



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

COPY RIGHT



2022 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 29th April 2022.

Link: <https://ijiemr.org/downloads/Volume-11/Issue-04>

DOI: 10.48047/IJIEMR/V11/I04/72

Title: **OBJECTIVES OF INTRODUCING WOMEN'S EDUCATION IN UZBEKISTAN**

Volume 11, Issue 04, Pages 452- 456

Paper Authors: *Mardiyeva Yulduz Ubaydullayevna*



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

OBJECTIVES OF INTRODUCING WOMEN'S EDUCATION IN UZBEKISTAN

Mardiyeva Yulduz Ubaydullayevna

Researcher of SamDCHTI

Email:mardiyevayulduz@gmail.com

Tel:+998936000281

Annotation: The introduction of women's education in Uzbekistan at the beginning of the last century, their training and the internal factors that influenced this process are described. There is also a discussion of this process in Soviet historiography, a one-sided interpretation of the issue, an objective coverage of the problem during the independence period, a comparison of Soviet-era literature with the research of the independence period.

Keywords: Offensive Movement, Education, Women's Education, Problem Historiography, An Objective Interpretation of the Problem in New History.

INTRODUCTION

It is known from the past that in our country, which is famous in history as Turan, Turkestan, Movorounnahr, special attention was paid to science and education. For this reason, in the history of our country, there have been several scientific advances. Scientific inventions have been made and put into practice. According to historical data, the land of Turkestan was cut off from the outside world in the 19th century by civil wars, the negative influence of traditional society, and religious bigotry, but scientific life did not come to a complete halt. The fact that foreign students came to Samarkand, Bukhara, Khiva and Tashkent madrassas in the 19th century is a clear proof of our opinion. [4, -15] An analysis of medieval data shows that special attention was paid to the education of women in the educational process. According to the rules of Muslim Sharia, the girls were taught separately, mainly in literature, poetry, history, and in addition the secrets of morality, cleanliness, and living. Historical research has shown that there were no higher education

institutions based on the training of women, ie women's madrassas. But there is a scientific fact that our people, who hold women in high esteem, have provided them with the opportunity to receive education at home, albeit at a high or limited level. The activities of women scientists such as Dilshodi Barno, Anbar Otin, Jahon Otin are proof of our opinion. The problem being studied in Soviet historiography or in foreign historiography due to the idea that there was no women's education in Turkestan requires historians to do new and at the same time scientific research.

Methods: In the process of research on the topic, the methods of systematization, analysis, comparative analysis play an important role. This is because the study of the education system in the succession of dynasties, the analysis of their source bases, the comparison in terms of periodicity, allows to obtain accurate and scientifically sound conclusions from the research. To know the purpose of the educational reforms of the dynasties that ruled the country in the past, the role of women's education in these reforms or the neglect of the

process, and the specific reasons for this; allows you to

Literature Analysis: From the point of view of periodicity of the research, it is clear that the literature on the problem consists mainly of Soviet and independence literature, and one of the aspects of the analysis of Soviet literature is to help women find their place in society. data and their analysis show that there is a goal of providing cheap labor in the life of the society on the basis of ensuring their equality. However, it should not be overlooked that on the basis of this information, they have trained specialists in such fields as teachers, nurses, and kindergarten staff.

The main part: In the Soviet era, the issue of "liberation" of women was one of the main issues on the agenda. Such issues were initially addressed in the Jadid program, and there was a plan to involve them in the educational process in the first place, and on this basis to make them equal members of society. According to the Jadids, as a person learns, their consciousness and worldview will grow and they will realize that human beings are equal from birth. This should have been an important factor in making women equal members of society.

While promoting the idea of women's equality, the Soviets used various means as a mask to achieve their goals. Primarily focusing on their education, she sought to expand the network of women's schools, women's clubs, and various cultural institutions. The movement to "liberate" women was inextricably linked with their involvement in the economy, culture and socio-political life. Therefore, attention was paid to the scientific study of the historical foundations of the situation of women, the ideology of the local people, ways to change it, the importance of women's labor in industry and agriculture. To this end, on February 24, 1927, the Central Asian Bureau of the Central Committee of the CPSU (b) at a meeting of heads of women's

departments approved a resolution on "Scientific substantiation of the struggle against the old way of life among the indigenous population." On March 14, 1927, the Central Asian Bureau decided to conduct a scientific study of the problems associated with women's "freedom." Due to the lack of qualified personnel, not only historians, economists, but also local historians and writers were involved in the scientific study of this issue. The purpose of the department was to direct talented specialists to study the situation of women. [3, -14]

