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## PROBLEMS OF HOUSING PROVISION FOR SCHOOL TEACHERS OF THE FERGANA VALLEY IN THE 60-80-IES OF THE XX CENTURY

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### ABSTRACT

*The article describes the living conditions of school teachers in the regions of the Ferghana Valley in the 60-80s of the XX century, as well as the opportunities and actions provided to them in order to have their own housing. To cover the article, archival sources, materials and publications, periodicals and oral history data were used.*

**KEYWORDS:** *Society, School, Teacher, Education, Research, Solution, Reform, Knowledge Institute, Institute, Daily Life, Salary.*

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### INTRODUCTION

Since 2018, teachers have been treated with special attention in Uzbekistan. Raising the level of economic well-being of teachers, providing them with rest in the process of work, freeing them from various additional public works form the basis of the reforms carried out by our state. [1]

The political, social and economic reforms carried out in Uzbekistan today are aimed at improving the standard of living of the population and increasing labor activity. Therefore, a number of decisions were made to improve the level of material well-being of school teachers. [2]

### METHODS

The analysis of the research work on the housing situation of teachers can serve as a necessary resource for a clear definition of the policy pursued by the state today. In the process of writing articles, mainly archival sources, materials collected on the basis of a social questionnaire were used. [3]

### RESULTS

After the Second World War, a lot of work was done to restore the economy of Uzbekistan. The number of higher and secondary educational institutions opened in order to train the necessary specialists for the development of industrial and agricultural spheres has increased. The number of secondary school teachers has also increased. Since graduates of the educational institution were sent with a permit to their place of work, improving the living conditions of teachers and providing them with housing remained one of the important tasks. In this regard, the resolutions "On the benefits of teachers of primary and seven-year rural schools" No. 245 of February 10, 1948 of the Council of Ministers of the USSR, 542 of March 25, 1948 of the Council of Ministers of the Uzbek SSR were of great importance. [8]. According to the decision, the school staff began to provide housing and housing for free. In rural areas, the collective farm provided teachers with a house.

As a result of the benefits, the number of teachers increased from year to year. In the post-war years, teachers also worked in a strict regime. In addition to their official duties, they participate in many public affairs. But since the mid-1950s, with the advent of heat in politics, the movement for the use of benefits for teachers began to intensify. On March 26, 1954, the Council of Ministers of the USSR decided to build houses for school teachers in front of rural schools. This decision also indicated the continuation of the construction of houses in 1955-56. On the basis of this decision of the Union, a resolution of the Council of Ministers of Uzbekistan was also adopted in Uzbekistan on May 5, 1954 and long-term plans were drawn up [8]. It is planned to build a house for 2 people when a school building for 80 people is built, a house for 4 people when a school for 160 people is built, and a quartet for 8 people when a school for 400 people is built. But houses are not being built in all schools either. Therefore, teachers were also provided with communal houses. If there are no communal houses, then it was envisaged that the house in which the teacher lives would be paid for by rent. In particular, attention has been paid to providing housing for school teachers in the Fergana Valley. For example, in the Andijan region in 1960, 6779 teachers worked in schools, 4789 lived in their own house, 788 - in communal houses, 307-in school apartments, 778-in private houses[6]. It is established that in private houses rented out by village councils, residents are paid from 20 rubles to 25 rubles per month for rent. But in practice, teachers paid from 60 to 80 rubles a month. 155 teachers in the city of Andijan received a plot of land for a house and built their own private houses, which they leased to the SBU for a long term. In the 1959-1960 academic years, 14 houses for school teachers were built on collective farms with funds collected from citizens in the Izbaskansky district of the Andijan region. 15 teachers in the same district have built their own private homes with the help of loans received. [5]. Data analysis shows that 341 out of 515 teachers of the district lived in their private homes, 128 -in the homes of collective farms and state farms, 46-in private homes were rented.

In the Khojaabad district of the same region, over the past two years, 8 two-room houses were built with mutual aid money and 3 houses from collective farms. [6] In 1960, 39 teachers built their homes in the district. 10 of them received SBU from the state. One house for teachers was built in the Khojaabad district of the Naiman Village Council, 17 thousand rubles were spent on the repair of 9 teachers' houses. But 63 teachers in the district were rented in private homes. The lack of staff resettlement was caused by insufficient attention to the problems of teachers in terms of placement. Despite the fact that 71 thousand rubles were allocated to the village councils in Khojaabad, Bulakbashi to solve the problems of communal services of teachers, teachers were not helped. The family of a Salad teacher in Bulagbashi paid 80 rubles a month and rented an apartment. The school teacher Khosilov lived in a rented apartment, paying 80 rubles a month in a house not adapted for living with his wife and a nursing child. [5]. On July 25, 1961, it was planned to build 407 houses for teachers in 23 districts of the Andijan region, 97 of them were built. Construction of 110 houses has begun. [7] Not all districts are equally suited to construction work. In particular, it was planned to build 14 houses in the Balykchinsky district, 9 of them were built, although 32 houses were planned to be built in the Leninsky district, 2 houses were built. Only in the Voroshilovsky district was a whole house built in the plan.

