



ANNUAL REPORT OF THE SAMARKAND REGIONAL PUBLIC EDUCATION IN 1948-49

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Annotation

This article provides information on the annual report of the Samarkand regional public education in 1948-49.

Keywords: School, plan, students, district departments, the law on general education, educational work, methodological associations of teachers.

Introduction

In the 1948/49 academic year, 197,625 children were to study in the schools of the Samarkand region.

It was taken into account according to the census and registered in the schools of the region on September 1 of the new academic year 191,920 children, i.e. 97% to the plan. The implementation of the law on universal education compared to previous years is as follows:

In 1946, the plan 182.994 accounted for 165.798 which is 90.6%.

In 1947, the 182,225 plan accounted for 177,924 which is 98.2%.

In 1948, the plan 197.625 accounted for 191.920 which is 97.0%.

The fulfillment of the law on universal education in the 1940/49 academic year by groups of classes is characterized by the following figures.

Grades 1-4 at the beginning of the school year 153.998 = 99.4%

Grades 5-7 at the beginning of the school year 32.769 = 88.0%

Grades 8-10 at the beginning of the school year 5.153 = 94.1%

Despite the fact that the implementation of the law on universal compulsory education is the most important political task, nevertheless, this task was performed unsatisfactorily by the Samarkand Regional Department of Public Education, because, by the beginning of the school year, 5,705 children were not enrolled in schools.[1]

The reasons for this are:

1. Lack of a clear record of children subject to compulsory education.
2. There was no proper fight against dropouts, and especially against the dropout of Uzbek girls.





3. The Soviet public was not widely involved in the struggle for compulsory education for every child and adolescent.

4. In many cases, there was no operational management of the issues of general education by the public education authorities.

By the end of the school year, 182,614 children were studying in the schools of the region.

For groups of classes at the end of the academic year, the picture is as follows:

1-4 classes studied at schools - 146.672 people

5-7 classes studied at schools - 30.361 people

8-10 classes studied at schools - 5.081 people

Comparing the latest digital data with the beginning of the school year, it turned out that during the year the following groups of classes dropped out:

For grades 1-4 - 7326 people

For grades 5-7 - 1908 people

For grades 8-10 - 72 people

In total, 9306 people dropped out during the year.

This year we have a significant drop in student dropout compared to previous years, for example:

In the 1946/47 academic year, 14331 students dropped out of schools

In the 1947/48 academic year, 14271 students dropped out of schools

In the 1948/49 academic year, 9306 students dropped out of schools

The main reasons for students dropping out of schools were:

1. The head of the district, school principals did not fight to keep students in schools, in case of premature departure of students from school or in case of prolonged non-attendance, they did not pay attention to this and did not check the reasons.

2. Facts were also established of students dropping out of schools due to the distance of the school from the settlement, the lack of hostels and boarding schools, and improper planning of the school network, mainly the so-called branches. [2]

3. The old remnants and views on the Uzbek girl, who can be used for household chores in the family, or marry out quickly and thereby deprive her of continuing her education, have not yet been outlived.

4. This year, the dropout of students from schools in the Samarkand region can also be attributed to the resettlement of many families from the region to the Mirzachul district of the Tashkent region.

At the beginning of the academic year, there was some security for the implementation of the law on universal education. But later, a sharp turn was made in this matter. At the meeting of the Regional Executive Committee, a number of issues on universal





education were discussed, where the chairmen of the regional executive committees acted as speakers. (Komsomolskaya, Dzhambayskaya and other districts).

The resolutions of the Regional Party Committee on the issue of combating the dropout of students from schools, and especially Uzbek girls, had a positive effect, regional, party and Soviet organizations became more attentive to the needs and demands of schools. At schools, dormitories began to open in total 24 dormitories in the region, in which 968 students live, except for state 4 boarding schools for 100 people.

In a number of districts, many classes were opened exclusively for Uzbek girls (the city of Katta-Kurgan, Komsomol, Narpay and other districts).

Data on the number of Uzbek girls:

On September 1st, 1948

1-class-17577

2-class-14549

3-class-1466

4-class-6891

5-class-3581

6-class-2269

7-class-1214

8-class-169

9th grade-80

10-class-63

Total 57857.

On May 20, 1949

1-class-17696

2-class-14181

3-class-10685

4-class-6265

5-class-3415

6-class-1941

7-class-1074

8-class-230

9-class-82

10-class-62

Total 55631.

As a result, 2,200 Uzbek girls dropped out for the entire past academic year.





But it should be noted that in the first-eighth and ninth grades, the number of Uzbek girls increased compared to the beginning of the school year.

