



Preschool Educational Institutions In the Uzbek SSR After the National Division

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Abstract. This scientific article describes historical processes related to the history of pre-school educational institutions, which formed the upper level of the educational system that is an integral part of cultural life in the territory of Uzbekistan: the organisation of pre-school educational institutions, the peculiarities of the educational system in them, the issue of financing and the policy of the colonial administration in relation to kindergartens.

Key words: kindergarten, playground, green area, playgrounds, educator, director, programme, textbook.

In 1924, as a result of another policy of the Soviet government to create new administrative-territorial boundaries, Turkestan changed the territories of the USSR, the USSR and the USSR based on the concept of nation. As a result, 5 Uzbek SSR, Kazakh SSR, Turkmen SSR, Kyrgyz SSR, and Tajik SSR were created in the region. This disintegration prepared the ground for and further accelerated the process of total Sovietisation of all spheres of social life.

Before the nationwide territorial delimitation in the Turkestan ASSR there were 12 kindergartens with 687 children and 34 educators, and by 1926 in 40 pre-school educational institutions covered 36%, i.e. 2000 children[1]. In 1925, a kindergarten with 30 places was opened in Shakhrisabz district of Kashkadarya province, and by 1927, 12 kindergartens were opened in the new city of Tashkent and 4 kindergartens in old towns and villages[2]. Although the system of preschool education provided for a separate system of kindergarten and kindergarten, in practice they functioned as part of one institution. In particular, babies up to 6 months of age were placed in crèches organised at orphanages, and then younger children were placed in groups of kindergartens.

Children of different ages were brought up on the playgrounds created by factories, mills and collective farms. Children's playgrounds did not have special buildings, but operated on the basis of the provision of space and food by the relevant enterprises and collective farms. Pre-registered children between the ages of 3 and 8 were taken to kindergartens. Children of civil servants and intellectuals of the city were admitted first, depending on their social origin, marital status and state of health.

After the strengthening of Soviet power, extortion of money from children in educational institutions was introduced. Their ideas like free education, free enrolment of children in pre-school institutions turned out to be a mirage. On 7 December 1926, the Decree of the People's Commissariat of the Uzbek SSR of 4 February 1924 "**On providing free education in general education schools and kindergartens**" was cancelled, and on 1 September, 1926 Decree No. 46 was adopted.

In order to improve the financial situation of schools, the decree gave the city executive committee the right to set tuition and kindergarten fees in the 1st and 2nd level schools of new towns. Parents paying for their children's education in schools or kindergartens are divided into 7 categories

depending on their social status:

The **first category** includes: 1) war and labour invalids registered with the People's Commissariat of Labour and Social Protection; 2) unemployed and pensioners registered with the labour exchange; 3) workers and employees whose wages are less than 50 roubles; 4) Red Army soldiers, administrative, political, medical and veterinary personnel; 5) employees of educational, scientific and cultural institutions of the system of the Commissariat of National Education; 6) farmers exempted from paying agricultural tax; 7) employees of cultural and educational organisations in villages are included. This category is exempt from school and kindergarten fees.

The **second category** includes: 1) workers and employees whose annual salary is between 51 and 100 roubles; 2) artisans and industrialists who do not pay income tax are included. These persons are exempt from paying 1 per cent of monthly wages or income for one child, 1.5 per cent for two children and persons with three or more children.

The **third category** included workers and employees whose monthly salary ranged from 101 rubles to 225 rubles. For one child they paid 2 per cent of the full salary, and for two children 1 per cent.

The **fourth category** includes workers and employees whose monthly salary exceeds 225 rubles. They are charged 3% of full salary for one child, and 1.5% for two and three children. No payment is made for more than four children.

The **fifth category** included artisans paying income tax and farmers paying agricultural tax. They made the payment based on their monthly income on the basis of a certificate issued by the financial authorities.

For the **sixth category**: small traders, manufacturers and self-employed people will pay twice as much as those in the fifth category.

For the **seventh category**: persons who do not belong to the above in terms of social and material status, 20 roubles for each child will be paid.

In order to implement this decision, in co-operation with the relevant school boards and support committees, after familiarising themselves with the socio-material situation of the pupils, the right to charge or completely waive tuition fees for one of the lower categories is granted. Payments are accepted by the school principal or authorised person. There are two payment periods: September to February for the first half of the year and from 1 March to 1 May for the second half of the year. Children who do not pay on time will lose their right to go to school and kindergarten.

