

THE EMERGENCE AND STAGES OF DEVELOPMENT OF PRESCHOOL EDUCATION IN THE HISTORY OF THE UZBEK STATEHOOD

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Annotation. This article describes the emergence, necessity and stages of development of preschool education in the Turkestan region.

Keywords: “Jamiyati khayriya”, “Yasli”, “Bolalar maydonchasi”, public education.

INTRODUCTION

In Central Asia, in the 80s and 90s of the XIX century, the ideas of preschool social education of children began to be implemented. At that time, progressive local intellectuals, seeing the plight of working women and uncontrollable children, began to try to alleviate their lot. Representatives of these intellectuals were part of the "Jamiyati Khairiya" formed in Turkestan in 1872. The "Jamiyati Khairiya" organization established orphanages for children without parents, as well as orphanages, shelters, and maternity homes.

These orphanages housed a small number of children, approximately 150-200 in all of Turkestan. These orphanages accommodated children from old age to school-aged children. In 1896, in Turkestan, the Board of Means began to establish institutions called "green" for the children of the poor. Children who started to have smallpox were taken in and raised until they went to school, the children stayed in the nursery all day and were fed three times a day. The work of Yasli was managed by a female supervisor, and there were also serving staff. In this institution, the children were persistently taught to pray. Also, children were taught simple reading, writing, counting, knitting, knitting, sewing and other crafts. There were no more than 50-60 children in such kindergartens throughout the country.

In Turkestan, orphanages were established for the children of the poor in Tashkent, Samarkand, Syrdarya, and Namangan.

In 1891, the first kindergartens in the form of "Children's Playground" were opened for children of privileged classes in the Tashkent recreation park by "Bogdorchilik" society. A sheltered place was allocated from the area of the kindergarten recreation park. In the field, a sleigh, boats, a big sleigh (hanging on a pole) were installed, and various toys were prepared. The flower garden occupied a large place on the playground, and the children took care of the plants themselves.

During 1891-1903, the kindergarten was closed several times due to lack of funds. In February 1903, under the influence of progressive ideas on education, "Family Education Circle" was established in Tashkent. The club started working on the basis of the Charter approved by the Minister of Military Affairs and Public Education. He has the following tasks:

1. Help in developing and improving the methods of teaching children;
2. Bringing pedagogues and parents and people in charge of child education closer to each other (in order to determine the unified educational impact of the family, school and kindergarten).

A preschool section also worked in this circle. Before the formation of the educational circle, there was no specific pedagogical system in the educational work of the kindergarten, so the members of the circle discussed issues related to children's education.

For the first time, children were divided into two different age groups: from 4 to 6 years old and from 6 to 10 years old. A program of training, games and entertainment has been set. A schedule has been drawn up that regulates movement thoughts, singing in a chorus, reading, drawing, making things from clay and plasticine, and gymnastic exercises. At the parents' request, French and German were taught, and this work was carried out by experts for free.

The educational circle helped to raise the level of educational work in the kindergarten. A certain system, various forms of work were included in the content of educational work. However, due to the lack of specially trained educators, the content of

kindergarten educational work was often carried out in a chaotic manner. The period of 1903-1914 is characterized by the rapid growth of educational ideas in the field of preschool education. In Syrdarya, Samarkand, and Tashkent, some kindergartens have appeared. Private kindergartens appeared in 1909-1910 and later. In these kindergartens, children from the age of 6 were mostly prepared to study at the gymnasium. Such kindergartens were opened in private homes and provided entirely by parents. Educated ladies with knowledge and knowledge of foreign languages were educators. But these kindergartens met the needs of wealthy parents only. Social kindergartens were organized by the state only after 1917.

On November 20, 1917, the People's Commissars announced the "Declaration on Preschool Education". It was said: "Free social education of children starts from the child's first birthday." Preschool education has become the first link and component of the entire public education system. In the state programs adopted in 1919, it was considered to create a network of pre-school education institutions for the purpose of improving social education in the field of public education and emancipating women. On the basis of this general political path of the state, the People's Commissariat of Education of the Turkestan ASSR has created networks of state pre-school education institutions, developed methodical instructions, trained personnel and other responsible tasks.

The first state kindergartens in Turkestan were established in the second half of 1918. On October 20, 1918, under the People's Commissariat of Education of Turkestan, the Department of Preschool Education was established as an administrative body to implement all activities in the field of preschool education in the Republic. In the same year, sub-departments of pre-school education were established under regional public education departments. This event helped to revive preschool education in the republic. Activities of pre-school education departments are in three main areas:

1. Opening kindergartens, providing them with buildings, furniture and equipment;
2. Personnel training of pre-school education staff, including local and national representatives;

3. Campaigning among parents consisted of educational activities.

The Regulation on the Preschool Department was adopted, and the department: "leads educational institutions for children of preschool age from 3 to 8 years old, monitors the progress of existing institutions, new kindergartens, kindergartens , orphanages, common dormitories for preschool children, children's summer colonies were opened, targeted training courses for kindergarten managers, nannies and personnel were organized.

The struggle to attract the children of indigenous people of Uzbekistan to preschool educational institutions was conducted in very complicated and difficult conditions. In 1918, it was possible to open 4 kindergartens for Uzbek children in the old part of Tashkent.

Hasanova was the headmistress of the first kindergarten, Mahsuma Qoriyeva and Robiya Abdurashidova worked as educators.

The second kindergarten was on Khoja street, Anvar Yakhasyeva was the director.

The third kindergarten was opened on Langar street in Kokcha district.

The fourth kindergarten was opened in Beshyogoch district, where teacher Kadir Khanov was the director.

In 1920, 71 kindergartens were established in the Republic of Turkestan, including 16 kindergartens and 12 playgrounds for the children of local residents, and children of Uzbek and other local nationalities began to be educated in 4 of them. At that time, a total of 6,394 children were educated in pre-school education institutions. By 1921, the number of kindergartens reached 105, including 32 kindergartens for children of local nationalities. The number of children educated in kindergartens reached almost 8,000 people, more than 2,000 of them were children of different nationalities.

CONCLUSION

During the Great Patriotic War, the network of kindergartens and playgrounds in Uzbekistan expanded almost twice. By January 1, 1994, 54,000 children were educated,

and 77 million soums were allocated from the state funds. In these years, more than 16,000 displaced children were educated in kindergartens of Uzbekistan. Also, nearly 400 children who were left without parents were taken care of and brought up according to the principle of guardianship.

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