

History of The Preschool Education System of The Jizzakh Region in The Context of The Education Policy of The Soviet Period

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Abstract: The article examines the influence of Soviet ideology on the formation of preschool education in the Jizzakh region, the stages of its development, and the factors that formed the basis for the development of this system in subsequent periods. At the same time, pedagogical approaches characteristic of the Soviet period, educational programs, methodological manuals, the system of training educators, and the expansion of the network of preschool institutions were analyzed based on archival sources.

Keywords: Soviet period, preschool education, Jizzakh region, kindergarten, history of pedagogy, archival sources, nursery-school.

Introduction: The preschool education system is the first and most important stage of personal development in any society, its management system is closely related to the social policy of the state, the educational strategy, demographic processes. Increasing the quality of preschool education in Uzbekistan is fundamentally determined by the fact that ensuring preschool coverage and quality is currently a sustainable direction, which increases the effectiveness of scientific research and study of the historical achievements of this area, the Soviet experience.

The preschool education system in Uzbekistan has been formed as a long historical process, its roots go back to the activities of pedagogy, personal upbringing and neighborhood institutions. The book "Avesta", which is considered the sacred source of personal, Zoroastrian religious and philosophical teachings, emphasizes the need to educate honesty, purity, diligence and integrity from an early age.[1. P.73]

In Islamic civilization, special attention is also paid to education. The Holy Quran and Hadiths define raising a child in the spirit of kindness, morality, and love of

knowledge as a permanent task. Imam Ghazali prioritized moral education in his works on child education.[2. P.29.]

Eastern religious sources put forward valuable pedagogical views on child education and upbringing. Among them, the scientific heritage of Abu Ali ibn Sina occupies a special place. In the famous work of the thinker "The Canons of Medicine", the stages of childhood, the development of children from 3 to 7 years, the physical development of children, play activities, and activities appropriate to their age are covered in detail. Ibn Sina, evaluating this age period as a period of healthy physical development, emphasizes the need to educate the child without straining him, in a natural and physical state.[3. P.144.] In the famous didactic work of Yusuf Khos Hajib "Kutadgu bilig", the issue of teaching a child from a young age to be polite, proper, and behave in accordance with the rules of society occupies a special place. According to Yusuf Khojib, the burden of upbringing, perhaps, is necessary from an early age, because human behavior and character are formed in childhood. [4. P.63.] This idea is fully consistent with the main processes of modern

preschool pedagogy - continuous education, age-appropriateness, and early development strategies.

At the beginning of the 20th century, the development of preschool education ideas was inextricably linked with the efforts of Jadid enlighteners operating in Turkestan to radically reform the education system. Jadid enlighteners - Mahmudkhodja Behbudiy, Abdulla Avloniy, Munavvar qori Abdurashidkhanov, Abdurauf Fitrat and others - put forward in their works the idea of educating a child from a young age in the spirit of science and enlightenment, national and universal values. Abdulla Avloniy in his work "Turkish Rose or Morality" notes that "the path of a people without education is dark, its tragedy is inevitable", [5. P.52.] and that educating a child from an early age determines the future of society. In some Jadid schools, "initial preparatory classes" were introduced, which were close to the function of today's preschool education. These approaches later became the main principles of preschool pedagogy, reinforcing the idea of educating a child not by forcing him, but by relying on his natural development. In this regard, the Jadid movement is an important historical and pedagogical stage in the formation and development of preschool education ideas in the territory of Turkestan.

In Soviet pedagogical theory, the period of 3-7 years was recognized as a crucial stage in the intellectual, social and emotional development of a child. During this period, the child enters into active communication with the environment, begins to assimilate social experience and embarks on the process of formation as a person. As L.S. Vygotsky noted, it is during preschool age that the psychological development of a child accelerates under the influence of the social environment, and the processes of speech and thinking rise to a qualitatively new level [6. P.24]. According to his cultural and historical approach, the development of a child is determined more by social communication and collective activity than by biological factors.

These theoretical views laid the foundation for the priority of collective education, games and communication-based activities in Soviet preschool pedagogy. In this process, the child not only acquires knowledge and skills, but also learns social roles and behavioral norms necessary for living in society[7. P.60.].