There were not enough funds for teachers to pay rent from local executive committees. More than 500 teachers living in private homes in the Andijan region paid more than 5 rubles for rent. [5] In particular, 113 people in Yangikurgon district, 95 people in Iskankan district, 76 people in Kurgantepa district, 64 teachers in Moscow district lived in rent for a fee significantly exceeding the specified. The Ministry of Finance of Uzbekistan allocated a total of 36 rubles for the annual rent of a teacher. The remaining funds were to be transferred by local Councils. But from the funds allocated by the ministry, there were also cases of "avoidance". Egamkulov, the head of the Kuibyshev Village Council of the Moscow district of the Andijan region, paid 70 rubles for 10

months to a school teacher Igamova. Igamova was forced to pay the remaining 35 sums from her side. [5]

As noted above, the funds allocated for teachers' utility bills were not fully used. For example, 85.2 thousand rubles out of 117.3 thousand rubles were used in the Yangikurgan district of the Andijan region, while 45.7 thousand rubles out of 70 thousand rubles were used in the Chust district and 160 thousand rubles were not used in the region. Good conditions have not been created for teachers to live locally. For example, teachers of the 63rd school of the Moscow district of the Andijan region Mukhamedmurova and Strugovyats wrote letters complaining about their living conditions. The rooms that are reserved for them are tastefully furnished and were made of cheese. As a result, they and their family members were often ill. The physical education teacher of the same school A., who lived in a 5-meter square room with his wife and child. Due to the lack of service points and retail chains in the area where they live, they went to shops located 12 km away for the most necessary products. [5]

According to the resolution of the Andijan OKKP and the regional Executive Committee No. 688 of November 17, 1960, during 1961, 391 houses were to be built in the region for 3 years from collective farm and share agricultural money. But in practice, 214 units were built. In Balykchinsky district, instead of 14 houses, 1 house was built, in Yangikurgonsky district instead of 52 houses. Over the past three years, 348 teachers have received SSU for the construction of houses. The housing problem was one of the factors that led to the lack of relocation of staff. In 1961-1963, 135 out of 1513 young specialists from other regions and republics left for the Andijan region. Houses for teachers were built in 86 schools out of 885 schools in the region.

Teachers have also started making efforts to build their own private housing. The construction of housing was financed to a large extent. On their salary and financial assistance, the parents began to build houses that were brought to the SBU from the state of Calaversa. But there were problems with the purchase of building materials. Standing in line for the purchase of building materials, the construction work was retroactive.

Having studied the problems of teacher placement, the head of the Department of Public Education of the Andijan region, T. Ulayeva, in her report at the end of 1961, made the following proposals: to study the demand for housing at the end of the school year and prepare houses for the arrival of new specialists and, given the problems in finding building materials, suggests organizing offices for teachers selling individual building materials.

On September 3, 1963, the order of the Minister of Public Education of the Republic of Uzbekistan No. a-229 "On the creation of housing and living conditions for teachers and the termination of their abandonment in the workplace" was published. [2]

This order was sent to the departments of public education, and an instruction was given to increase the level of housing provision for teachers. As a result, teachers were offered to build a house, taking SSU for a long time. The number of homebuilder teachers led by SSU is increasing from year to year. In the Izbaskan, Moscow and Yangikurgan districts of the Andijan region, the frequency of granting loans was higher than in other districts. [1]

In the Ferghana region in 1962, 9017 teachers worked in schools, 7585 people lived in their homes, 477 collective and state farm houses, 233 people in schools, 449 people lived in public houses. All teachers living in villages were provided with housing, agricultural land, and animals. In 1963, 37 houses for teachers were built in the Uzbek district of the region. 85 houses were allocated by the district utilities to accommodate teachers. In the same area, 18 houses were built by 1964 and it is planned to allocate 5 more houses. The provision of housing in Kuvinsky, Okunboboevsky, Kirovsky districts of the Fergana region is well established. [1] But despite this, more than 270 teachers lived in private rented houses. In the Popovsky district 75,

in the Leningrad (Uchkuprik) district 32, in the Ferghana district 45 teachers lived on rent and paid more than 10 rubles. For several years, the houses of the teachers of the 11th school in the Yakkatut village Council were not repaired. Houses allocated to teachers of 31 schools in the Kirovsky district (Besharik) Papanikalova, Ibragimova, Kostenesky, were in an emergency condition. It is not difficult to understand that when referring to the memories of teachers who tried to have their own private homes, they have some difficulties. [11]

From the memoirs of a pensioner, a teacher of school 10 in the city of Kokand, Ferghana region, has 35 years of work experience, the hero of Uzbekistan M. Madaliev: "Despite the fact that you can take the SBU for a long time, I did not take the SBU because I was very afraid of debts. Our house, where the foundation was laid, stood for three years due to lack of money. There was no money for bricks. In the end, we built a house with two rooms with the help of parents and relatives". [12]

