

## The Strategy Of Sovietizing Public Education In The Uzbek Ssr: Based On The Materials Of The Journal “Maorif Va O‘qitg‘uchi” Of 1925.

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### ABSTRACT

The following article is dedicated to the analysis of the collection of decrees and resolutions in the 3rd issue of the journal “Maorif va o‘qitg‘uchi” (“Education and teacher”) published in 1925. The analysis aims to study the ideological-political, personnel policy-related, and economic-financial foundations for the radical reform of public education in the early Soviet period in the Uzbek SSR. The article reveals the aspirations to orient education based on class principles, as well as the contradictions that arose in practice concerning the quality of personnel and financial stability. Based on additional sources, the historical context of the documents and their significance in the Soviet literacy campaign (Likbez) are highlighted.

### ARTICLE INFO

**Received:** 30<sup>th</sup> September 2025

**Accepted:** 26<sup>th</sup> October 2025

### KEY WORDS:

Public education, Sovietization, personnel policy, financial control, class-based education, Likbez, 1925, Uzbek SSR.

**Introduction.** The 1920s marked a period of socio-cultural revolution in Central Asia. The Soviet government defined the complete control of the education system as a strategic task to strengthen its ideology and consolidate the new political structure. The resolutions in the journal “Maorif va O‘qitg‘uchi” (“Education and Teacher”) are a clear practical manifestation of this strategy. These documents outline measures aimed at communist re-education, in contrast to the former enlightenment traditions started by the Jadids.

The article states that the rapid and sufficient training of qualified teachers for Soviet schools was among the most critical tasks. This demand was aimed not only at increasing the quantity but also at altering the political and class composition of the teachers. To compensate for the existing personnel shortage, the establishment of short-term courses was designated as the main measure:

**Main part.** Course Durations: 3-month courses were to be established for primary school (First Stage) teachers, and 5-month or 9-month courses for secondary school (Second Stage) teachers. The short duration of these courses highlights the urgent need for personnel and the plan for rapid expansion of education [1:3]. Selection of Teacher Trainees: Trainees for the courses were required to be mainly young people from worker-peasant families who were considered “class-correct” (reliable). This aimed at preparing new, loyal personnel who would manage the education system in the spirit of Soviet ideology [1:3]. Skill Improvement: The necessity of attracting experienced teachers to educational work was emphasized, along with the need to organize special courses and study groups to enhance their ideological and political literacy [1:3].

The central question of the article is: How did the political goals of education (class and ideological control) and the material and technical difficulties (personnel quality, budget deficit) in its implementation

harmonize through this 1925 strategy? Ensuring financial stability and the efficient use of funds for the expansion of the education system was an important component of the article. The lack of sufficient funds for educational expenditures was noted, and the necessity of increasing the education share in the overall budget was stressed: Minimum Budget Share: It was stipulated that the education budget must not be less than 20 percent of the total budget, and the share allocated to children's education must not be less than 30 percent [1:3]. Fundraising: It was stated that in order to finance education, not only the state budget but also voluntary donations from the population and revenues from various events should be utilized [1:4].

Great importance was attached to controlling funds and strengthening accountability in educational institutions: Strict Accounting: All income and expenditure accounts and material assets (such as school supplies, inventory) of education departments and schools must be strictly maintained [1:4].

Audits (inspections): regular audits were required to check the proper expenditure of budget funds, and measures were necessary to establish the material accountability of school staff [1:4].

Central registration: all resources and inventory purchased by educational organizations were required to be centrally registered, and reports on their location were demanded [1:5].

Despite the strict measures aimed at increasing the education budget mentioned in the article, several practical problems existed in the management and expenditure of funds: budget disproportion: it was stipulated that the education budget share should not be less than 20 percent of the total budget. However, the extent to which this indicator was actually fulfilled in 1925 is doubtful. The article itself emphasizes the insufficiency of the budget, indicating a gap between the strict plan and practical financing [1:5].

Condition of school buildings: the issue of constructing and repairing school buildings was raised as an urgent problem. The necessity of raising funds from the state, popular donations, and organizations implies that the state itself could not fully solve the issue of building provision. This negatively affected the quality of classes and sanitary conditions [1:5].

