

Health Care and Education in Kashkadarya Villages in 20-30 Years of the XX Century

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Annotation: In the 1920s, the khanate of Bukhara and the Khiva khanate in Central Asia were abolished and Soviet power was established. These states were replaced by the Khorezm People's Soviet Republic (XXSR) and the Bukhara People's Soviet Republic (BSSR). The Soviets, which had become stronger in the country, made a number of changes in order to take control of the economic, social and political life in these republics. In order to take full control of the agricultural sector, a policy of collectivization was implemented in the villages. This process, in turn, has led to a number of complications. As the Soviet government intensified its policy of collectivization in the countryside, it felt a strong need for educated personnel in the first place. Because the merger of individual farms into collective farms has shown changes in rural social life, in particular, in the areas of education, health, housing and the like, the lack of staff. When the Kashkadarya oasis was part of the Bukhara Republic, the work of establishing a health care system was not commendable. and it is in this article that they begin to teach secular knowledge more widely.

Keywords: Agriculture, farmer, reform education, school, madrasa, secular knowledge, health, modern medical care, infectious diseases, patient, modern education system.

Introduction: Since agriculture was the most important and decisive sector of the economy in the Soviet state, the situation in many sectors depended primarily on how farms in rural areas conducted and managed their activities. The consolidation of individual farms into collective farms is ruralsocial life, in particular, education, health, housing, and other similar areas.

Health requires special attention as the most important sector of the social sphere. In particular, in the Soviet Union, measures were taken to improve the health of workers and peasants.

The measures taken in the field of health care in the Bukhara People's Soviet Republic were essentially the same as in other regions of Uzbekistan during this period. In August 1921, a special decree of the Council of Ministers of the Republic of Bukhara on maternal and child health was issued. Pregnant women working under the document were given some benefits [11].

On March 8, 1924, at a meeting of the Council of People's Ministers of the USSR, the issue of the activities of the Central Health Department was discussed. The meeting decided to expand medical services to the local population, focus the health department on malaria control and develop a plan for this year, establish branches in the regions and one pharmacy in each region. and the provision of a medical unit, the mandatory knowledge of local languages by medical staff, and the organization of medical courses under the administration [24]. However, the timely establishment of the health care system within the Bukhara Republic of the Kashkadarya oasis was not commendable. Treatment networks are mainly in cities such as Karshi and Shakhrisabzand the rural population was deprived of modern medical care. only in 1924 by the decision of the executive committee of Kashkadarya region the regional health department was established. Since then, some measures have been taken to strengthen the material and technical base of health care in the region, and budget allocations have been increased. For example, in the 1924-1925 economic year, 49,760 rubles were spent on the development of health care in the Kashkadarya region, in 1925, 393,885 rubles were spent in 1926, and in 1926-1927, 499,667 rubles were spent. The analysis of the figures shows that the funds allocated for the sector have increased 10 times in three years.

Materials: In the villages of the oasis, the health of the population was deplorable, and in 1924 there were 100,000 people per doctor. Medical workers were also forced to work in difficult living conditions. Various infectious diseases among the population during this period, diseases were common. In the oasis, 40 percent of the population examined had ulcers, 35 percent had mumps, and 25 percent had tuberculosis.

In 1926, the Department of Maternal Protection was established under the regional health department. Thus, the first steps were taken in the formation of the medical service sector in Kashkadarya region.

In 1926, the number of medical facilities in Kashkadarya region increased to 35. Three of them had more than 100 treatment beds. In addition, 5 outpatient clinics have been established. Outpatient care for a patient in the city was 1 sum 67 coin, while a patient living in a village was 1 sum 05 coin. The cost of a place in inpatient treatment was 3 sums 12 coin.

In 1926, the number of medical personnel in the province reached 87. Of these, 30 were doctors, 34 were paramedics, 13 were obstetricians, and 10 were nurses. It is estimated that out of a total of 32,390 patients who applied to medical facilities in 1926, 18955 were men and 7199 were women [26].

Irrigation system problems have led to the proliferation of many swamps around settlements, the deterioration of drinking water supply, and the lack of cleaning of pools, ditches, and canals for years. As a result, polluted water bodies have become a haven for various poisonous insects. Such conditions have paved the way for an increase in malaria.

In Kashkadarya region, measures to eradicate malaria have been partially implemented, and measures to combat malaria have been strengthened. One of the most convenient ways to fight the disease was to oil the settlements. In 1925-1926, 323 settlements in the southern regions of Uzbekistan carried out similar measures to control the disease, using 4,000 pounds of paraffin [21].