In the schools of the Samarkand region studies

134755 Uzbeks

16433 Tajiks

29633 Russians

470 Kazakhs

1003 Kyrgyz[3]

In total, 79,304 girls study at schools in the Samarkand region, of which 55,631 are Uzbeks, 15,383 Russians, 7,529 Tajiks, 169 Cossacks and 598 Kyrgyz.

During the entire academic year, the question of the implementation of the law on universal education was always acute and occupied its due place in all the work of public education bodies. But all the same, the situation in some areas remains unsatisfactory and the district departments of public education have not yet completely reorganized in this work (Farish, Koshrabad, Pakhtakor and other areas). There are only isolated cases in the region about bringing persons to administrative responsibility, evading the obligation to send their children to schools.

In general, it should be noted that the provision of measures for the introduction of the law of universal compulsory education was not fully mobilized by the power of party, Soviet professional and economic organizations, in connection with which during the academic year there was a shortage of children in schools and there was also a dropout, i.e. dropout of students from schools.

At present, the district departments of public education, together with Party and Soviet organizations, are conducting preparatory work to introduce universal compulsory seven-year education in the countryside and compulsory ten-year education in the cities. This work encounters many difficulties; it requires the restructuring of the entire school network, the liquidation of branches, the selection of school buildings, the selection of a pedagogical council, and the transformation of incomplete secondary schools into secondary schools.

By the beginning of the 1949/50 school year, the schools of the Samarkand region will stabilize their network, which will be very valuable for the introduction of a new law on universal compulsory seven and ten years of education.

The biggest shortcoming in the educational work of the schools of the region is the lack of proper inspector control over the work of schools by the departments of public education and assistance to teachers in their daily work.

The regional department of public education, with the help of its inspector apparatus, is not able to cover all the schools of the region with systematic inspections; not all





visits of inspectors in the past year were carried out quite often and all districts of the region were covered.

The quality of education in schools in the schools of the region in the current academic year has increased significantly compared to previous years.

In general, in the Samarkand region, academic performance by quarters:

1st quarter -75.63%

2nd quarter -80.02%

3rd quarter 83.9%

4th quarter 86.1%

The number of excellent students in quarters of the past academic year:

1-4 grades	5-7 grades	8-10 grades	total
1st quarter			
13846	1388	95	15329
2nd quarter			
16509	1693	135	18337
3rd quarter			
19976	2151	179	22306
4th quarter			
21644	2375	191	24210

It should be noted that a significant part of the best teachers of the region, honored teachers of the Uzbek SSR and individual teachers with excellent results who gave 100% progress, have gone far ahead and show excellent examples of educational work with students in their classes.

Methodological work has been widely developed this year among cluster methodological associations of teachers (Akdarya, Mitan, Nurata, Jizzakh regions). School teachers widely used the methodological literature available to them, using the experience of the best teachers, collectively discussed the lessons attended by their comrades.

In the city of Samarkand, Katta-Kurgan, Jizzakh, seminars of teachers and directors and heads of the educational department worked. [four]

Regional methodical offices began to work better. The regional department of public education picked up methodological literature worth 30 thousand rubles in Uzkitab and sent it to the districts for methodological rooms. Among teachers this year, more than 200 lectures were given. The work of class teachers has revived. In many districts, class teachers united in special methodological sections; at the meeting of these sections, questions were worked out regarding the improvement of the organization of educational work in schools among students.





The regional department of public education made four group trips of the best pedagogical forces in the form of lecturers on certain scientific and pedagogical issues, who held one-day conferences among teachers of the districts: Ak-Darya, Komsomol, Samarkand rural, Past-Dargom.

The regional department of public education held a scientific and pedagogical conference among the teachers of the city of Samarkand, dedicated to the memory of A. S. Makarenko, which attracted wide circles of the entire public of the city of Samarkand. This example was independently followed by the city of Katta-Kurgan and individual secondary schools.

As a result, it should be noted that work to improve the ideological and political education among schoolchildren in our region has significantly increased in the past academic year. [5]

References

1. National Archives of the Republic of Uzbekistan Fund 94 Inventory 5 case 5098 p. 21
2. National Archives of the Republic of Uzbekistan Fund 94 Inventory 5 file 5098 p. 22
3. National Archives of the Republic of Uzbekistan Fund 94 Inventory 5 file 5098 p. 23
4. National Archives of the Republic of Uzbekistan Fund 94 Inventory 5 case 5098 p. 27
5. National Archives of the Republic of Uzbekistan Fund 94 Inventory 5 file 5098 p. 28