The fees for pre-school and school educational institutions in the old town were determined by a separate decision.

Kindergartens established in the Uzbek SSR initially operated on a 4-hour regime, but were later switched to an 8-hour regime. This situation influences the expansion of kindergartens, the increase in the number of children, and the allocation of funds for sports and playgrounds, but the situation remains dire. In addition to extending the working day, kindergartens had 20 children per kindergarten teacher, but these rules were often not respected. For example, on 8 March 1928, a Russian-speaking paid kindergarten was opened in the city of Karshi with a set opening time of 8 hours. There were 34 children in total, of whom 18 were boys and 16 girls. The social origin of the parents was working class, all Russian, only one child was Tajik. They were taught by Russian women with two years of teaching experience. Although the kindergarten was paid, her financial situation was not very good. In particular, the children ate, trained and slept in the same room[3].

In 1929-1930 in Khiva 100 kindergartens, 50 playgrounds, in Gurlan 50 kindergartens, in Gurlan 30 kindergartens, in Hazoraspe 30 kindergartens, in Nyi Urgench 100 kindergartens, in Nyi Urgench 50 children, in Mangit 50 children in kindergarten, 50 children to the playground, in Khanki

25 kindergartens, 25 children to the playground, in Nyi Aryk 25 children to the kindergarten, 25 children to the playground, in Shavat district there was no kindergarten, 25 children were attracted to the playground[4]. Instead of 621 playgrounds designed for 19 thousand 485 children, 174 playgrounds covering 8 thousand 690 children were created in collective and state farms of Tashkent region[5]. In Bukhara, only 0.5 per cent of children attend pre-school educational institutions[6]. There was one playground each in Shakhrisabz, Kitab, Guzor, Koson and Behbudi in Kashkadarya Province. The educators at the playgrounds lacked literacy and experience. Collective farm sheds for playgrounds did not meet sanitary requirements.

The kindergarten buildings and meals mentioned above did not meet the quality requirements. Although there is a bed linen factory in Samarkand, kindergartens are not provided with sufficient bed linen. Children had to bring their own dishes, towels and sheets to the kindergarten. No funds have been allocated for children's toys. In 6-hour kindergartens, meals were served for breakfast and lunch, while 8-hour kindergartens included dinner. Kindergartens in the village operated until lunchtime and no meals were served. Poor quality of equipment, beds not meeting sanitary requirements, and lack of nutrition seriously affected children's health. Kindergartens in villages are organised with great difficulty. Therefore, preschool education workers have a task to strengthen propaganda among parents through exhibitions, lectures, radio interviews, and films.

In the Oktyabrsky district of Tashkent city, food and other goods that should be provided for 100 children are intended for 80 children. The Matlubot co-operative allocated 30 thouns for each child. Since there was no doctor, the caretakers themselves were responsible for the children's illnesses. The kindergarten, founded in 1924 in Zharsuv microdistrict of Stalin district, is located in an unrepaired building. Five sums are allocated for each child. However, this amount was not enough to supply the kindergarten. Children were often left without food. Whooping cough infected 50% of the kindergarten pupils of the women's amateur artel "*Ohunboboev*", located in the central microdistrict of the same district.

At the end of April 1930, 10 kindergartens were established in Andijan, 9 in Kokand, 8 in Tashkent, 4 in Samarkand, 2 in Zarafshan, 3 in Bukhara, 2 in Kashkadarya, 5 in Surkhandarya, 2 in Khorezm, a total of 45 kindergartens. kindergartens[7].

Kindergarten teachers in the Republic were paid according to their education. In particular, the monthly salary of employees who had completed 6-month short-term courses in preschool education and had no work experience was 60 rubles, the monthly salary of 1st and 2nd year students of a pedagogical educational institution was 40 rubles. rubles, the monthly salary of employees who had completed a 2-year course or had pedagogical experience was 90 rubles[8].

Since June, taking into account the holidays of schoolchildren, the administration of the kindergarten in consultation with parents decided to reduce the groups to send teachers to the field work. Families who had the opportunity to leave small children in the care of siblings or other close relatives for the holidays did not give their children to the kindergarten. Since village nurseries were moved to field barns in the summer, there was no need for coordination. During this period, the staff of the nursery took turns to be involved in field work.

