

**CARRYING OUT PRIMARY ELIMINATION ACTIVITIES IN THE
TURKESTAN ASSR (1918-1922)**

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ABSTRACT

The article analyzes the organization and means of implementing the Soviet campaign in the Turkestan ASSR to eliminate adult illiteracy, which was carried out in 1918-1922. Data on the courses organized in the region to eliminate illiteracy, the number of people involved in them, and the organization of teacher training for schools to eliminate illiteracy are summarized.

KEYWORDS: *Turkestan ASSR, Eradication Of Illiteracy, "Cultural Revolution", Power Of The Bolsheviks, Schools For The Eradication Of Illiteracy, Ideology, Soviet Schools, Primers, Peasantry.*

INTRODUCTION

It is well known that the Communist Party and the Soviet government put cultural construction on the agenda as a key condition for "revolutionary renewal" in the process of building a socialist society, and a comprehensive cultural program was an integral part of the socialist creative strategy.

The theoretical and methodological foundations of cultural changes in the direction of "socialist construction" were developed by the founders of Marxism. K. Marx and F. Engels were among the first to describe that "culture is a historical category and its development is a historical process, the level and role of culture are associated with the development of production."

Unfortunately, due to strategic mistakes in the theory and practice of socialist construction in the first years after the October Revolution, there were gross errors and deviations in the field of economic and cultural development. This slowed down the objective development of cultural change and stopped it. The development of the theoretical foundations of the "cultural revolution" began long before the October Revolution of 1917 by the brilliant Bolshevik Lenin. Lenin was convinced that fundamental changes in the life of the people are possible only in a new society based on socialist principles, where social equality between people is ensured.

It can be recognized that the Leninist program of the "cultural revolution" has a class basis, there are rules that are attractive to ordinary people, and there are effective ideas. In particular, he had the idea that all workers should have the right to free and compulsory education in schools. But in reality there was nothing new in these Leninist rules. Long before him, well-known educators of Europe and the East formed humanistic ideas about the upbringing and literacy of the broad masses. At the end of the 19th - beginning of the 20th centuries. a lot of educational work was carried out in Turkestan. Most importantly, these schools were designed to reach all segments of the local population.

However, the Soviet government, led by the Bolsheviks, tried to distort such content and essence in many ways, squeezing such noble humanistic ideas into the cultural processes of Turkestan into a series of Marxist ideas based on utopia.

In the early 1920s, cultural construction in Turkestan took place in a difficult situation, in which the national economy was destroyed and the class struggle deliberately initiated by the Bolsheviks intensified. During this period, the cultural life of Turkestan manifested itself in the form of a struggle of contradictory, contradictory, negative and positive situations. Therefore, the spiritual and ideological situation in Turkestan at that time was in harmony with the complex processes that took place in those years in the socio-political and economic spheres [1. T.334].

One of the important components and directions of cultural construction in the Turkestan ASSR, and then in the Uzbek SSR was the "elimination of illiteracy among the population." The concept of eradicating illiteracy was put on the agenda by the leadership of the Soviet state not only as a social problem, but also as a major political and economic problem. At the same time, the achievement of universal literacy was considered by the Bolshevik leadership as the most important means of communicating public opinion, including the involvement of the "working masses" in the work of building socialism. At the same time, the acquisition of primary literacy was assessed as a necessary condition for the formation of a communist political worldview.

Pursuing the goal of eradicating illiteracy, the political leadership of the republic and the Soviet government put forward slogans of completely cutting off the illiterate from society, excluding them from public life on the path to building socialism. In other words, the eradication of illiteracy was one of the ways of distancing the indigenous population from the productive layers of the national culture and forming from them important pillars of the new socialist order. In addition, it was not in vain that the campaign to eliminate illiteracy was carried out in conjunction with active ideological propaganda.

In the Turkestan Autonomous Soviet Socialist Republic, the Communist Party also tried, with the help of political and educational propaganda and agitation, to win over the masses to its side, to turn the poor against the rich. The Soviet leadership declared a "fight against illiteracy" and mobilized all power structures and political organizations of the Soviet state to organize this campaign. Throughout the country, including in the Turkestan ASSR, active work to eliminate illiteracy intensified. Already in 1918, the first Russian and national schools for adults were opened in various cities of the Turkestan Republic. According to the order of the People's Commissariat of Education of the Turkestan ASSR dated June 26, 1918, literacy courses for adults should be organized in every city and village in the country [2. T.9]. It should be noted that at the first stage, representatives of the Jadids took an active part in the creation and operation of national schools for the elderly. Among the initiators of the opening of these schools were MunavvarKori, Abdullah Avloni and a number of other prominent representatives of the Jadid movement. In 1918, 13 schools for adults were created [3. T.35].