The goals and objectives of Soviet preschool pedagogy are more clearly expressed in the views of N.K. Krupskaya. She noted that the main goal of preschool education is to educate an emotionally healthy, comprehensively developed person who can actively participate in the life of society consists of . Krupskaya emphasized the importance of not only imparting knowledge, but also the formation of moral qualities, loyalty to the community and social responsibility in child education.[8. P 34.]

In the 20th century, especially in the Soviet period, the preschool education system was transformed into an important direction of state policy, and a network of kindergartens and nurseries operating on the basis of centralized management was established. In this process, preschool educational institutions performed important functions such as not only educating and caring for children, but also ensuring the activity of women in production and social life.

The first secular kindergartens in Uzbekistan began to be established in the 30s of the 20th century. The normative program on this issue was initially developed by the Ministry of Education of the Uzbek SSR in 1933. However, the theoretical foundations of this program were not up to the required level, and some of its provisions required changes over time. However, in 1925, the first state kindergartens and kindergartens were established in Turkestan. By the 1960s, about 400 kindergartens were operating in the Uzbek SSR. [9. P.39.]

The program on issues of upbringing and education in kindergarten was published only in 1964 on the topic "Educational program in kindergartens", and this program served as the main program in kindergartens until 1972. By order of the Minister of Education of the Uzbek SSR No. 302 dated May 10, 1972, a new "Educational program in kindergartens" was approved and put into practice from September 1 of the same year. [10. P.12.] According to it, the issues of physical, mental, moral and aesthetic development of children were determined on the basis of an integrated approach. It developed clear guidelines for the methodological activities of educators, and strengthened the planning and control mechanisms of the educational process. It should be noted that the content of these instructions was mainly aimed at educating people in the Soviet ideology - Marxist,

Leninist theory and the future communist society.

The ideas of the main figures of Soviet pedagogy in preschool education: N. Krupskaya, A. Makarenko, L. Vygotsky, A. Leontyev, D. Elkonin formed the basis of kindergarten programs. In the 1970s and 1980s, most kindergartens were under the control of large factories and combines, collective farms and state farms. This strengthened their material base, developed the content of education subordinate to the needs of production. The pedagogical and psychological ideas put forward by these scientists also served as the main theoretical and methodological foundation for the activities of preschool educational institutions in the Jizzakh region.

Jizzakh region was established as part of the Uzbek SSR by the Decree of the Presidium of the Supreme Soviet of the Uzbek SSR of December 29, 1973. It included the city of Jizzakh (administrative center) and the districts: Jizzakh, Dostlik, Zamin, Mirzachul, Oktyabr, Pakhtakor, Forish, Bakhmal and Gallaorol districts of the Samarkand region. In 1975, Arnasay district was additionally formed, and in 1979, Zarbdor district. Jizzakh region, as one of the regions of agrarian-economic nature, has taken a unique path in the development of the preschool education system during the Soviet period. It is observed that the expansion of the network of kindergartens and nurseries in the region, their material and technical base, staffing, and the level of child coverage are determined not only by the all-Union and republican policy, but also by regional needs. Therefore, the study of the activities of the preschool education system in the Soviet period on the basis of historical and scientific sources, in particular archival documents, is of particular scientific importance in the case of the Jizzakh region.

The cumulative statistical reports for 1975-1977, stored in the state archive of the Jizzakh region, show that the activities of preschool educational institutions were consistently organized in organizational, social, and pedagogical terms during the Soviet period. In particular, as of 1975, 21 kindergartens and nurseries operated in the region, where 3212 children were educated.[11. fond 138, inventory 1, file 69,] These indicators indicate that the coverage of preschool education was relatively high at the regional level.

Analysis of the group regime shows that the majority of

children were educated in 10-hour groups 2093, 553 children were involved in 12-hour groups, and 70 children were involved in 24-hour groups. This fact confirms that the activities of kindergartens in the Jizzakh region were organized in accordance with the working regime of parents and that the requirements of the "Kindergarten Education Program" approved in 1972 were consistently implemented in practice.

