



THE FIRST UZBEK SCIENTIFIC COMMISSION AND THE ACTIONS OF NATIONAL INTELLECTUALS IN THE FIELD OF EDUCATION

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RESUME

This article deals with the establishment and activities of the Uzbek National Scientific Commission, which was established in the early 1920s under the Turkestan Commissariat of Public Education. Based on the analysis of local press materials and historical documents from the archives of the republic, the role of this commission in the historical scientific processes in the country, the achievements and shortcomings in its activities are shown.

KEYWORDS: *Uzbek National Commission, Board, Turkestan, Commissariat of Public Education, Congress, Scientific Department, State Scientific Council, Expedition, History, Ethnography, Linguistics, Spelling, Branch, Local Studies, Committee on Uzbek Studies.*

I. INTRODUCTION.

Scientific commissions, societies and institutions of the country, which emerged in the early 20s of the XX century, have a special place and role in the development of the history and local lore of Turkestan. From the beginning of 1921, the Uzbek and Kyrgyz National Commissions were established under the Ministry of Public Education of Turkestan, and then the Turkmen, Tajik, and Black Kyrgyz National Scientific Commissions.

After the establishment of the Uzbek and Kyrgyz national commissions, in 1921, the "Regulations on National Commissions" consisting of 17 items were developed. According to the charter, the development of educational activities among indigenous peoples, the development of educational tools for these nations, the establishment of interactions between them and the guidance of appropriate words, the use and collection of ethnographic materials (especially folk literature) about these peoples in pedagogy. to prepare for publication, to compile a linguistic list of nations living outside Turkestan, to review any publications in their own languages that serve the Council's reviews and have no independent official status on behalf of the State Scientific Council, to cooperate with other scientific commissions and a number of other tasks[1].

The statute stipulates that national commissions shall consist of one second-level researcher and three full-time researchers (chairman and two members) and a part-time researcher (and

translators). All out-of-state researchers should be qualified educators of these nations, primarily in accordance with educational institutions, who work creatively to create textbooks and popular scientific literature in the languages of these nations and translators had to be paid for their work in accordance with the cost estimates [2].

In accordance with this regulation, a commission consisting of Hamid Sulaymon, Vadut Mahmud and Mashriq Yunusov (Elbek) was elected to the Uzbek National Commission. Hamid Suleiman has been appointed chairman of the commission. However, Hamid Suleiman took office two months later and Vadut Mahmud three months later as he was not relieved of his previous duties [3].

II. MAIN PART

From the first year of its activity, the Uzbek National Commission has made significant strides in the creation of history, ethnography, folk art and textbooks. In particular, one of the active and organizing members of the Uzbek National Commission, Mashriq Yunusov (Elbek), wrote that the commission had "sent a scientific commission of three people (Abdurauf Fitrat, Pulat Soliev, Uktam) to Bukhara to examine old historical materials. The commission was to inspect libraries in Bukhara and find a number of dictionaries and notes of Uzbek national music.

The commission said in a statement: "In 1921, a number of studies were carried out by the Scientific Inspection Board, where a number of rare



manuscripts, manuscripts and paintings were found. These findings included:

1. Handwritten handwriting of Amir Alisher Navoi

2. A perfect devon of Baburkhan (a devon published by the scholar Samoilovich at the last conference has several shortcomings in this regard)

3. Manuscript "Fatkhnomat sultoniy", one of the rare works on the history of Bukhara.

4. Manuscript from dictionaries "Abushka" (Dictionary compiled by Navoi).

5. Muqaddimatul adab is a rare Turkish-Arabic dictionary (the work of the famous scholar Zamakhshari (467 536)) and others [4].

At the joint meeting of the Kyrgyz, Uzbek and Turkmen scientific commissions held on July 2, 1921, the issue of the journal of the Uzbek scientific commission and its publication was discussed [5].

It should be noted that after the First World War in the 1920s, as well as after the Soviet "military communism" and the New Economic Policy (NEP), the living standards of the population of Turkestan significantly decreased. This, in turn, affected the scientific life of Turkestan.