During the offensive (1927-1928), 32 illiteracy courses were organized to end women's illiteracy. As a result, 1,409 women in Tashkent were enrolled in illiteracy courses [6, -266]. Later, higher education institutions were established to improve their knowledge and skills. The "Women's School" opened in Tashkent in 1919 is a proof of our opinion. [5, -56] Attitudes towards women in the Fergana Valley and issues of improving their education S.B. Shadmanova found expression in her research. Her research highlights the establishment of women's education in Fergana and its goals. She wrote that the aim of establishing women's literacy courses, clubs, educational institutions and various cultural and educational institutions was to spread Soviet power among them and strengthen the foundations of the established system. The activities of similar educational institutions are widely promoted in the Fergana Valley. In 1921, a women's club was opened in the Old City of Quqon, with 50 Muslim women members. [7, -292] was also a convenient means of making. The same situation is reflected in the research of T.R Shadmanov. [7, -293] According to Djurayeva N., Soviet policy towards women can be divided into three main stages:1917-1930. Increasing the share of women's labor in manufacturing was of

paramount importance in Budavr, where women's "freedom" and equality with men were declared the official ideological task of the Soviet state. The participation of women in social production was considered a key factor in determining their social status. In addition, the introduction of the principle of equality of men and women in family life in Soviet law at the time (two decrees "On Civil Marriage" and "On Dissolution of Marriage" of December 1917) legalized civil marriage and the rights of husband and wife in resolving divorce issues. equalized. Another important aspect of the Soviet program for the emancipation of women was to ensure political equality between men and women, and at the same time the introduction of party-administrative quotas for women's participation in public and public administration began. Also, the realization of the ideas of gender equality was aimed at proving the fairness of the new society. 1930-1960. At this stage, significant changes took place in the concept of Soviet state policy in the field of women's equality. The women's section was disbanded in 1937, and the state began to address production and demographic challenges. In the same years, as a result of the formation of the idea of social protectionism (Latin - protection, concealment), women became the subject of public policy. This ultimately restored the patriarchal system in the treatment of women. 1960-1991. During this period, the Soviet state failed to address many of the issues raised by the emancipation of women. In particular, the idea of generalization of households, plans for the construction of public catering and public enterprises, the lack of places in preschool institutions. In the division of responsibilities in the family, too, women carried the burden twice as much as before, and in the field of production, they still held secondary duties. The patriarchal approach to

assessing the status of women has also become more prevalent in party reports. [1, -6-7] During the Soviet era, attempts were made to break national traditions by freeing women from "house prisons" and involving them in production. The "Soviet model" of women's education served the same purpose. This is reflected in modern research. N. Djurayeva, analyzing Tatyana Shurko's scientific article "Attack on Soviet Kyrgyzstan in the Early Years of the Soviet Period (1918-1930) as an Experiment for Women's Liberation," found that the Soviets neoconservative tendencies to the movement, along with the denial of national identity, as well as the denial of national identity [2, -24] Scientific result: The analysis of the Soviet goal of "liberating" Eastern women and making them equal members of society, and the analysis of the measures taken to this end, yielded the following results. In the second half of the 1920s and 1930s, the Soviet government sought to further strengthen its political and economic position, intensifying its ideological influence in all spheres of social life with the event of a "cultural revolution". In particular, this process has taken a serious turn in education, science and culture, which is an important factor in changing people's minds. The authoritarian regime directed the people's aspirations for science and enlightenment towards political interests through a "cultural revolution" through command-and-control methods. The Bolsheviks did their utmost to put the education of the people, which was the first and most influential center of education, on the path of ideology from day one. Emphasis was placed on establishing and improving political education in schools. [1, -8]

Conclusion: An analysis of the literature in this study shows that the Soviet government pursued a number of goals by involving Uzbek women in the educational process. In particular, to strike at national traditions and customs, and

thus to forget the identity, to prepare cheap labor force from Uzbek women for agriculture and industry, and so on. In the Soviet literature, the issue was interpreted from the point of view of communist ideology, and it was said that Eastern women were released from "prisons." However, the peoples of Turkestan, living according to national customs and Sharia rules, found it difficult to digest it.

That is why active women have become victims of evil forces. The literature of the independence period has objectively covered the problem, concluding that it was a hasty event.

References

1. Djuraeva N. Attitude towards women in Uzbekistan. (On the example of 20-80 years of the XX century) Textbook. Tashkent.2013.-B.6-7.
2. Djuraeva N. The study of the role and place of women in Central Asian historiography. Looking to the past. Tashkent. Issue 2020.9, Volume 3.-P.24.
3. Djo'raeva N. Involvement of women in education in the Soviet era. Looking to the past. Tashkent. Number 2020.9, Volume 4-P.14.
4. Mattiev U.B. The history of Afghans in Turkestan in the mid-nineteenth and early twentieth centuries. Dissertation abstract. Samarkand.2022.-B.15.
5. Mirvaliev S., Shokirova R. Uzbek writers. Tashkent.2007.-P.56.
6. Usmanov K., Sodiqov M., Burkhonova S., History of Uzbekistan. Tashkent.2005.-P.266.
7. Fergana valley in new researches. Fergana.2012.-P.292.