



# SITUATION OF WOMEN'S EDUCATION IN UZBEKISTAN IN THE 50S OF THE XX CENTURY IN THE INTERPRETATION OF SAMARKAND REGION

**Mardiyeva Guzal Karimovna**

*Base Doctorate, Samarkand State University*

## ABSTRACT

*The article analyzes the state and share of women's participation in public education in Uzbekistan and the Samarkand region in the years after the Second World War, as well as the problems involving women into education.*

**KEYWORDS:** *education, training, female students, secondary school, eight-year school, educational equipment.*

## INTRODUCTION

In the years after the Second World War, reconstruction works were carried out in Uzbekistan, like other Soviet colonial countries. The field of education, which is an important branch of social life, began to develop as a direction of great attention of the state. After all, during the war, the network of schools was reduced, the number of students decreased, educational processes were not organized normally, many children left schools in different classes. In addition, educational equipment in schools was unusable, and the level of provision was reduced. During the war, some of the teachers received short-term courses and were sent to remote rural schools, their educational level and methodical training did not meet the requirements.

From a historical point of view, some aspects of this period are limited to separately researched articles and have not yet been scientifically studied in a holistic way. Studies in the Soviet era were mainly interpreted on the basis of communist ideology, and some information was falsified.

In the years of independence D.A. Alimova's scientific monograph on the historiography of the issue of Central Asian women [1] and a number of scientific articles, doctoral dissertation, N. Jorayeva's "The role of women in the socio-economic and cultural life of Uzbekistan" (20-30 years of the 20th century) [2], V. Nuriyeva and M. Rakhimova's articles on socio-economic and cultural situation of women of Samarkand region [3] were discussed.

## THE MAIN PART

In the years after the war, the biggest problem that arose in the educational system of Uzbekistan was the issue of women's education. Due to the difficulties of the war years, in many families girls were involved in domestic work, the cases of dropping out of schools and not sending girls to educational institutions increased. Of course, this situation was one of the most complicated problems in the education system. In 1951, 371,400 of 549,500 female students in the schools of Uzbekistan were representatives of Uzbek and local nationalities. This is an increase of 80.4 thousand compared to 1946 [4]. Nevertheless, the issue of full inclusion of local girls in schools was very slow. One of the important reasons why girls drop out of school is the poor quality of education in a number of schools in the country, as well as the poor financial condition of students. In recent years, a number of efforts have been made to increase the number of girls studying in national schools. Various moral campaigns were carried out to ensure that local girls complete their studies in IX and X classes. In particular, in order to meaningfully organize the free time of schoolgirls, various hobby, sewing and sewing clubs were organized. It was a difficult issue to attract girls to school, especially in rural areas [5]. As a result of the events, the number of local schoolgirls in schools has increased year by year. For example, in the 1950/51 academic year, 36% of female students made up 43% in 1954/55 [6].

In these years, if we look at the issue of involving women in the field of public education in the territory of Samarkand region, according to the archive data, in the academic year of 1951-1952, 111,726 boys and 83,889 girls were educated in Samarkand region. 59,028 girls studying in regional schools made up 40.6% of the main students [7].

The situation of local girls dropping out of schools on the territory of Uzbekistan, especially in the regions of Samarkand, Andijan, and Fergana, is extremely high [8]. In a number of districts of Samarkand region (Samarkand Selsky, Payariq, etc.), Uzbek girls are



brought up by close relatives of the family, they are not allowed to go to school, and in addition, there are frequent cases of underage girls being married off early. In 1951, 2335 Uzbek girls were married off early [9].

Taking into account such shortcomings, special attention was paid to women's education in Uzbekistan and special measures were developed for the development of this field [10]. First of all, the issue of determining the number of girls who left schools and did not graduate from pedagogical training courses and their return was considered.

From February 1951, in all neighborhoods and places of residence in Uzbekistan, activists, with the help of school teachers, began to identify illiterate and undereducated women and prepare groups for their education [11]. The groups will be led by school teachers, high school students, and cultural promoters. 50% of the places were reserved for local girls in boarding schools and hostels. The work of attracting them to cultural events and scientific circles of students has intensified. In particular, among the local people, campaigning activities were intensified to attract girls to education. In particular, special boarding schools were organized for 5-10th grade students of schools, including strengthening the attraction of girls, especially older women, to pedagogical educational institutions.