Financial difficulties and staff shortages began to appear in the early days of the Uzbek commission. According to Mashriq Yunusov, even Hamid Suleyman (Cholpon-SM), who is the chairman of the commission, was forced to leave the committee because most of the aid requested from the Ministry of Education was not provided in time. Another member, Vadut Mahmud, resigned from his previous position and, after working for two months, left the board and went to Samarkand. Only one member of the Uzbek Board of Education, Mashriq Yunusov, was elected at the beginning. On the one hand, there was only one person left in the jury, and on the other hand, due to the lack of financial support, the commission was unable to do a visible job.

III. DISCUSSION

"Given that the work of the Board of Education does not go hand in hand with a single person, the Academic Council of the Commissariat of Education has added new members and several staff members to the board.

As of August 1, 1921, the leadership of the commission consisted of the following [5].

1. Abduhamid Yunusov Chairman of the Andijan City Commission Beklarbegi Madrasah from the Rosta editorial office

2. Mashriq Yunusov Member of the Tashkent City Commission

(also worked at the Uzbek Institute) by the decision of the Board of the IFC on January 17, 1921

3. Vadut Mahmudov Member of the Samarkand Commission

(also worked in Tsekamol) Uzbek Institute of Education from "Tsekamol" by the decision of the board of HMN on January 17, 1921

4. Muftizoda - Deputy Chairman of the People's Commissariat of Education (Sibnarodobraz) Shaykhantahur, mahalla Tarnau

5. Kamoliddinov - (Secretary, copyist) from July 2, 1921, by the order of the Uzbek commission 101 from Sib. People's education (Sibnarodobraz) -

6. Takhtliev - Journal Secretary - - -

7. M. Lurenno - Technician - - -

8. Kushliev - Technician - - -

The new members of the commission are Saidalikhjoja Usmonkhodjaev, Pulat Soliev, Shokirjon Rakhimi, Muhammad Ghazi Yunus and Mashriq Yunus. The chairman of the Yunus jury, Muhammad Ghazi Yunus, was elected writer. Abdukodir Obidbekov and Ubaydulla Asadullohojaev were appointed to manage the work of the commission in the regions.

In addition, in the commission A. Fitrat, Uktam, Gulom Zafari, Shokirjon Rakhimi, Hamid Saidov, Majid Kadyrov, Fatih Sayfi, Saidiy, Boyburov and many others.

When the new jury was formed, its work was much better organized than before. Primary and secondary schools have been set up to compile various science books, collect various historical works, and record folk melodies [6].

In December 1921, the State Troika decided to reduce the staff of the Academic Council of the Ministry of Public Education to 16 (72%). Among the reduced staff of the Academic Council were 4 members of the Kyrgyz Commission and the Uzbek Commission. Among the 11 dismissed members of the national commissions were the following members of the Uzbek National Commission:

1. Polat Soliev (member)

2. Shokir Mukhtori (member)

3. Abdukodir Obidbekov (employee)

4. Ubaydulla Khodjaev (employee)

5. Enikeev (technical secretary)[6].

An interesting situation arises here. All of these members who left the commission were supporters of the 1917 Turkestan Autonomy and, most importantly, prominent scholars of the country. In our opinion, special attention seems to be paid to this issue.

The staff left in the Uzbek scientific commission were:

1. Muftizoda (1888) - Deputy Chairman, secondary education, educator (sent from the Central Committee of the party).

2. Mashriq Yunusov (1889) - secondary education, school employee



3. Vadut Mahmudov (1900) - secondary education, school employee

4. Toktashev - secondary education, secretary of the magazine "Land of Knowledge" (May 1, 1921), sent from Moscow.

5. Ghulam Zafari (1889) - secondary education, from May 1, 1921, a second-class officer of the commission [7].

IV. ANALYSIS

The reduction of staff had a significant impact on the work of the commission. In this regard, one of the members of the Uzbek commission A. It is worth quoting Obidbekov's letter to the Academic Council in January 1922: As long as you don't have the funds - the May trip has been postponed. That is why I am returning to Andijan. I can't afford to stay in Tashkent (due to staff reductions, we, the researchers, are not paid)[8].

Meanwhile, the Scientific Department under the Turkestan People's Commissariat of Education has been transformed into a Scientific Council. In March 1922, the Academic Council of the Turkestan People's Commissariat of Education decided to send Gulom Zafari, a member of the Uzbek National Commission, to Fergana, given that "ethnographic materials on art and theater were disappearing or being bought by agents across the border." , he was instructed to clarify the issue and collect these materials and bring them to the Uzbek Scientific Commission in Tashkent[9].