Weak financial control: the presence of clauses concerning the regulation of accounts, the conduct of audits, and the necessity of strengthening material accountability suggests that problems like low discipline and a tendency toward corruption existed in the expenditure of funds and the registration of inventory within education departments [1:5].

Material condition of teachers. The strict demand that teachers' salaries should not be lower than those of party and Soviet employees indicates that their actual material condition was extremely difficult.

Salary delays: it was demanded to ensure regular salary payments to rural teachers. This requirement itself suggests that teachers' salaries were irregular and delayed during that period [1:6].

Complexity of Social Security: The obligation to assist teachers with issues such as housing, firewood, and land (auxiliary farming) was not resolved through the state budget but was a complex socio-economic problem delegated to local Soviet organs [1:6].

Thus, although the 1925 resolutions were adopted with great ideological fervor, their implementation was marked by serious practical problems, such as a decline in educational quality due to haste, as well as budget deficits and financial irregularities. These 1925 resolutions in the "Maorif va O'qutg'uchi" journal were aimed at creating the institutional and economic foundation for the Sovietization of public education in Uzbekistan. On one hand, it required the establishment of a system of short-term courses to rapidly provide the education system with ideologically correct personnel. On the other hand, efforts were made to ensure the financial efficiency of the education system by increasing budget funds and implementing strict accounting and control mechanisms. These documents are an important historical source illustrating the attempt to maintain a balance between the political priorities and economic difficulties of Soviet education.

Ideological and Political Foundations of the Sovietization of Education. The documents emphasize that the organization of the education system would be carried out under the control of the government, the Council of People's Commissars, establishing its strict class orientation.

The documents from the 1925 "Maorif va O'qutg'uchi" journal analyzed above, while setting a strict political course for the development of public education, also reveal a series of serious problems that arose during the implementation of these reforms, both within the text itself and in the historical context. In particular, contradictions existed regarding the quality of education and the practical expenditure of budget funds.

The personnel training strategy outlined in the article (rapid courses) inevitably led to certain problems: Contradiction between Speed and Quality: The necessity of training teachers in short-term courses, such as 3 or 5 months, was aimed at providing schools with personnel in terms of quantity, but this could lead to a low quality of education. The requirement that new teachers should be not only pedagogically sound but also "class-correct" and politically reliable indicates that political loyalty took precedence over professional qualification [1:6].

**Lack of methodological provision.** The necessity of creating new textbooks and learning materials for schools was mentioned, but this process was still in its initial stages. The requirement that textbooks and manuals be linked to local conditions implies that such methodological materials were practically non-existent.

Class Orientation and the Fight Against Outdated Education. The first and most essential task of education was to eliminate the old school system and "corrupt laws." "School and educational work must be primarily for the children of the working, poor (peasant and worker) people, not just for the rich, exploitative classes..." [1:7]. This class-based approach formed the foundation of Soviet education, focusing on avoiding the use of old-style school teachers and re-educating them in the communist spirit.

Women's education and the Foundation for the "Hujum" movement. The special attention given to women in education was part of the Soviets' large-scale plan to transform society. The journal indicated that this issue was of particular importance among the general tasks of education.

Political goal: the issue of "revolutionary-social education" for women was important. These measures laid the foundation for the "Hujum" (Attack) movement, which began in the late 1920s, aiming to involve "liberated" women from the veil in Soviet activities [1:7].

Educational measures: Special courses were established for girls and mothers/wives in personnel training. The plans to open a 2-year school for training Muslim women teachers in Samarkand in 1925 were a practical manifestation of this policy [1:7].

Despite the emphasis on developing women's education, the following practical problems existed: Public Resistance: There were constant difficulties in attracting girls to school due to local traditional values and resistance within the community. The text emphasized the necessity of eliminating "ancient, corrupt laws" in the development of public education, which included the negative attitudes towards women's education [1:8].