In 1932-1933, the five-year programme of the Uzbek SSR envisaged the comprehensive involvement of women working in factories and villages in preschool educational institutions for young children [9]. However, if we turn to the number of organised kindergartens in some villages, we can see that playgrounds were established in 3,840 (39%) of the 9,734 collective and 94 state farms in the republic. But economic and social possibilities of the republic were limited for realisation of high plans. Only in the Republic of Karakalpakstan there are 78 playgrounds, of which 66 are located in collective farms and 17 in districts. The number of children in them is 2,336, of whom 1,022 (53 per cent) are

boys and 908 (47 per cent) girls. The number of kindergartens is 10, with 633 children. The number of boys was 342 (54 per cent) and the number of girls 291 (46 per cent)[10].

In 1932 the Commissariat of Public Education of the RSFSR established a compulsory curriculum for all kindergartens, which was amended in 1934. According to the kindergarten programme: a) Communist education; physical education; b) labour education skills (drawing, cutting, modelling, etc.); c) speech development through textbook activities; g) Designed to acquire basic knowledge of the environment. The programme did not take into account the age characteristics of preschoolers and the role of teachers. In 1936, the use of foreign pedagogical experience was strictly prohibited. Ideological orientation of preschool education, establishing contact with the child's family; taking into account the psychophysiological characteristics of children; programming and planning of kindergarten work was defined[11]. However, the programme was practically not implemented due to the shortage of teachers.

On July 6, 1935, Decree 1402 of the National Committee of the Republic of Kazakhstan on the transfer of kindergartens to the care of educational institutions and "On measures to regulate work in kindergartens" was announced, and now educational institutions are not limited to control not only the methodological and educational work of kindergartens, but also their entire organisational, economic and educational sides. However, kindergartens in 31 districts of the republic (Tashkent, Bukhara, Namangan) are under the control of education authorities, in the remaining regions the decision has not been implemented[12]. Economic departments will not allocate funds for kindergartens.

Based on this decision, the procedure for receiving money from parents to pay for kindergarten will also be changed. The payment is determined on the basis of all parents' salaries. Whereas previously education departments allocated 35% of the local budget for kindergartens and gave it out in the form of salaries to kindergarten heads and teachers, now economic organisations, institutions and builders allocate a quarter of a percent of the total wage fund to education departments for kindergarten expenses. 25-35 per cent of the funds were borne by parents[13]. The money collected from parents for children in kindergartens is divided into 3 groups depending on family income. According to it, if the monthly family income does not exceed 40 soums per member, 25% of the amount is allocated for one child in kindergarten; 2) parents with income from 40 to 60 soums - 30%; 3) Parents with income more than 60 soums - pay 35%. Parents provided the head of the kindergarten with information on the number of family members from the family home, as well as on their monthly salary from their place of work. On their basis, the amount of payment is determined. Parents had to pay for kindergarten 10 days in advance[14]. The payment could be made in two instalments. For example, for the month of April or the first half of April, it is stipulated that the money will arrive in the current account no later than 21 March, and for the second half of April - no later than 5 April. If the payment deadline exceeds 10 days, the child is deregistered from the day care centre.

Since this year, kindergartens in cities are divided into 6 types. Some worked for 4-8-9 hours, some worked 24 hours a day. Kindergartens in the districts worked for 6-9 hours. There would be 12-hour kindergartens from 1 April to 1 December and 9-hour playgrounds from 1 April to 1 September. 12-hour playgrounds are organised only in collective farms. 9-hour workplaces existed in MTS, state farms and work towns. Instead of 36,795 children, 49,576 children were educated in kindergartens in towns and districts. Instead of 34,545 children, 51,817 children were admitted to collective farm kindergartens[15].

From 1 January 1936 in the city of Tashkent an average of 2 sum 47 tiyani was allocated for each child, and in other districts - 2 sum 7 tiyani. In the other cities of the republic, 2 sums and 7 tineys are allocated for food, and in the districts - 1 sum and 48 tineys. Attention is also focused on equipping kindergartens, houses and playgrounds. For this purpose, kindergartens are allocated 40 soums for each

child, orphanages 15 soums and playgrounds 16 soums[16]. The above figures show that the funds are distributed unevenly across the regions. However, more than 30 million soums have been allocated for kindergartens and playgrounds, and the same amount has been collected from parents.