According to statistical reports for 1975-1977, 8 preschool educational institutions operated in rural areas, in which 1072 children were enrolled well-bred. This situation is explained by the fact that the Jizzakh region has an agrarian orientation and the need for social support for the labor of women employed in agriculture.

The second half of the 1980s occupies an important place in history as a period of profound changes in the education system of the Soviet Union. In 1988, preschool educational institutions operated in close connection with the socio-economic needs of society, and they were considered an important factor in ensuring women's labor activity.[12. P. 12.] In Jizzakh region, these processes were also reflected in the organizational and substantive aspects of the preschool education system.

It is worth noting that 1988 was also a special year for Jizzakh region in administrative terms. On September 6, 1988, Jizzakh region was abolished and its territory was transferred to Syrdarya region, and on February 16, 1990, it was restored. Therefore, in archival documents, the first half of 1988 is recorded as Jizzakh region, and the second half as the "Jizzakh region" of Syrdarya region.

Statistical reports from 1988, kept in the state archive of Jizzakh region, are an important primary source reflecting the real state of preschool educational institutions. According to these documents, the coverage of children in permanent preschool educational institutions in the region was high, with an average of more than 250 children being educated in one institution [11. Fund 138, Inventory 1, File 209, Page 1].

The archival documents from 1988 show that the network of preschool educational institutions in the region was under two different departmental subordination:

1. State kindergartens under the Department of Public Education.
2. Kindergartens under the jurisdiction of inter-farm (collective farm and state farm).

At that time, the naming of kindergartens was not "State Preschool Education Organization" as it is today, but in the Soviet Union standard "Yasli-sad" system (Children's Nursery-Kindergarten). In archival documents, they are named as follows: numbered kindergartens: For example, 1. "Children's kindergarten No. 15 in the city of Jizzakh", 2. kindergartens: Names that were in line with the ideology of that time and characteristic of nature were very popular: names such as "Guncha", "Lola", "Boychechak".

By the end of the 1980s, the network of preschool educational institutions in Jizzakh region had expanded quantitatively, but it could not fully meet the real needs of the population. According to archival documents, in 1988, 55 children were educated in a Russian-language specialized kindergarten called "Malyshka" operating in the Galla-Arol district, which indicates that there was a demand for institutions providing education in the Russian language in the region. Such specialized kindergartens also confirm that attention was paid to language and culture issues within the framework of the Soviet nationalities policy. However, in 1988, regional reports noted that groups in 72 preschool educational institutions in Jizzakh region were overcrowded, that is, instead of the standard 20-25 places, some groups contained 35-40 children. This situation negatively affected the capacity shortage, the increase in queues and the quality of the pedagogical process in the preschool education system. As noted in the scientific literature, during the Soviet period, kindergartens were subordinated to production needs, and it was especially common for kindergartens under the control of industrial enterprises, collective farms and state farms to have an excess of the number of children.

This situation was also clearly manifested in the Jizzakh region, and archival documents specifically noted the intensification of the problem of "waiting for turns". It was in these conditions that in 1988 a proposal was put forward to conduct experiments on expanding the coverage of children at the regional level through the elements of "family kindergarten", that is, the

organization of small groups in home conditions. This initiative was a rare experience within the Soviet preschool education system, but a noteworthy experience as an alternative solution.

In this sense, the "family kindergarten" model proposed in Jizzakh region can be considered an early institutional prototype of the non-governmental preschool educational organizations and home-kindergarten-type services that operate today. However, an important difference is that these Soviet-era experiments were carried out under strict state control and within the framework of normative and ideological constraints.

CONCLUSION

In conclusion, during the Soviet period, the activities of preschool educational institutions in the Jizzakh region developed on the basis of a centralized and strictly controlled state system. These institutions played an important role in preparing children for social life, preparing them for school education, and ensuring women's employment in production. The 80s of the 20th century were the last period of relatively stable functioning of this system. Today, during the period of fundamental reforms in the field of preschool education in our country, it is important to study the history of kindergartens in the Jizzakh region and use their experience in the development of the sphere.

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