

# ПЕДАГОГИЧЕСКИЕ НАУКИ

## THE DEVELOPMENT OF PEDAGOGICAL SCIENCE IN KARAKALPAKSTAN IN THE MIDDLE OF THE 20<sup>TH</sup> CENTURY - THE BEGINNING OF THE 21<sup>ST</sup> CENTURY

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## РАЗВИТИЕ ПЕДАГОГИЧЕСКОЙ НАУКИ В КАРАКАЛПАКСТАНЕ В СЕРЕДИНЕ XX ВЕКА - НАЧАЛЕ 21 ВЕКА

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### ABSTRACT

This article reviews and describes the analysis called on earlier studies on shaping and development of the pedagogical science in Karakalpakstan in 20<sup>th</sup> century in it is considered main questions and problems of the formation and sciences in the Republic of Karakalpakstan on length integer age. The review is given in chronological order. The presented name that scientist, who lifted, considered or tried to answer the questions in the field of theories and histories pedagogy in its epoch. The article gives short analysis leading period to pedagogical thought of this time. With highlights of the histories author made a stab corresponding to findings. The article deals with the rich informative material. The researchers concerning with questions of the formation and history of pedagogy might find their answers.

### АННОТАЦИЯ

В статье дается обзор и анализ проведенных ранее исследований по формированию и развитию педагогической науки в Каракалпакстане в XX веке. Рассмотрены основные вопросы и проблемы образования и науки в Республике Каракалпакстан по целочисленному возрасту. Обзор представлен в хронологическом порядке. В статье дается краткий анализ ведущих периодов педагогической мысли этого времени. Из основных моментов историй автор сделал основные соответствующие выводы. В статье представлен богатый информативный материал. Ответы на некоторые вопросы могут найти исследователи, занимающиеся вопросами становления и истории педагогики.

**Key words:** Formation, development, pedagogical science, Karakalpakstan, scientific, methodical, theory, history, pedagogy.

**Ключевые слова:** Становление, развитие, педагогическая наука, Каракалпакстан, научная, методическая, теория, история, педагогика.

### 1. Introduction

In the 1920s, under the influence of the Jadid movement, under the leadership and demand of the local intelligent group (parish), cultural construction in Karakalpakstan began on a large scale. Special attention was paid to public education and the school sector. There was a need for more teaching staff in the field of school development. The training of teachers is a part of the state's work, and great tasks have been set for it. To this end, large-scale work has begun in our country. In 1918, the regional department of public education of the Amudarya branch was established. The central commission on December 20, in 1919, set the task of opening the literacy of all illiterate, uneducated people aged between 8 and 50. Founded in 1923, the Society for the Reduction of Illiteracy (SRI) had its own branches not only in the provinces but also in the districts and villages.

The number of intellectuals who graduated from the Jadid school of illiteracy and illiteracy was reported. Indeed, in the implementation of the tasks set in the work of public education, the study and research of the

historical experience of educational work in our country is of great importance. Also, it is very significant to study the theoretical and practical achievements of public education, previous experience accumulated over many years from a scientific point of view and present it to the teaching community. In particular, one of the most vital tasks is to identify and provide timely guidance on ways and means to improve the quality of education. The scientific terminology section under the regional department of public education played an important role in the formation of pedagogical science in Karakalpakstan. Despite the failure of its name, the scientific-terminological section, in addition to the regulation of scientific terms in the Karakalpak language, was engaged in the preparation of textbooks and manuals in Karakalpak language for publication. It also headed the Museum of Great Recognition and gave instructions. In particular, the work of this section was carried out in close cooperation with the Committee on the New Turkish Alphabet (NTA) [1]. The Scientific Terminology Section, together with the NTA Committee, began to

gain experience in the development of new alphabets and spelling rules for the development of terminology of the Karakalpak language, the preparation of scientific and methodological literature for publication. As a result, the establishment of a scientific-methodical council with a scientific-methodical section under the regional Department of Public Education had an impact on the development of scientific and methodological research in the field of pedagogy and public education.