In 1927, there were 4 hospitals in the region: Karshi, Shahrisabz city, Kasan, Guzar district hospitals. At the same time, there were 5 medical centers and 5 paramedic stations in the villages of the district, which employed 220 medical workers [30].

At the end of the first five years, there was a 35-bed hospital, 3 outpatient clinics, 2 paramedic stations, a children's clinic, a nursery, and an obstetric station in Kasan district of Kashkadarya region [20]. In general, 15 hospitals with 470 beds in the region, there were 5 health centers, 35 outpatient clinics, 30 obstetrics clinics, 10 children's clinics, 17 tropical medical centers.

But the health situation in the districts and villages was dire. For example, in 1936, there were only 4 doctors and 12 nurses in Chirakchi district.

As the Soviet government intensified its policy of collectivization in the countryside, it felt a strong need for educated personnel in the first place. Because literate people were needed to run the kolkhoz, to keep track of expenses and income. In addition, the Bolshevik Party used a wide range of propaganda methods to win over the general public. This also required an increase in literate people. The government has made effective use of educational institutions to promote collectivization policies. The ideas of the dominant ideology are aimed at inculcating in the minds of the general public through educational institutions.

The tendency to ax the Islamic education system in Uzbekistan has intensified. Completely new and foreign educational traditions entered the country, and education became one of the priorities of the Soviet state's policy in the field of education, and serious efforts were made to form the Soviet education system.

In the USSR, too, the Islamic education system was restricted, general primary education was introduced, and the masses were encouraged to eradicate illiteracy. In September 1920, the Ministry of Public Education was established in the USSR to lead this work.

The role of Islam in the agriculture of the Republic of Bukhara was great. In Bukhara and its various regions, there are many Islamic religious educational institutions (mosques, madrasas, reserve), the provision of which is mainly at the expense of waqf property. Twenty-five percent of irrigated arable land was at the expense of waqf property. In the USSR, waqf lands amounted to 488,265 tanobs.

Proceeds from the foundation's property were used to support the newly established public education in the USSR.

The Soviet government regarded Muslim schools - schools, schools, madrassas and madrassas - not as a place of education and upbringing, but as a hotbed of religion and superstition. Although the old-fashioned schools and madrassas were not initially officially banned, there were also some restrictions on free movement. As a result, the number of old schools and madrassas has shrunk, and the number of pupils and students in them has also decreased.

On October 20, 1920, the All-Bukhara Revolutionary Committee adopted a resolution on the reform of all old schools and madrasas and the wider teaching of secular knowledge in them.[9].

The influence of religious schools was strong among the population. Many of the villages in Kashkadarya Province had old religious primary schools.

In 1925, there were 76 religious schools in the Kashkadarya oasis, where 1,523 students were educated. In religious schools, mullahs taught children. The old method schools were severely persecuted by the Bolsheviks.

In accordance with the decision of the Uzbek Soviet Socialist Republic of November 19, 1926 "On the abolition of the old-fashioned schools and sanatoriums", schools and madrasas operating in Uzbekistan were forced to suspend their activities.

1. To close the old schools in the whole Uzbek SSR and the establishment of such schools in the future should not be allowed.

2. If the old method schools are not closed within 10 days after the announcement of this decision, if the schools of this type are opened, the teachers, educators and the organizers should be prosecuted [13]. According to the resolution, 1,200 old-fashioned schools were closed in Uzbekistan. In 1926, there were 10 old-fashioned schools in Kashkadarya region, where 260 children were educated. Rare works of the old Uzbek script, curricula, scientific and religious books were taken abroad, thrown into wells in cemeteries, dumped in rivers and streams, burned.

The most important document in the establishment of the education and school system in the USSR was the "General Regulations on Schools" developed under the leadership of the Minister of Education Qori Yuldash Pulatov [27]. These rules set out the general objectives of education, school management, the procedure for paying teachers, and instructions on the subjects taught in the school [6].

New methodological schools have also been established in the provinces. From September 1920 to the first half of 1921 the activities of the regional branches of the ministry were established. In order to reduce the influence of religion on education, on November 25, 1920, the government of the USSR adopted a resolution on the separation of religion from the state, the school from the mosque [8]. In particular, these measures were taken in the Kashkadarya oasis, which is part of the Republic of Bukhara. The madrasahs such as Shermuhammadboy, Khoja Abdulaziz, Abdullahan, Odina, Eski mosque, mosque in the territory of the railway station, Gishtmasjid, Boboshodi, Olakoylak mosques were at the disposal of the foundation office in the

oasis. However, with the liquidation of the foundation's property, the buildings of madrassas and mosques were vacated by Soviet organizations.