On December 26, 1918, a resolution of the Council of People's Commissars of the RSFSR "On the elimination of illiteracy among the population of the RSFSR" was issued. It obligated all residents of the RSFSR aged 8 to 50 who could not read and write to speak their native language or Russian at will. The People's Commissariat of the RSFSR and its local bodies were given the right to involve in the elimination of illiteracy all representatives of the literate population in terms of labor duties. The decree provides that those who refuse to fulfill their duties and impede the eradication of illiteracy will be held accountable [4. S.12].

At the end of December 1918, in accordance with the aforementioned All-Russian Decree, the Central Executive Committee of the Soviets of the Turkestan ASSR also issued a decree on the organization of universal compulsory literacy education for the adult population on the territory of the autonomous republic. According to the decree, all illiterate people between the ages of 17 and 50 were required to complete their education in public schools or literacy courses.

At the initial stage of organizing work to eliminate illiteracy in the Turkestan Autonomous Soviet Socialist Republic, work to eliminate illiteracy was carried out mainly in cities. At the same time, all attention was focused on the organization of schools and courses for the elimination of illiteracy, mainly among the European population. Focusing on the more political aspects of the movement for the eradication of illiteracy, the Central Committee of the Leninist RCP (b) sent a special letter to the Turkestan Bureau, which emphasized the need for systematic work to educate the "Muslim poor" among the indigenous peoples of Turkestan, emphasized [6. S.316]. Members of the Turkburo and the Turkic Commission, the Turkestan branch of the Central Soviet government, began to take the necessary measures to implement Lenin's instructions. However, in the urban areas of the Soviet period, the eradication of illiteracy has resumed. In the villages, where the majority of the population was concentrated, Soviet power and its new measures were more symbolic. Because in the conditions of incessant armed uprisings against the Soviet regime in the country, the Bolshevik government had no influence in most districts and villages. Only in rural areas, where the Bolshevik system was established by force of arms, did political and social changes gradually begin to take place.

In 1918-1920, a number of new cultural and educational institutions of the "Soviet type" were opened. At the end of the 1920s, there were 107 libraries, 97 clubs, 76 red teahouses, and 172 reading rooms in Turkestan. Under the conditions of the mass liquidation of illiteracy among the population, forms of reading aloud cultural and educational work became widespread. Reading aloud was introduced in teahouses, markets and other public places [7. T.251]. In June 1920, the All-Russian Extraordinary Commission for the Elimination of Illiteracy was established under the People's Commissariat for Education of the RSFSR. In September of this year, an Extraordinary Commission for the Elimination of Illiteracy was created in the Turkestan ASSR. Similar commissions were created in all regions, districts and cities of Turkestan. The following tasks were entrusted to these commissions: 1) training of teaching staff for schools to eliminate illiteracy; 2) preparation of textbooks in national languages; 3) registration of illiterates in cities and villages; 4) ensuring the involvement of the existing adult illiterate population in schools for the eradication of illiteracy [8. T.117-118];

According to the 1920 census, the population of the Turkestan ASSR was 5,221,963 people, of which the largest number were Uzbeks (2,050,775 people) and Kazakhs (1,091,925 people). Representatives of other peoples of Central Asia also lived in the republic - 522,292 Kyrgyz, 399,912 Tajiks, 266,681 Turkmen and 75,334 Karakalpaks. At the same time, Russians, Ukrainians, Belarusians, Germans and representatives of other ethnic groups lived in the republic [9. S.19].

On December 17, 1920, the Council of People's Commissars of the Turkestan Autonomous Soviet Socialist Republic issued a resolution "On the elimination of illiteracy." According to this decree, citizens of the Turkestan Republic between the ages of 8 and 40 had to learn to read and write. This decree differed from the Decree of the RSFSR of December 26, 1918, by which the age of those involved in the elimination of illiteracy was reduced to 40 years, and the illiterate could read Russian or other local languages (Uzbek, Tajik, Kazakh, Turkmen, Kyrgyz, etc.). Working hours for literate adults were reduced to 2 hours while maintaining their wages. The decree of the Turkestan ASSR also contains a special clause on the encouragement of individual literate people, providing a special reward for those who learn to read and write on their own.

