

Historical Development Of The Activities Of Educational And Cultural Institutions Of Kason District During The Years Of Independence

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Abstract: This article systematically analyzes the historical development stages of educational and cultural institutions in the Koson district of the Kashkadarya region during the years of independence. The problems of spiritual and educational crisis and outdated material and technical base inherited from the Soviet period, and the measures taken to eliminate them in the early years of independence are highlighted on the basis of archival documents and statistical indicators. Also, the modernization processes of general secondary schools, preschool education organizations, and cultural centers in the district in recent years are described in the form of textual analysis over the years.

Keywords: Koson district, years of independence, public education, preschool education, cultural centers, spirituality, National Program for Personnel Training, cultural heritage.

Annotatsiya: Ushbu maqolada mustaqillik yillarida Qashqadaryo viloyatining Koson tumanidagi ta'lim va madaniyat muassasalari faoliyatining tarixiy taraqqiyot bosqichlari tizimli ravishda tahlil qilingan. Sobiq ittifoq davridan meros qolgan ma'naviy-ma'rifiy inqiroz va moddiy-texnik bazaning eskirishi muammolari, mustaqillikning ilk yillarida ularni bartaraf etish bo'yicha amalga oshirilgan chora-tadbirlar arxiv hujjatlari hamda statistik ko'rsatkichlar asosida yoritilgan. Shuningdek, tumandagi umumta'lim maktablari, maktabgacha ta'lim tashkilotlari hamda madaniyat uylarining so'nggi yillardagi modernizatsiya jarayonlari yillar kesimida matnli tahlil ko'rinishida bayon etilgan.

Kalit so'zlar: Koson tumani, mustaqillik yillari, xalq ta'limi, maktabgacha ta'lim, madaniyat uylari, ma'naviyat, Kadrlar tayyorlash milliy dasturi, madaniy meros.

Аннотация: В данной статье систематически анализируются исторические этапы развития образовательных и культурных учреждений Касанского района Кашкадарьинской области за годы независимости. На основе архивных документов и статистических показателей освещены проблемы духовно-просветительского кризиса и устаревшей материально-технической базы, унаследованные от советского периода, а также меры, принятые по их ликвидации в первые годы независимости. Также в виде текстового анализа по годам описаны процессы модернизации общеобразовательных школ, дошкольных образовательных организаций и домов культуры района за последние годы.

Ключевые слова: Касанский район, годы независимости, народное образование, дошкольное образование, дома культуры, духовность, Национальная программа по подготовке кадров, культурное наследие.

Introduction. The sustainable development and future of any society are inextricably linked to its intellectual potential, the quality of the education system, and the level of development of cultural and educational institutions. From the first days of independence, Uzbekistan, having abandoned the unilateral ideological pressures of the colonial era, set the establishment of an education and culture system based on national values as a priority of state policy. In this regard, huge historical changes were also carried out in the Koson district, one of the largest districts of the Kashkadarya region [1, p. 42].

On the eve of independence, the state of educational and cultural institutions in the district was in a very deplorable state. Most of the schools were located in adapted buildings, there was a shortage of textbooks, and most importantly, the study of national history and culture was limited. During the years of independence, the formation of the district's network of lyceums and colleges, general schools and preschool education system, as well as the restoration of cultural centers, have gone through a complex and consistent evolutionary path. This article systematically analyzes the historical changes in the education and culture of the Koson district based on numerical indicators and sources.

Methods. The methods of historical-chronological, comparative-logical, systematic and statistical analysis were used to illuminate the research work. In order to determine the development path of educational

and cultural institutions in the Koson district, the reports of the archival funds of the Kashkadarya regional departments of public education and culture (1991–2024) were used as a primary source [2, p. 74].