Shortage of Female Personnel: The need to train a large number of female teachers through short-term courses indicated an extreme shortage of educated and qualified personnel among women. The 1925 article reflects the firm political will of the Soviet government in the Uzbek SSR to develop women's education based on class and political principles, although this process was complicated by local cultural resistance and a shortage of educational personnel [1:8].

Strategy and problems of teacher personnel training. Training qualified national pedagogical personnel was the most difficult task for Uzbekistan in the 1920s. The Soviet government's strategy in this document was aimed at rapid personnel production, even if it meant a compromise on quality.

To overcome the personnel shortage, 3-month courses for primary school teachers and 5-month or 9-month courses for secondary school teachers were mandated.

**Quality Contradiction:** The pedagogical and methodological qualification of personnel trained through such short-term courses was inevitably low. Since the goal of the Soviet government was to establish strict ideological control, political loyalty was prioritized over qualification [1:9].

**On the Material Condition of the Teacher.** To incentivize teachers to work, a sharp improvement in their material condition was demanded. “The work to improve the material life of teachers must be given first-rate importance... their salary level must not be lower than the salaries of party and Soviet employees” [1:9]. This demand indicates that the irregular salaries and material deprivations in rural areas were causing serious personnel losses.

**Financial Provision and Centralization of Budget Control.** The education system required a colossal reform, but the lack of funds was a constant problem. Therefore, efforts were made to bring the budget under central control. The document set specific percentage requirements for education financing [1:9].

**Education share:** The education budget share was strictly set to be no less than 20 percent of the total budget, and the children's education share no less than 30 percent [1:11].

**Additional sources:** Due to the limited financial power of the government, it was planned to raise funds for the construction and repair of school buildings through voluntary donations collected from the public, in addition to state funding.

**Strengthening Financial Accountability and Control.** Strict measures were set to prevent the misuse of funds and establish financial discipline: “The task was set to regulate all income and expenditure accounts of education departments and schools, to conduct inspections (audits), and to take measures to strengthen material responsibility among school staff” [1:11]. This requirement indicates that serious irregularities in budget discipline and inventory registration were observed in the education system during the 1920s.

**Political foundations of curriculum content and methodological provision.** The content of the educational process was fully subordinated to Soviet ideology [1:11].

**Ideological textbooks:** It was emphasized that textbooks should be prepared based on class requirements and serve not only as a means of teaching but also as a tool for political education. All literature was required to pass through the control of Komprosvet (Communist Education Department).

**Local relevance:** the necessity for textbooks and methodological manuals to be linked to local conditions and way of life was the initial stage of the process of transitioning education from Russian to local languages [1:12].

**Centralization of education management and personnel policy.** To increase the effectiveness of the education system and ensure political control, strict political principles were applied in the selection of management personnel.

**Requirements for management personnel:** the appointment of experienced, responsible, and “class-correct” individuals to education management bodies was required. Administrators were mainly to be selected from among party members and young communists [1:14].

**Organizational Structures:** General control over public education was to be carried out by government bodies, while local Council organs and Education Departments would execute the work on the ground.

**Historical consequences of the reforms.** The resolutions published in the 1925 “Maorif va o‘qutg‘uchi” journal are the most important source showing how the Soviet education system in the Uzbek SSR was shaped [1:14].

**Conclusion.** Political zeal and practical difficulties: the documents aimed to rapidly adapt education to socialist ideals under centralized control. However, the haste in personnel training (3-month courses) negatively impacted the quality of education.



Establishment of financial control: the demands to increase the budget share and implement strict audits reflect the government's attempt to establish financial order in this sphere.

Historical significance: the 1925 documents in the “Maorif va o‘qutg‘uchi” journal are an important source showing the formation of the Soviet education system in the Uzbek SSR. They reflect efforts to orient education based on class ideology, rapidly train personnel, and create a system of strict financial control.

Despite these efforts, the deficit in education funding, the quality of personnel, and serious problems in material and technical provision remained the main difficulties of the education reforms of that period.

These reforms laid the foundation for the Literacy Campaign (Likbez) of the late 1920s and the introduction of the compulsory general education system. Major cultural changes, such as the transition from the Arabic script to the Latin, and later the Cyrillic script in 1929, are also consequences of the education policy of this era.

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