Literacy was to include: 1) learning to read; 2) learn to write; 3) learn to count. The duration of education in literacy schools was set at 2-3 months for European languages and 3-6 months for local languages [10].

In May 1920, in the Old City of Tashkent, the budget for three-month courses No. 25 named after Lenin, which trained teachers for schools for the elimination of illiteracy, was as follows: 1) a

school desk - 105 pieces, one for 21 soums, total 2205 soums; 2) blackboard - 7 pieces, one for 25 soums, total 175 soums; 3) iron stove - 7 pieces, one for 20 soums, total 140 soums; 4) table - 7 pieces, one for 5 soums, total 35 soums; 5) chairs - 7 pieces, one from 10 to 70 soums; 6) lamp - 7 pieces, one for 10 soums, total 70 soums; 7) firewood - 420 pounds, only 210 soums from 50 kopecks per pound; 8) kerosene - 60 soums; 9) salary of teachers - only 720 soums out of 60 soums for each of 4 teachers; The total cost is 3685 sum [11. T.82];

In order to eliminate illiteracy, in accordance with the decree issued by the SCS of the TASSR on November 20, 1920, the Turkestan Extraordinary Commission for the Elimination of Illiteracy under the Turkestan Political and Educational Council began to function. The commission consisted of 9 people: 1) the chairman - a representative of the Turkestan political education, 2) a representative of the Propaganda and Women Department of the Central Committee of the Turkestan Communist Party, 3) a representative of the Central Committee of the Turkestan Komsomol, 4) a representative of the Central Committee of the Koshchi Union, 5) an All-Union Central Council of Trade Unions a representative of the Turkestan Bureau, 6) representative of the Turkestan Bureau of CECTRAN*¹, 7) representative of the General Police, 8) representative of the political department of Turkestan, 9) representative of the People's Commissariat of Justice [12. T.206];

The Turkestan Extraordinary Commission for the Elimination of Illiteracy (STTFK) operated under the auspices of the Turkestan Political and Educational Council (Turkpolitprosvet). The chairman of STTFK was a member of the board of Turkpolitprosveta and was supposed to receive a salary from this institution, and the financial support of the other representatives was to be provided by the institutions in which they were mobilized. The commission was obliged to report on its activities to the Turkpolitprosvet at least twice a month [12. T.207-208];

The elimination of illiteracy among the main population of Turkestan was the main task of the Turkestan Extraordinary Commission for the Elimination of Illiteracy. These tasks included:

- a) Development and implementation of appropriate work plans in their field;
- b) Get as close as possible to the indigenous population, develop the most appropriate methods of their education;
- c) Develop educational programs and a list of textbooks for their educational fields;
- d) Selection of teaching staff for educational institutions;
- e) Establish regular contacts with the party, economic organizations of the Turkestan region to eliminate illiteracy among the population, coordinate the relevant work;
- f) Finding the necessary material and financial resources [13. T.18];

In order to accelerate the eradication of illiteracy, the Central Extraordinary Commission of Turkestan created emergency commissions at regional and city political and educational organizations. The county (district / city) emergency commission included 5 people: 1) a representative of the political education organization (chairman of the commission), 2) a representative of the district executive committee (representative of the city council in cities), 3) a representative of the party committee, 4) a representative of the Komsomol organization 5) a representative of the Koshchi union " [thirteen. T.12].

The Turkestan Extraordinary Commission for the Elimination of Illiteracy was supposed to provide each school for the elimination of illiteracy with qualified, experienced, registered teachers of political education schools*², with the necessary textbooks and manuals. At that time, the commission provided methodological guidance to all literacy schools, organizing

methodological conferences and briefings for literacy schools at least once a month through its local bodies.

Giving an objective assessment of the events, it must be recognized that the tasks assigned to the emergency commissions were extremely difficult. In a difficult political environment, emergency commissions had to involve thousands of people in schools and literacy courses. In addition, in the initial period there were not enough funds to train thousands of such people, and most importantly, there were not enough qualified literacy specialists. In the early years, evening schools and educational programs of the Turkestan Autonomous Soviet Socialist Republic lacked notebooks, pens and the alphabet, which were the necessary equipment [14. T-34].