During the 50s, this issue was specifically noted in the annual reports submitted to the Ministry of Public Education of the Republic. The main reasons why women and girls left school early were the following:

- Low level of educational work in schools, especially in rural areas, postponement of students to the second year and inattention of educational institutions to this issue;
- Incorrect birth dates of children in rural farm registers, resulting in their age exceeding the school level and puberty of girls who are about to graduate from primary or seven-year school; In this case, the parents, who did not take into account the fact that the older girl was studying in a lower class, found it necessary to take their child out of school and send her off for marriage;
- One of the main reasons why women left school early was the small number of female pedagogues in republican schools and their low admission to pedagogical universities [12].

The educational status of Uzbek girls in Samarkand region was not good. According to the report of the trade union of the Samarkand Public Education Department in 1951, it was very difficult to maintain the status of girls, especially Uzbek girls, in schools in the region, and no effective measures were taken against this. The number of Uzbek girls in school decreases as they move to higher grades. For example, in the same year, the ratio between boys and girls in grades 1-9 was 47%, in grades 1-7 it was 31.7%, and in grades 8 and 10 it was 21.3% [13]. If we pay attention to another example, in the 1957-1958 academic year, 129 out of 852 10th grade graduates in Payariq district were Uzbek girls [14].

During the years 1953-1955, several laws of executive committees at the state level, including in the field of education, were adopted in connection with serious shortcomings in the work carried out among women in Uzbekistan. Special measures for the development of women's education have been developed in the republic [15].

In the years after the war, along with the increase in the total number of schoolgirls, the number of girls belonging to the local ethnic group also increased. For example, if in 1940/41 there were 363,902 local girls in republican schools, and in 1945/46 there were 309,528, by 1958/59 their number was 387,925 [16].

## CONCLUSION

In conclusion, we can say that the post-war 50s were the years of revival in the field of education. During the years of the war, neglect in the field of education, as well as in all areas of Uzbekistan, increased, all funds were directed to the front, and citizens focused their attention on the war. Since men were mainly recruited to the front, families used their children as labor. In this regard, there were many cases where girls were not sent to school, they were used for household work. Many parents did not want their daughters to get an education. But in the years of reconstruction after the war, as a result of the measures implemented by the government for the education of girls, the enrollment of girls in schools increased significantly.

## REFERENCES

1. Алимova Д.А. Женский вопрос и Средней Азии.-Ташкент,Фан.1991
2. Жораева N. *The role of women in the socio-economic and cultural life of Uzbekistan (20-30s of the 20th century)* Phd.diss.-2004
3. Нуриева В. *Участие женщин Самаркандской области в культурном строительстве (1929–1932 гг.)* // Труды СамГУ. Новая серия. Выпуск 331. – Самарканд, 1977. – С. 23. ; Рахимова М.Д. *Деятельность Самаркандской областной партийной организация по ликвидации неграмотности среди женщин (1925–1927 гг.)* // Труды СамГУ. Новая серия. Выпуск 334. – Самарканд, 1978. – С. 20.
4. *Народное образование в Узбекской ССР за 30-лет.*
5. O'zR MDA, R-94-fond, 7-ro'yhat, 416-ish, 146-bet
6. O'zR MDA, R-94-fond, 5-ro'yhat, 6425-ish, 41-bet.



7. *Samarqand VDA, 1518-fond, 5-ro 'yxat, 55-ish, 5-bet*
8. *O'zR MDA, R-94-fond, 7-ro 'yxat, 194-ish, 15-bet.*
9. *Samarqand VDA, 1518-fond, 5-ro 'yxat, 55-ish, 3-bet*
10. *O'zR MDA, R-94-fond, 5-ro 'yxat, 5679-ish, 20-bet.*
11. *O'zR MDA, R-94-fond, 7-ro 'yxat, 194-ish, 17-bet*
12. *O'zR MDA, R-94-fond, 5-ro 'yxat, 5912-ish, 115-118-bet.*
13. *Samarqand VDA, 1518-fond, 5-ro 'yxat, 53-ish, 110-bet*
14. *Samarqand VDA, 74-fond, 15-ro 'yxat, 915-ish, 28-bet*
15. *O'zR MDA, R-94-fond, 5-ro 'yxat, 5679-ish, 20-bet.*
16. *Qodirov E. O'zbekiston umumta'lim maktablarining rivojlanish tarixi. -Toshkent, 1979*