In the same year, another member of the commission, Ghazi Olim Yunusov, was sent to inspect the Samarkand districts. During his visit, Yunusov also visited Jizzakh and Kattakurgan districts of Samarkand. Among these materials were 83 different photographs showing the shape of each Uzbek seed.

According to the information given in the April 2, 1922 issue of the newspaper "Kizil O'zbekiston" at the regional congress of Uzbek culture and education, the members of the commission at the congress - M. Yunusov himself, Saidalikhjoja, Ghazi Yunusov made reports on the activities of the commission. This is stated by Mashriq Yunusov in an article published in the newspaper "Kyzyl Uzbekistan" on April 2, 1922. Based on these reports, the congress decided that the commission "performed its duties well even in times of economic hardship." Although the Uzbek National Commission prepared about 30 publications and submitted them to the State Publishing House, the congress made a number of proposals on the issue: "due to the coldness of the publishing house, most of them were not published and distributed to schools."

1. "The rights of the Uzbek educational community should be expanded to a level that will

serve the educational and cultural development of the Uzbek people (culturally - SM).

2. The hand of the Uzbek Board of Education should not be tied to the work of publishing books, such as publishing books for schools. The implementation of this should be entrusted to the relevant roads under the NKP (People's Commissariat of Education - S.M.), with a commission consisting of its members. Let his only scientific oil be in the Uzbek jury.

3. The Uzbek language, literature, art (art - S.M.) and music, in conclusion, to call the relevant experts on each new work and try to ensure that the Uzbek spirit (spirituality - SM) and history are well established.

4. The Uzbek Board of Education should be in close contact with the Uzbek branch of the National Commissariat for Scientific, Cultural and Social Affairs, and these institutions should be in touch and provide assistance.

5. The Uzbek Board of Education should use the power of Uzbek educators with the assistance of relevant institutions.

6. To allocate their educational capital, as well as to provide emergency assistance to those who are using the spiritual side of the Uzbek Board of Education, as well as to provide assistance in the work of its branches and mahallas (localities - SM).

7. The Uzbek Board of Education will repair its branches. Let the people of Turkestan be in close contact with the scientific community in Bukhara and Khiva.

8. Let there be an extra effort and initiative to send students aside to cultivate good teachers and teaching staff for Uzbek men.

Additions.

1. A well-functioning commission should be set up to investigate the sending of students abroad.

2. Students in secondary and higher schools should be in close contact with the literary circles of Uzbek workers, and should be supported materially and spiritually [10].

The activity of the Turkestan State Scientific Council (GUS), established on the basis of the Scientific Council, was in three main directions: creation of scientific and pedagogical literature, linguistic, spelling, terminology, ethnographic works; Establishing contacts with scientific institutions of the Commissariat of Education; Coordination of scientific societies in the republic, interaction with the central and federal republics.

V. RESULTS

Tasks related to the creation of scientific and pedagogical literature, linguistic, spelling, terminology and ethnographic works were mainly entrusted to national and special commissions. In



particular, the activities of the Uzbek, Kyrgyz, Turkmen, Tajik national scientific commissions were carried out in two directions (teaching in the native language, preparation for publication and translation of popular science and art literature and collection of materials on folk art). The Uzbek National Commission has done a great job in collecting materials on folk art and ethnography of the local population.

During this period, the financial difficulties of the Uzbek commission remained. Speaking at one of the meetings of the State Scientific Council in September 1923, the chairman of the commission, M.S. Yunusov also writes that due to lack of funds (for operational work and staff), the planned work was not completed[11].

An article entitled "To the attention of Uzbek scholars living in Turkestan" published in one of the issues of the newspaper "Turkiston" in 1923 provides an opportunity to get acquainted with the current state of the commission. It reads: "You have probably seen and known what the Uzbek Knowledge Board has opened for the country, which is entering its third year this year. Given the small but almost non-existent support of our young scientific forces in the country at a young age, and with such assistance, it will be very difficult for the jury to pass the standing tasks. Finds it necessary to introduce[12].