There is an urgent need for short-term advanced training courses for teachers and specialists, which are not enough for schools for the eradication of illiteracy. Even for such short-term courses, textbooks would be needed, since such manuals did not exist. Such difficulties were exacerbated by the incessant movement of armed resistance, famine and destruction in the Turkestan ASSR against the Soviet regime.

The Soviet government in Turkestan, using a wide range of administrative and ideological measures in accordance with the requirements of the policy of "war communism", managed to attract the general public to the work to eliminate illiteracy and raise this event to the level of a campaign. The central government, which was very interested in the Sovietization of Turkestan, provided great material and moral assistance in solving these problems. In order to spread the adult literacy movement in the Turkestan Autonomous Soviet Socialist Republic, stationery, notebooks, paper, pens and other necessary equipment were brought from the central cities of the RSFSR, for which funds were allocated. For example, in the second half of 1920, 10 million soums were allocated from the state budget of the RSFSR for the needs of the Extraordinary Commission for the Elimination of Illiteracy of the Turkestan Republic [7. T.250].

Much attention was also paid to the training of teachers for schools for illiteracy. In a short period of time, about 2,000 teachers were trained, mostly from indigenous peoples. At the same time, measures have been taken to provide literacy courses with textbooks and manuals. About 300 thousand alphabets for adults have been published, including about 140 thousand alphabets in the Uzbek language, as well as 40 thousand abbreviated alphabets in local languages [7. T.250-251].

In the late 1920s in the Turkestan ASSR, there were about 1,000 schools and literacy courses. That year, the number of graduates of such schools and courses in the TASSR reached 70,000 people, of which 70% were indigenous peoples [15. T.39]. At the end of 1921, there were 100 literate schools in Tashkent alone. At that time, there were more than 1000 literacy schools and various circles in the Republic of Turkestan [16. T.271]. In 1921, more than 50,000 adults studied in literacy schools, 70% of whom were indigenous peoples [2. S.5].

Temporary pedagogical courses organized everywhere have played a certain role in the training of primary school teachers for literacy courses (especially from among the indigenous peoples).

Such courses were organized in the form of 1.5-month, 6-month and 12-month courses and began to operate mainly in the summer of 1918. From March 1 to September 15, 1920, 1939 people took such training courses organized in various regions of the Turkestan Autonomous Soviet Socialist Republic, of which 1796 were representatives of the local population [2. S.9]. However, there was still a shortage of specialist teachers for literacy schools. In addition, such short-term teacher training courses did not produce qualified teachers.

Therefore, the government of the Turkestan ASSR decided to create permanent pedagogical educational institutions with a longer period of study. The first such educational institution, the Muslim Teachers' Institute, was established on June 1, 1918 in Tashkent [17. T.47]. In October

1920, four pedagogical schools were opened in Tashkent. They were: the Institute of Public Education. Timiryazev (Regional Higher Pedagogical School, teaching in Russian), the Institute of Public Education, which taught in the Kyrgyz, Uzbek and Tatar languages. In November 1920, the Institute of Public Education was established in Samarkand to train teachers of local nationalities [18. T.160-161]. Also, in order to speed up the training of teachers, 7 schools were opened, including 1 girls' school, 5 teacher training colleges, 2 teacher training schools and several short courses. In 1921 alone, short-term refresher courses for 850 teachers were opened in the Turkestan Republic. At the same time, there were 7 educational institutions in the country, in which 1145 students studied. But most of them were representatives of the Russian-speaking population [1. T.349];

However, this work was only the first step in the implementation of a large-scale program of the Bolsheviks called "Elimination of mass illiteracy." According to the estimates of the Extraordinary Commission for the Elimination of Illiteracy under the People's Commissariat of the TASSR, at the end of the 1920s the number of illiterates in the Turkestan ASSR was 4.2 million people. In addition, the work to eliminate illiteracy was just beginning to penetrate into the villages of Turkestan [19. T.56]

In general, based on a generalization of the source materials on the problem of illiteracy, it can be concluded that in the 1920-1930s the process of eradicating illiteracy in the Soviet state was a social movement in the form of a mass campaign aimed at educating the population. adult population. This campaign had interrelated educational, educational and political-ideological features.

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