In 1921, the first school of the new method in the village of Yakkabog opened, it admitted 30 students and was taught by 2 teachers. Haji Mulla Savr taught students at an old school in Gishtmasjid in Tatarguzar. After many years of education at the Bukhara Madrasa, he taught at the Gishtmasjid, Boboshodi, and Olakoylak mosques in the village of Yakkabog. Mamed Ali and Aziz, Turkish teachers, also taught at the school. In 1924, new Soviet schools named after Nizami were opened in Yakkabag district, and new Soviet schools named after Umar Khayyam were opened in Karabakh village. Khidir Ruziev and Boyguzin Izmidinov taught in these schools.

New methodological schools have been opened in other districts of the region. For example, in the 1922-1923 academic year, 12 schools were opened in Karshi, Shakhrisabz, 2 in Guzar and Koson, and in the 1924-1925 academic year, 667 students, including 29 girls were educated. But this was done with difficulty. The population did not want to send children to this type of school. The list of children was compiled by the village council and they were forcibly enrolled in schools.

In the 1924-1925 academic year, there were 12 secondary schools in Kashkadarya region, where 667 students were educated. There were 10 literacy courses. There are also 76 religious schools in the region, including 3 madrassas, where 82 students study. There were 1381 students in 69 religious schools and 60 students in 4 sanatoriums. There were 82 teachers in religious education institutions, and the influence of religious education was strong among the population during this period. Most of the educational institutions listed above were located in rural areas.

The education system has always been one of the most costly areas. Therefore, a certain part of the state budget is allocated to the social sphere, in particular, the education system.

After the formation of the USSR, Uzbekistan itself has undergone an administrative-economic, territorial division, and the education system has been established accordingly. In the Kashkadarya region, there are less old-fashioned educational institutions, such as schools, mosques, and madrassas, which were abolished by the Soviet government. The policy of training teachers on the basis of Soviet ideology, recognizing local national intellectuals as belonging to the "unreliable layer" and excluding them from their work, exacerbated the problem of personnel in the education system.

Opening and increasing the number of Soviet schools at the 1st Congress of the Communist Party of Uzbekistan in February 1925, and for the population, the establishment of illiteracy schools will be considered [3]. It was decided to increase funding for Soviet-type schools. For example, in Kashkadarya region, the allocation of funds from the state budget for public education and health has increased. In 1925-1926 478879 rubles were allocated to this sphere, in 1926-1927 864499 rubles, in 1928-1929 1690356 rubles. In Shakhrisabz district in 1927-1928 academic year 44321 rubles, in 1928-1929 54270 rubles, in 1929-1930 61619 rubles were allocated for public education [7].

In general, in Yakkabag district in the 1926-1927 academic year, 213 students were educated in 6 primary schools, taught by 7 teachers. In these schools Chumich, 3. Fedun, and S. The Burnasheva taught. RasulNazarov, Abdi Ruziev, TojiTurdiev, Imam Juraev, Hakim Uzokov, RahmatFayziev, SayfiKamolov became the first graduates of the school in Yakkabog. From 1927 to 1930, Egamberdiota from Tashkent, Ilyas Muslim from Shamanqirgiz village and Gaysina from Samok village taught in the newly opened schools in Qayragachvillage of Yakkabag district. In total, 18 Soviet schools were established in the villages of the district, with 1,200 children in 41 classes.

In 1929, a new school was established in the mosque in the village of Karakotan. Teachers such as ZoirOstonov, RahmatullaAshurov from Qovchin, Usmanov from Yorin and Olim from Guzar taught students. Also in 1930, a new style school was opened in the village of Deep, teaching students the new alphabet. In the village, Aziz Botirov from Shahrisabz started teaching 10-12 children, and later the number of students increased to 45. Then literate people came out of the village and started teaching. BoymahmadSarikov, JumaKhushvaqtov, Barfi Boykobilov, EshmuradKulahmedov, BoymirzaShoymardonov are the first teachers in the village. In the village of Chim, the great palace of SattorElbegi, Holmirza, and the elder's hotel were taken to the school building. The first teachers, KhudoiberdiZiedov, KholmatSaidov, and Yusuf Ubaydullaev, began to train farm members in literacy courses.

Reforms in Uzbekistan, such as the introduction of the Soviet education system and the elimination of "illiteracy," have been carried out violently under difficult conditions. Although funding for the education system has increased year by year, there have been many challenges in this area. Soviet schools were not enough to fully cover school-age children. There were also applicants who wanted to move from Soviet schools to old-fashioned schools.