Over time, the work of the scientific and methodological bureau has been revived and experienced teachers and intellectuals have been involved. At the same time, these sections studied the exercises in the field of pedagogy and the teaching of individual subjects, developed plans and plans for the scientific development of educational work. For example, in 1928, during May-September, the section of public education, vocational and technical education considered the following issues:

- Development of curricula and lessons for teacher training courses in rural schools;
- Revision of curricula for rural schools;
- Development of the direction and content of the successful social work in schools;
- Discussion of issues related to religion at school;
- The state of self-government of schools and the organization of their work, to determine the content of his work related to the Sharia of Karakalpakstan and to give instructions;
- Discussing the work of preschool institutions and its scientific development;
- Development of types of teacher training.

Apparently, this scientific-methodical section focused on the most important issues in the schools of Karakalpakstan at that time and aimed to solve them scientifically [2]. Secretary of the Scientific-Methodical Council Papova in 1928 on the issues considered in the work of the section of public education and vocational education. In the 1st July, report contained the following information:

- a) Student self-government;
- b) Model scheme of the annual production project of schools;
- c) Regulations on the construction of playgrounds in schools;
- d) Model scheme of instructional inspections in schools;
- e) Various (scientific) clubs at school;
- g) Summer educational work in orphanages;
- h) Teacher retraining program, seniority, mathematics, science and pedagogy.

Materials prepared for the section meeting: Methods of conducting a revolutionary day at school: Accounting for pedagogical work in orphanages: Form and scheme of registration of children in primary schools: methods of socially useful work in schools and other issues. Similar work has been carried out in the scientific-methodical section, such as in the section of education and scientific terminology, publishing. Many of these types of work were closer to instructional guidelines and methodological letters, despite the scientific guidance and success that came from school experiences.

## 2. Literature Review

However, in the context of Karakalpakstan, it was noteworthy that instead of the methodological guidelines in the school-madrassa curriculum, instructional instructions and methodological letters were written for the educational and scientific-methodical work in schools. Thus, the instructions in the field of science, methodical letters, developed by the scientific-methodical sections under the Department of Public Education, indicate the widespread dissemination of pedagogical scientific experience in Karakalpakstan. The publication of the scientific pedagogical magazine "Red Teacher" among teachers and intellectuals in 1928 greatly contributed to the widespread dissemination of pedagogical science, methods of teaching science in schools among teachers. The main scientific and pedagogical section of the journal is that each issue of the journal contains articles on pedagogy, a comprehensive system and methods of teaching, consultations on the teaching of individual subjects. For example, the new Latin Karakalpak alphabet includes how to teach the "Alphabet" (1929), new methods of teaching mathematics, social studies, and the teaching of pedagogy in a demonstrative way, and other issues.

For the first time, the journal focused on the pedagogical science of the public, raising practical issues on pedagogy and methods of teaching private subjects in this context. Actually, the journal paid special attention to the moral education of young people and the problems of their upbringing. The formation of pedagogical science as a science was also greatly influenced by the mass sending of Karakalpak youth to the central cities to get education. The transition from the Arabic alphabet to the Latin alphabet has taken place. Schooling at educational centers started in the mother tongue. The Karakalpak printing house was formed and textbooks and manuals started to be published. Also, short teacher training courses were created and set up. The first secondary special educational place which was pedagogical college was opened in 1934. The first scientific work on the study of the Karakalpak alphabet, the author of the first textbook "Alphabet" (1925), the poet of Karakalpak people, pedagogue-scientist S. Majitov, was one of the first teachers of the Karakalpak language, and author of several textbooks. The role of the first head of the Central Public Information Department, the head of the committee on the new alphabet, the poet K. Awezov played an important role. H. Baymaganbetov, one of the founders of the Pedagogical College in Karakalpakstan, one of the first specialists in Karakalpak philology, also played a significant role.