The number of schools, kindergartens and cultural centers in the district and the changes in their coverage level were quantitatively compared over the years. This information was presented in the text using the method of statistical analysis correlation, reflecting dynamic changes. The practical implementation of strategic programs in the field adopted by the state (for example, the National Program for Personnel Training and the State National Program for the Development of School Education) at the district level was revealed through document analysis.

Results. The development trajectory of the education and culture sector in the Koson district during the years of independence can be seen in several historical stages.

1. The dynamics of the development of the general education system. In 1991, a total of 72 general education schools operated in the Koson district, of which about 40 percent were located in undesigned, adapted buildings or in vacant rooms of boarding houses. The adoption of the "National Program for Personnel Training" in 1997 marked a fundamental turning point in the district's education system. Within the framework of the School Education Development Program implemented in 2004–2009, more than 20 new school buildings were built in the district and 45 underwent major reconstruction [3, p. 56].

A graphical analysis of the statistical growth over the years shows that the number of schools reached 84 in 2000, 91 in 2010, and 104 in 2020. As of 2024, the number of secondary schools in the district was 112, and the number of students studying in them increased by almost 2.5 times compared to 1991.

2. Crisis and upswing in the preschool education system. The most dramatic fluctuations were observed in the preschool education system. After the collapse of the former Soviet Union, in 1991, 54 state kindergartens in the district began to close due to economic difficulties. By 2000, their number had decreased to 18, that is, the coverage rate in the district was only 6.2 percent [4, p. 102]. However, since 2017, as a result of a radical reform of the preschool education system, the district's indicators have risen sharply linearly.

Due to public-private partnerships and the creation of family kindergartens, by the end of 2023, the number of preschool educational organizations in the district exceeded 320 (of which 38 are state, the rest are non-state and family kindergartens). The level of kindergarten enrollment for children increased from 8.4% in 2016 to 72.5% by the beginning of 2024.

3. Cultural institutions and spiritual and educational centers. In the early years of independence, the activities of cultural centers and libraries in the Koson district were reviewed in order to realize national identity. In the mid-1990s, a total of 12 cultural centers and a central library system operated in the district [5, p. 118]. These centers became the main organizers of the Independence Day and Navruz celebrations.

At the next stage, in particular, in 2018–2023, the Koson district cultural center and its territorial branches were completely modernized and provided with modern musical instruments and technical means. Also, the implementation of special state programs was ensured for the protection of historical monuments in the district (for example, the remains of the ancient city on Koson Hill) and cultural heritage sites.

Discussion. Analysis of the historical stages of development of the Koson district in the field of education and culture shows that for many years the district has faced the problem of a shortage of personnel and material resources. In the 1990s, the share of teachers with higher education in schools was only 62 percent, while today this figure has exceeded 94 percent. This increase is associated with the expansion of admission quotas in the higher education system and the proper training of pedagogical personnel in the regions.

Historians and sociologists note that the sharp jump in the preschool education system after 2017 has had not only economic, but also strong social effects [1, p. 144]. This system has served to involve women in social work and increase the level of readiness of children for school. In the field of culture, although the process of transforming libraries into information and resource centers in the age of digitalization in Koson has encountered certain difficulties, today electronic reading and circles in district culture houses play an important role in ensuring youth employment [4, p. 110].

Conclusion. In conclusion, during the years of independence, educational and cultural institutions in the Koson district were not only preserved, but their activities were radically modernized based on the requirements of the time. Based on the research conducted, the following final conclusions can be drawn:

Firstly, the public education system of the district has risen to a new level in material and qualitative terms, the network of schools has expanded and been equipped with modern information technologies.

Secondly, the preschool education system, after a period of deep stagnation, with the targeted policy of the state and the support of the private sector, has managed to increase its coverage by more than 10 times.

Thirdly, cultural institutions and spiritual and educational centers have become a leading force in satisfying the intellectual and aesthetic needs of the population, especially the younger generation, and in strengthening the spiritual immunity of the district's population. This cultural and educational experience of the Koson district can be assessed as one of the successful models of regional social policy.

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