In 1928, the problems of public education in Kashkadarya region were discussed at the board of the People's Commissariat of Education of Uzbekistan. It turned out that the funds allocated for public education from the budget of Kashkadarya district were much lower than in other districts. Funds allocated from the local budget for public education in 1926-1927 amounted to 15.5%, in 1927-1928 - 18%. The following year, it rose sharply to 24 percent. In 1932, 29.9% of the state budget in Uzbekistan was spent on public education and health care [19]. These funds served to improve the material and technical base of the industry.

Due to the allocated funds, the network of public educational institutions has expanded slightly. From the 1926-1927 academic year to the 1936-1937 academic year, we can see that the number of primary schools in Kashkadarya region increased 14 times, and the number of students increased 15 times [14]. In particular, in 1925-1926 in Kashkadarya region there were 67 primary schools. 1755 students were educated in them. In 1926, 168 people were sent to study in Moscow, Leningrad, Tashkent and Samarkand.

In the 1926-1927 academic year, there were 101 classes in 76 secondary schools in Kashkadarya region, 80 of which were located in rural areas. 2685 students were educated there. In the same school year, only 6.5 percent of school-age children were covered. In the following academic year, this increased by 10 percent. Thus, the scope of enrollment of children in Soviet schools expanded.

Methods: The number of new types of schools opened in Kashkadarya in 1920-1930 reached 161. At the same time, 170 illiteracy points have been established. For example, in September 1931, a Soviet school was opened in the hotel of a man named Mullah Ziyu in the mountain village of Kamashi, Karakol, where Safar Kobilov was a teacher. Providing the school with winterfirewood, creating conditions for the teacher, is entrusted to the team chairman and members.

Results: The article sets a strategic task for educational institutions during this period to promote the decisions of the congresses, plenums, conferences and the Central Committee of the Communist Party. In the cultural sphere, as in other spheres, the alphabet was changed twice in a short period of time due to the Stalinist error, the policy of leaps and bounds. In 1928, the Arabic script was changed to Latin, and in 1940 to the Cyrillic alphabet.

The main problem in the organization of education in rural areas of Kashkadarya region was the lack of teachers.

Teachers numbered several dozen in the district districts. At the same time, strengthening the material and technical base of education and health facilities was a serious problem. They basically lacked buildings. In addition, existing buildings have been reduced to rubble due to mutual conflicts. Schoolteachers in the village of Zogza and the village of Khilol in the Karshi district have fallen victim to clashes. In 1927, in the village of Gilyan in Yakkabog, a teacher, Jamila Jumaeva, was killed in the same way.

Discussion: The number of teachers in the province has increased. For example, in 1930-1931, there were 265 teachers in the regional educational institutions, 18 of whom were local women. For example, in Karshi district in 1925 there were 13 primary schools with 13 teachers, in 1933 the number of schools was 25 and the number of teachers in the school was 201. In Guzar, in 1930-1931, there were 68 classes in schools, while in the 1933-1934 academic year, the number of classes was 232. In 1934, there were 402 illiteracy schools in the province.

Due to staff shortages in the education system, people unfit to teach also taught students at the school. For example, PanjiKhalilov was imprisoned for 8 years in 1931-1932 when he was a teacher in Boysun district. He was released from prison in 1936 and came to Dehkanabad district to teach at a school.

The repressive policy of the Soviet state, in turn, was applied to personnel in the field of education. In the districts of Kashkadarya region, employees of the education system were repressed on various charges. In 1937, BarotSafarov, the head of the

Guzar district's public education department, was declared an "enemy of the people" and his comrades Aziz Haydarov, Alimardon Haydarov, Nurallev, Yusuf Hamroev, and Hojikul Hojikulov were persecuted.

Conclusion: In short, when studying the state of the education and health care system in the period of collectivization, which is the most important direction of the social sphere, contradictory historical events were revealed. As agriculture was the most important and decisive sector of the economy in the Soviet state, it had an impact on education and public health measures. Health has received special attention as the most important sector of the social sphere. In the villages of Kashkadarya region, public health is in a deplorable state, and in 1924 there were 100,000 people per doctor. Various epidemics are spreading in the villages, and social diseases such as dysentery, diarrhea, plague, and tuberculosis are widespread. 40% of the medically examined population was diagnosed with ulcers, 35% with mucositis and 25% with tuberculosis. The first rural medical centers were opened in Kasan, Beshkent, Guzar, Kitab, Yakkabag and Chirakchi districts of Kashkadarya region. Modern medical traditions were first introduced in the villages. This means that the land and water reform carried out in the Kashkadarya oasis due to the establishment of Soviet power had led to certain changes in the lives of the rural population.

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