The Board (Board of the Uzbek Scientific Commission - S.M.) has worked and continues to work as much as it can, although it has not been able to do all of the tasks outlined in the program. In particular, he did his best to prepare books for schools, and as a result, he prepared about 30 books and put enough space for our primary schools. ... In addition, he collected some old manuscripts and published a magazine. However, since these things are still the beginning of our thoughtful desire, the jury cannot say that I have done all the work with them. The board should then proceed with the inspections, working on the specified tasks to the end. This is not something that the Uzbek knowledge community can do alone. This is due to the participation and support of the scientific forces of all Uzbeks in Turkestan. Of course, their support should be material, as well as scientific. After all, every work in life, whether scientific or material, requires great strength. This power is not found in the scientific board and its commissioner of education.

While each of the above works is a very important work, it requires a great scientific power and a great material support. The Education Commission does not pay 250 or 500 soums a month for scientific work. That is why the Uzbek Board of Education is looking at the Uzbek brothers and sisters in the country with impatience. ... We need your

material and spiritual support and look forward to the support of our scientific forces among our people [13]."

The Turkestan State Scientific Council itself acknowledges that 40 to 50% of researchers are paid (with certain delays) and that the situation needs to be improved. At the meeting of April 29, 1923, it was stated that the staff of scientific commissions should be increased to 23, including the number of employees of the Uzbek commission by four[14].

Despite such difficulties, by 1923 the work of the Uzbek National Commission on Ethnography was revived. For example, as a result of the summer expedition of Gazi Olim Yunusov, a lot of materials were collected and classified. Another member of the commission, Ghulam Zafari, also visited several villages in Fergana and collected many materials on folk art [15].

One of the contemporary authors, Sirojjiy, in his article "Scientific Research" published in 1923, described the work of the commission as follows: to date no serious initiative has been taken in this case. Naturally, this was due to a lack of money and a shortage of people, so we had to be very busy with urgent tasks like writing textbooks for our schools. It is obvious that the Board of Education has taken this work seriously this year [16]".

VI. CONCLUSION

According to the author, the commission has held a number of council meetings and made important decisions on sending researchers to the provinces of the Republic of Turkestan and to Iran, Afghanistan and Turkestan-China.

In 1923, when several scholars from the center were sent to Fergana to complete the printing press, historical materials, songs, materials about Fergana life in general, manuscripts, and historical works were found and some of them were registered [17].

The five-year plan of the Uzbek National Commission (1924-1929) includes the preparation of textbooks on geography of Turkestan and other continents, mapping of 5 continents and some republics of Russia, preparation of textbooks on cultural history for secondary schools, terminology and dictionaries, translation, The plan of work in this direction includes the opening of branches of the commission in Samarkand and Fergana regions, the dissemination of its path among the people by assisting them, as well as the preservation of ancient works. The following main tasks are set for the collection and preservation of historical works:

1. Collection of old manuscripts and suppression of their importance;
2. To open a perfect library for these old works under the Uzbek Knowledge Board;



3. Add to this library all sorts of labels and inscriptions from the time of the old khans, as well as the writings of poets and writers who have lived to this day, and some old documents [18].

The Uzbek commission, along with other national commissions of the Ministry of Public Education, participated in the 1923 Agricultural Exhibition in Moscow with its exhibits. Significantly, Turkestan exhibits took first place in the exhibition. Valuable information was also collected during the scientific expeditions of the State Scientific Council in 1924-1925 carried out by national commissions. However, since the mid-1920s, the Uzbek National Commission has been tasked with "raising cultural awareness, preserving Uzbek artifacts, and streamlining art, but the commission has failed to accomplish much of its mission. The Uzbek Board of Education has devoted most of its time to the issue of language and school textbooks".

After the national demarcation, the newly established Akademmarkaz (Academic centers) was entrusted with the scientific substantiation of the activities of the Ministry of Education, the integration of scientific activities of scientific institutions and societies in the territory of the republic. Initially, the center consisted of 3 sections: "Scientific and pedagogical", "Committee on Uzbek Studies" with the Music Ethnographic Commission, and "Scientific institutions and societies". The Committee on Uzbek Studies was established on the basis of the Uzbek Scientific Commission.

Thus, the Uzbek Scientific Commission, as one of the first state-run scientific commissions in the 1920s, began research into the history, ethnography and cultural heritage of Turkestan and had a significant impact on the scientific and historical institutions that emerged after it.

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