In expanding the network of preschool educational institutions in the Uzbek SSR, the Decision of the USSR Central Executive Committee and the Council of People's Commissars of 27 June 1936 on expanding support for mothers and preschool educational institutions for children and maternity homes Establishing State support for large families and expanding the network of nurseries and kindergartens", the 17th decision was adopted. It transferred the management of kindergartens to the economic system and allocated 1 million 300 thousand soums. But due to misallocation of funds, kindergarten buildings were built only in Kokan and New Urgench. The planned opening of 55 kindergartens in the republic remained on paper. In the Oktyabrsky district of Tashkent, no funds were allocated for kindergartens at all. Many buildings remained unfinished. Although 70 per cent of the funds were allocated for construction, 34 per cent of the funds were spent on construction.[18]

A decree of the Council of People's Commissars of the USSR of 3 May 1937 imposed on the Ministry of Health the obligation to comply with sanitary rules for the construction and repair of kindergartens, the standards established for the size of buildings, equipment and exhibition facilities, as well as food and medical care.

In 1938-1939, in order to assist work in preschool educational institutions, the Narkompros Department of Preschool Education through Uchpedgiz, the Narkompros Department of Preschool Education published "Kindergarten Rules," "Manual for Educators to assist workers in kindergartens and playgrounds", "Play in summer playgrounds", "Active games", "Lively conversation in the kindergarten", "Playground", toy album, "Collection of songs and poems for preschoolers", "To help the worker of a rural preschool institution" he published a series of methodical brochures, such as "Work in nature" and "Work with seven-year-old children"[19]. Circles were organised in which folk and children's art and creative material of the employees of preschool educational institutions were summarised. The circles were in close contact with the society "*Kyzyl Kalam*", the magazine "Education and Teacher".

In order to raise the ideological and political level of workers of preschool educational institutions, to provide them with daily methodological support, methodological offices of preschool educational institutions and pedagogical consultations were created. In 1938-1939, 13 methodological and 8 pedagogical consultations were created in the Uzbek SSR[20]. In 1938-1939, 927 pre-school educational institutions operated in the republic, attended by 36,710 children. 4,835 playgrounds were launched, attended by 152,471 children. In the Karakalpak ASSR in 1939 there were 28 kindergartens with 1150 children, by 1940 the number of kindergartens increased by one, and the number of children in them was 1310[21].

The tasks, content and organisation of the work of methodological associations at district and city departments of public education were determined by the regulation "*The basic status of employees of preschool educational institutions*", adopted in 1940.

The regulation defined the tasks of methodological associations, in particular, the improvement of pedagogical skills, development of activity, assistance to teachers in mastering the speciality. "**Toy Exhibition**" was opened at the Uzbek SSR People's Commissariat of Education. In addition to the best toys produced in Uzbekistan, samples from the RSFSR were presented. It helped industrial enterprises and individual craftsmen to choose a pattern. The exhibition included scientific and practical work on handmade toys, and didactic materials on the methodology of using toys in preschool educational institutions were also presented.

By the 1940s the number of pre-school institutions had slightly decreased, there were 739 of

them, numbering 31,981 children, and the number of collective farm playgrounds was 2,995, totalling 96,200 children.

Thus, in 1938-1940, kindergartens and pre-school grounds in Uzbekistan covered 189,000 children, of whom 121 (85 per cent) were children of collective farmers [22]. By 1940, the number of kindergartens in the republic reached 683 and the number of children - 31,989[23]. In 1930-1935 the number of kindergartens in the city of Samarkand was 26, and by the 1940s their number reached 40[24].

In general, the Soviet educational policy emphasised the formation of a network of pre-school educational institutions. Preschool education was not part of continuing education, financially it was controlled by collective farms and industrial enterprises, methodologically it was assigned to the Commissariat of Education. This situation had a negative impact on the location of kindergartens in adapted buildings that did not meet sanitary requirements, the provision of food and qualified pedagogical specialists. The main task of pre-school educational institutions was to retain for a certain period the children of mothers employed in collective farms and industry and to educate them on the basis of Soviet ideology.

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