and logical analysis, consistency, impartiality. were analyzed on the basis of. During these years, attempts have been made to shed light on the increase in the number of children attending preschools, the differences between urban and rural kindergartens, and the methods of comparison.

Although several scientific studies on the history of preschool education were conducted during the years of Soviet rule, it was based on the ideological concept of that period. Major scientific works have not been published in the historiography of this period, but some aspects of the subject have been partially covered. While the preschool education sector was a source of education in the 1960s and 1990s, this area is briefly covered in some of the works covered. In particular, in her dissertation "On the history of the development of preschool education in the Uzbek SSR" M. Badalova tried to shed light on the state of rural kindergartens at that time, the need of the population for preschool education using archival materials [2]. He also touched on the existing problems, the lack of kindergartens and the reduction of funds allocated for their construction. During the Soviet era, a number of works by representatives of the pedagogical field on the system of preschool education were published. During the study of these works we can get acquainted with the statistics on the increase in the number of preschool institutions in 1945-1960, the gap between rural and urban kindergartens, the allocated funds. For example, A. Nikolskaya, in her book "Consistency and Interdependence in the Upbringing of Preschool Children" [3.] highlighted the positive aspects of merging existing kindergartens and kindergartens in the 1960s into a single childcare facility.

After the independence of the Republic of Uzbekistan, as in all areas, as a result of the development of preschool education, the growing need for institutional review in accordance with international standards, our scientists have been given an urgent task. In her book "Social Pedagogy" N. Egamberdieva briefly dwells on the history of preschool education in Uzbekistan [4.].

In the course of studying the subject, magazines such as "Static Bulletin", "Agricultural Economy of Uzbekistan", "Soviet School", "Narodnoe obrazovanie", "Teachers' Newspaper" and a number of other newspapers published during the Soviet era published information about the preschool system, kindergartens and nurseries. The articles visited were widely used. In the implementation of the research, the study of these sources, comparative analysis and obtaining scientific conclusions are important in the complex study and objective coverage of the chosen topic from a historical point of view.

After the establishment of Soviet power, there were peculiar changes in all spheres. In particular, the activities of preschool educational institutions have begun to be established. Especially after the Second World War, Uzbekistan has seen an expansion of the network of preschool education institutions and an increase in the number of preschool children. Also, attention is paid to the provision of preschools with new buildings. In particular, a plan was put forward to expand the network of kindergartens in 1946-1950. In the post-war years, the Department of Public Education and pre-school education staff actively worked to ensure the proper functioning of kindergartens. Because during the war, many kindergartens were in a state of disrepair, the production of consumer goods was reduced. This situation has affected the material and technical condition of kindergartens. The government of the Uzbek SSR has developed a number of action plans to improve the situation in the field, to improve the quality of educational work in preschool education. These measures aimed at improving the quality of educational work, improving the pedagogical skills of educators, the widespread implementation of the requirements of such important documents as the "Charter of Kindergarten", "Guidelines for educators" (approved in 1945). As a result, 1 billion rubles were allocated from the state budget for public education, including 32 million rubles for the preschool education system. In the Uzbek SSR in 1950, it was planned to cover 60,000 preschool children [5. 12.].

In the post-war years, there was a delay in the development of the network of preschool education institutions. Also, the enrollment of 7-year-olds in schools since 1944 and the sharp decline in births have also reduced enrollment rates. In particular, in 1945, a total of 23,378 children were enrolled in preschool education in the country. Of these, 17,565 were educated in urban and 5,813 in rural kindergartens and nurseries. At the same time, in Andijan region, 1371 children attended preschool education. Of these, 754 were involved in urban and 617 in rural kindergartens. There are also 1,451 pupils in Fergana region, of which 1,000 attend urban and 451 rural kindergartens. The total number of pupils in Namangan region

was 1881. Of these, 1,357 were educated in urban and 524 in rural preschools. Provincial, district, and city public education departments approached the plan set by the government irresponsibly. For example, in 1945 the plan was to cover 4,000 children in Uzbekistan. However, in practice, 1,500 children were covered (38 per cent completed). In 1946, 12,776 places were created in the city's kindergartens, and in practice the plan was only 79 percent fulfilled. In rural areas, the same situation was 9520 places (95.2% completed). In 1946, the enrollment plan for the republic's public education kindergartens was 23,700. In practice, only 17,385 children were involved [6.].

In the post-war years, not only children under the age of 3, but even children aged 5-6 were brought up together in a kindergarten. This situation was one of the serious problems in the system of preschool education.

The reasons for the decline in enrollment in preschool education in the post-war years were reflected in surveys. For example, according to a survey of mothers (a total of 4,812 mothers), 2,811 said they did not want to work. The remaining 2001 (working mothers) preferred to leave their children at home. Also, 39 percent of nurseries reported poor food supply, 120 percent reported poor quality of education, and 6 percent were reluctant to issue bread cards (other family members could eat because 6-month-olds did not eat bread. should give to the nursery).

In 1950, the Government of the Uzbek SSR adopted Resolution No. 328 "On measures to develop a network of children's institutions on collective farms to provide cultural and social services to women collective farmers." However, the execution of the decision was not fully implemented in practice. According to the plan, 14,687 children were enrolled in pre-school educational institutions under the Ministry of Public Education instead of 15,125, and 120,600 instead of 154,000 in collective farm preschools [7]. At the national level, there was a lack of preschool education inspectors in city and district public education departments, and management work in institutions was not at the required level. In 1946-1950, there were significant changes in the activities of preschool education institutions. In particular, most kindergarten buildings have been renovated.