From the memoirs of M. Mukhtorova, a pensioner, a former teacher of school 18 in the Uzbek district of the Ferghana region, has 30 years of work experience: "Since we were a family of teachers, a house with all amenities was allocated from the Komsomol state farm. Our house consisted of 3 rooms and was located 200 meters from the school. We paid the utility bills for the house ourselves. We took advantage of the privilege in 1975 in the SBU and began to build our house. We paid the loan until 1991". [13]

It is planned to build a total of 4,000 square meters of housing for teachers in Namangan region in 1977. [14] But since the planned work was not completed until the end, there was a shortage of teachers' personnel. Most of the young professionals who were sent with a work permit left their jobs and changed their profession. [9]

According to the resolution of the Council of Ministers of the USSR of Uzbekistan and the Trade Union of the Republic of Uzbekistan No. 494 dated September 26, 1984 "On registration of citizens in need of housing", teachers were also provided with a house. [3]

At a time when the ideas of socialism in the country began to crack, that is, since the 1980s, as in other areas, problems began to arise in the lives of teachers. Articles about problems in housing construction, the cost of building materials, forced to change professions due to low monthly wages began to be published in publications from 1985 onwards. [9]

In those years, the cooperative houses that the state began to build and sell were much more expensive in price. According to the same period (1986), the cost of the house was 12 thousand rubles, the initial payment was 4.5 thousand rubles. [3]

But the quality level of these houses gradually decreased. Teachers who have such a house complained to the editor that the quality of the houses is not very good, the new house is still there, this place is still being repaired. Also in Namangan region, information was collected on cases of providing teachers with housing. Most of the teachers lived in their homes. But at the same time, the number of those who stood in line behind the house was also significant. [10]

**INFORMATION ABOUT THE LIVING CONDITIONS OF TEACHERS IN NAMANGAN REGION AS OF DECEMBER 20, 1989**[10, 55]

Districts	teachers	Of them live				Of these received in 1989			The queue for the apartment	B rent
		In their own homes	State houses	Communal houses	Collective farm, state farm houses	apartment	Land plots	l o a n		
s.Namangan	3814	3172	450	140	-	12	157	15	163	52
Chust	720	659	58	3	-	-	-	30	28	-
Kasansay	764	702	52	-	-	6	-	20	7	10
Chartak	652	533	119	-	-	7	9	10	24	-
Uchkurgan	399	347	50	-	-	7	-	-	17	2
Xakkulabad	572	501	52	2	-	8	-	8	29	17
Namangan d	1700	1507	193	-	-	7	-	24	22	-
yangikurgan	1243	891	41	311	-	6	-	11	18	-
Uchkurgan	1093	1038	13	34	-	5	24	30	-	8
Pap	1889	1876	13	-	-	-	-	18	-	-
Uychi	2004	1819	158	5	-	12	-	47	22	22
Zadaryo	2169	1716	293	94	62	-	295	10	81	4
Chust	2022	1868	73	24	38	16	47	11	16	19
Kasansay d	1652	1586	31	35	-				13	
Chartak d	485	61	424	-	-	10			18	
Norin d	1087	1069	13	-	-	28			53	
Sovetskiy d	1840	1826	8	4	-				14	
Весь	25587	22601	2093	652	100	137	615	255	600	141

**CONCLUSION**

Since 1948, a lot of work has been done in the Republic of Uzbekistan to provide teachers with housing, create favorable conditions for their living. By 1955-1960, there were more specialists in the regions, and their needs for communal housing decreased somewhat. Consequently, in



some areas, attention has not been paid to solving these social problems of teachers. As a result, there was a shortage of personnel in the regions. Teachers' complaints were ignored. Since 1985, political instability has had a negative impact on economic life. As a result of low monthly wages and insufficient living conditions, the number of men receiving education has sharply decreased. Because, as the head of the family, they had to solve the issues of earning more money and providing for the family. For this reason, after gaining the State independence of the Republic of Uzbekistan, teachers were warmly welcomed with such privileges as the privatization of the houses in which they live, free utility payments.

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9. Indicators of the development of public education in Namangan region. State Archive of Namangan region f-266, d-6, o-92, l-24
10. Information about the everyday culture of teachers of the city. For the 1972-1973 academic year, the State Archive of the Namangan region f-12, d-2, o-500, l-55
11. Education and restructuring. Teacher's Newspaper. 1989. August 29
12. Madaliev M is a retired teacher of 10 schools in the city of Kokand, Ferghana region, interviewed on December 21, 2020.
13. Mukhtorova M, a retired teacher of 18 schools in the Ferghana region of the Uzbek district, was interviewed on March 25, 2020
14. Namangan region from the Valley regions was annexed to the Andijan and Ferghana regions in 1960 on January 25 and was re-formed on December 18, 1967. So the information about the region then comes later.