## 3. Results and Discussion

Thus, in some schools of the Republic began to help young teachers and old teachers who have not yet mastered the modern school system to teach private subjects. In the methodological associations at schools, in the science commissions, the work on the formation of teaching methods on a scientific basis has developed and gradually developed. Pedagogical rooms are also exemplary, and the reference schools have a positive

impact not only on urban schools, but also on the improvement of teaching in rural schools, the content of methodological work. During this period, experience of sponsoring rural schools, which are far from the model, support schools, and providing methodological support to their educational work, was widespread. Through such events, the scientific and pedagogical basis of teaching methods in schools began to be formed. In the pedagogical cabinets, there were sectors of pedagogy, preschool education, as well as methods of teaching special subjects. The sectors have been dealing with scientific papers in their field, dealing with the problems of incomplete secondary schools and high schools. The sectors were involved in the development of Karakalpak language and literature programs for incomplete secondary schools and secondary schools, as well as the development of textbooks and instructional materials for the subjects. The staff of the Central Pedagogical Office also studied the methods of learning Russian in Karakalpak schools and summarized these experiences. In addition, the cabinet studied the documents and methodical letters to the Republican People's Commissariat of Education, which should be guided by instructions from above. Also, they analyzed the tasks and provided explanations. The school was engaged in the implementation of the problems of pedagogical theory and history, taking into account the rules of the pedagogical cabinet and the national identity of the Karakalpak people. Furthermore, the Central Pedagogical Cabinet of the Republic served as the first scientific institution in Karakalpakstan to study scientific and pedagogical problems. Examples of improvements in scientific and methodological works were the opening of pedagogical offices in districts, the establishment of basic schools, the work of methodological associations and science commissions in schools, the publication of the first magazine for teachers "Red Teacher" and the pedagogical newspaper "Council Teacher", organization of the central pedagogical office under the People's Commissariat of Education. It has led to the improvement of scientific and methodological works in schools of Karakalpakstan, an increase in the quality of educational work in schools [8].

In addition, the quality of school management, school-related documentation has further increased. The curriculum, which is to be led by teachers, has also been aligned with the annual calendar and work plan. As a result, classes in schools were organized in orderly manner, and the use of scientifically developed visual aids and methodological manuals continued to develop. Productive use of local materials is carried out. Teachers tried to ensure that students were literate according to the program. The number of students who did not make it to class and the number of students in each class for 2 years also decreased significantly. Schooling has been streamlined, and the number of children dropping out of elementary school to high school has dropped. As a result, due to scientific, pedagogical and methodological works in schools, efforts have been made to achieve public education in Karakalpakstan.

Thus, in Karakalpakstan, national upbringing programs, folk pedagogy, the ongoing educational issues of poets and scholars on the upbringing of young people, ideas, views, were formed as a special science in the 30s of the 20th century, started to develop. Numerous scientific works and dissertations on pedagogical issues of pedagogical scientists of our people have been written. The study and analysis of pedagogical theories, experiments and ideas from a scientific point of view is one of the most important issues in modern pedagogical science. This is because it is difficult to further development of science without determining the depth of knowledge and achievements in history, to determine its most important direction for today [5].

Furthermore, the rich life experience of the people of Karakalpakstan, which has a long history of education, has the power to educate the next generation as a well-educated, free-thinking, confident, strong-willed, world-minded, well-rounded person who understands himself, has his rights and, finally, national identity. In particular, scientific study of the rich experience of our people in science, schools and educational sphere, the effective use of their relevant aspects in today's education system is a social necessity. This, firstly, improves the quality of education, and secondly, creates a sense of homeland in the hearts of future generations. Thirdly, it serves to enrich the science of pedagogy, more precisely the field of pedagogical theory and history with a certain historical-pedagogical thought. Therefore, one of the important tasks facing education in the years of independence is expressed in the following: "A person who recognizes his rights, relies on his own strength and capabilities, can independently approach the events around us, at the same time, the task of educating people who can see their personal interests in line with the interests of the country and the people, and who are well-rounded in all respects, has become a crucial issue for us during the years of independence" [4].

As an integral part of independent Uzbekistan, in the above historical periods in the Karakalpak region, based on its local conditions, formed and developed ideas on education, which can be generalized, systematized and used effectively to increase the effectiveness of education today. On the eve of independence in Karakalpakstan, pedagogical ideas, research work on the theory of education were divided into spiritual-moral, patriotic, artistic-aesthetic, ecological, physical and educational types, and on the basis of a new approach they were enriched with national spirit.