During the Soviet era, women with young children were also more involved in agricultural work. Ministry of Public Education of the Uzbek SSR during the seasonal field work to organize kindergartens or playgrounds and provide them with buildings that meet sanitary requirements. In addition, according to the 1949 system, preschools were designated to be responsible for controlling funds, providing the necessary equipment and toys, and one of the kolkhoz leaders. However, the regional department of agriculture has not checked the organization of collective farm preschools, the correct and quality use of funds of the collective farm, the correctness of the procedure for training, remuneration of labor [8.].

In March 1949, the staff of the provincial, city, and district permanent preschools held a meeting and undertook to father the kolkhoz kindergartens and playgrounds and provide all possible assistance. A special commission was set up by the regional public education department to oversee the activities of the kolkhoz preschools, to carry out advocacy work to attract preschool children to the playgrounds, to register preschool children, to purchase equipment and toys for playgrounds, and to make handmade toys. tasked with assisting in the work. At the same time, the Ministry of Education of the Uzbek SSR organized teams of experienced preschool education workers and employees of regional departments to support kindergartens on collective farms and check their readiness for the opening of playgrounds. They were instructed to report to the regional executive committees on the results of inspections of preschool institutions and the existing shortcomings, and specific measures were planned to strengthen the material base of kindergartens and playgrounds. In the best kolkhozes in each district, one kindergarten was set up, equipped with all the necessary equipment for demonstration propaganda among the kolkhoz workers. In particular, there were 20 such preschool institutions in Fergana region, 6 in Andijan region, 4 in Kashkadarya region, and 10 in Tashkent region [7.]. Similarly, in 1965, one kindergarten of the collective farm "U. Yusupov" of Voroshilov district of Andijan region was prepared for the exhibition [9.].

However, while 78,135 children were educated in 6,174 playgrounds in the republic in 1945 [10.], in 1949 the plan to cover kolkhoz playgrounds was only 80% completed, and 120,000 children were covered instead of the planned 180,000. Many playgrounds have only been in operation for a short time. Many kindergartens were located in unusable buildings, i.e., fields, in one- or two-room buildings. In particular, out of 271 preschool buildings in Fergana region, only 13 had 5 rooms. In the kindergartens opened on the collective farms, regardless of the number of children, there were only 2-3 people working with the principal. In particular, in 1948 there were 19 pupils in the kindergarten of the collective farm "Voroshilov" of Yangikurgan district of Namangan region, a total of 3 employees, in the kindergarten of the collective farm "Telman" there were 56 pupils, which also had 3 employees. In the kolkhoz "Kommuna" 40 children were cared for by 2 employees [11.]. The kolkhozes were often irresponsible in allocating buildings for preschools. Many kindergartens were located in private houses, and their buildings were used by the chairmen of the kolkhozes for other purposes - warehouses, silkworm feeding rooms for cocoons, and so on. In particular, in 1950, children were brought up on the streets of the collective farm "Kogonovich" in Kuva district of Fergana region. The reason is that silkworms were fed in the building. Or, the kindergarten of the collective farm "Hosilot" of Vodil district is located in the stable yard. The kindergarten of the collective farm "Kalinin" of Turakurgan district of Namangan region is located in the house of the accountant of the collective farm [12.].

Due to the lack of preschools in urban areas, kindergartens and nurseries were overcrowded. Every year, the Fergana Regional Department of Public Education receives many applications from parents to place their children in kindergartens. In particular, in 1950, 50 children were educated in a kindergarten for 35 children in Fergana. Kindergarten No. 1 in the city of Margilan has 26 seats and covers 46 children. In 1950, Kindergarten No. 2 in Namangan had 50 seats and housed 100 children. In 1952, the Namangan regional sanatorium was designed for 90 children, and 97 children were educated there [15.].

On May 21, 1959, the Central Committee of the CPSU and the Council of Ministers of the USSR adopted a special resolution "On measures to further expand preschool education, improve the education of preschool children and their medical care. "A child with this decision need and importance of educating children from the first months was emphasized, and the Ministry of Public Education was recommended to establish kindergartens for children from 2 months to 3 years. Based on this decision, the Central Committee of the Communist Party of Uzbekistan and the Council of Ministers of the Republic adopted a resolution on August 5, 1959. It tasked the heads of factories and plants with kindergartens and nurseries to combine the existing kindergartens and kindergartens into one children's educational institution and to build a new type of kindergarten [3.]. In order to ensure the implementation of this decision and to organize a single structure of education, two types of educational institutions began to be transformed into a single kindergarten [4.]. According to the decision of the Executive Committee of Fergana region No. 599 of September 21, 1960, the 8th kindergarten of the Fergana city Health Department and the kindergarten of the Fergana city cocoon factory, the 1st and 2nd kindergartens of the Fergana city spinning mill Kindergarten No. 140 in Kokand and Kindergarten No. 3 were merged with Kindergarten No. 3 under the Public Education Department in Margilan [16].

In conclusion, in the post-World War II years, Uzbekistan began to take measures to establish preschool education, increase the number of children, improve the quality of education and upbringing. However, the plan was not implemented in practice. Delays in the construction of new buildings were allowed due to the reduction of places in existing preschools.

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