#### **4. Conclusion**

Thus, the development of pedagogical ideas in Karakalpakstan from the earliest times to the 30s was studied in detail by Professor U.Aleuov. The 20-30s of the 20th century were a period of some development in the socio-cultural-spiritual and enlightenment life of the Karakalpak people. During this period, under the influence of the Jadid movement, the initiative and actions of the intelligentsia among the people, the enlightenment of the people as the basis of culture was identified as a priority [1]. Probably for this reason, this

period attracted the attention of many researchers. In particular, the issues of socio-political life of the people, school, education, culture have been reflected in the research work of Sh. Nepesova, U. Shalekenov, A. Panabergenov, R. Timasheva, B. Sultamuratov, J. Urumbaev, K. Seytmuratov. Our goal is not to re-examine them, but to further enrich their content, and to systematize, making a comparative analysis, using the hidden funds in the archives to date, that is, using the funds available for reading and other pedagogical historical and literary sources, as well as to make recommendations on the possibilities of implementation in the process of today's education system. Because this period is the period of formation and development of scientific and pedagogical ideas in the conditions of Karakalpakstan, the establishment of schools, educational and other pedagogical educational institutions [2].

The end of the 20th century and the beginning of the 21st century were significant in the history of our people with the achievement of independence. An analysis of the scientific literature has shown that the development of pedagogical ideas in education in Karakalpakstan has been studied to some extent. Teachers and historians such as J. Urumbaev, G. Nepesov, U. Aleuov, M. Karlibaev conducted research on the history of the first schools, the history of the formation of the education system in the ancient Khorezm region of Karakalpakstan. Also, issues of education, school and education in Karakalpakstan from the beginning of the 21st century to the years of independence have been studied by N.A. Urumbaev, Sh. Nepesova, D.G. Timasheva, B. Sultamuratov, G. Baymuratov, Q. Daniyarov, R.P. Xvan, T. Karamaddinova, P. Shilmanov, R. Jumaniyazov, and they made scientific and pedagogical analysis, but some of them were carried out in accordance with the requirements of their time [2].

After the independence of the country and the people of Karakalpakstan, new pedagogical ideas were formed on the issue of education in the works of U. Aleuov, F. Babashev, P. Abdimuratov, U. Seytjanova, R. Urazbaeva, E. Yangibaeva, S. Romanova, R. Aleuova, P. Berdanova, A. Tilegenov, Z. Qurbaniyazova and others, in which the issues of national education, self-awareness, upbringing the next generation in the spiritual and moral spirit, taking into account the national mentality of the Karakalpak people, were put forward [2]. There is research on the history of culture, schools and education in Karakalpakstan. These research papers especially cover short historical periods and serve as a guide for Jumeke Urumbayev in his systematic study of the school and education system in Karakalpakstan. As a result of many years of his scientific research, the book by the author named "Essays on the history of schools in Karakalpakstan" begins with the coverage of educational work in Karakalpakstan from the early 21st century to the 70s of the 20th century, as well as the

scientific and pedagogical basis of the history of formation and development of primary schools [4].

Moreover, N.A. Urumbayev conducted research on the methodology of teaching the Russian language, writing in the new Karakalpak alphabet on the basis of Russian graphics, its morphology. He made a significant contribution to the development of pedagogical thought in Karakalpakstan by scientifically analyzing the effective ways of teaching Russian in Karakalpak schools and creating a large monograph written in 1969 "Fundamentals of the Russian language in Karakalpak school" [6]. In 1929-1930, G. Ubaydullaev devoted himself to solving urgent problems of the period, such as the development of the Karakalpak alphabet, spelling and terminology, as well as the development of grammar and calligraphy teaching aids for primary schools [7]. Also, J. Kairbaev created programs for primary school teachers of Karakalpak schools and students of pedagogical schools, based on scientific, theoretical and practical experience, in 1961 co-authored the "Alphabet" for first grades. He has published several textbooks on the teaching of the alphabet, which have been published continuously for almost 30 years, as well as textbooks on methods of teaching the Karakalpak language in primary school [9].

Thus, the development of pedagogical thought in Karakalpakstan from the earliest times to the 1930s served as an important source in the development of pedagogical thought in the 30s to independence.

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