

History, Formation and Activity of Care Houses in Uzbekistan (1918–2021)**Jo'rayev Sobitali Sobirjon o'g'li**

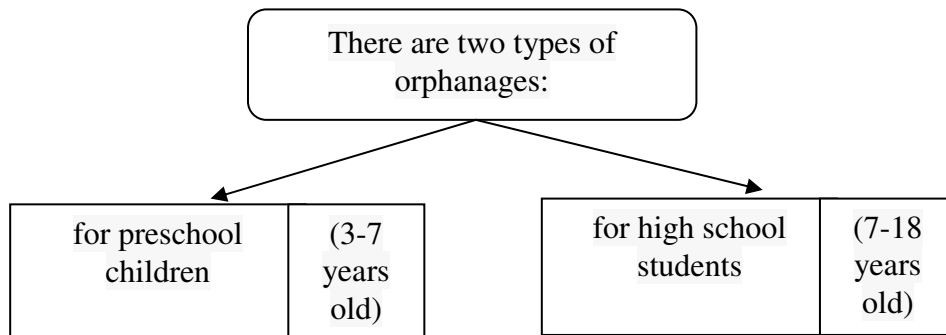
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Abstract: This article provides a hierarchical list of the history, reasons and activities of the first orphanages in Uzbekistan. At the same time, the material and technical support of orphanages in the conditions of socio-economic crisis in the days of the first establishment of orphanages and various other related situations are covered. In addition, the negative impact of financial deprivation on the consciousness, upbringing and educational process of orphans is illustrated by the facts of that period. What happened to the remaining orphans is based on historical facts. It also lists the reasons why orphans come to the orphanage. The current interactions with Mercy Homes and governmental, non-governmental, and nonprofit organizations, and what regulatory documents relate to the activities of Mercy Homes, are presented in graphical form.

Keywords: orphanages, boarding schools, orphans, socio-economic crisis, upbringing, educational process, foster children, legal documents

When did the first orphanages start operating in Uzbekistan?

During the first decade of Soviet rule, it established boarding schools and orphanages for orphans and homeless children. Caring for orphans is recognized as one of the most important issues facing society. The first orphanages were established in 1918 by the decree of the Council of People's Commissars of Turkestan on the basis of other existing orphanages. Many of the buildings and lands confiscated from the rich were later turned over to orphanages.



At this time, social education departments will be established in all places, including Uzbekistan. Institutions for the social and legal protection of minors have been established. In the 1920s, there was an organization called Komsod ("Support Committee") that provided financial support to the school. There was also a Poverty Fund, which provides income to low-income families. These funds provided the poorest families with the least amount of food [2, 23-6.].

The establishment of the Karl Liebknecht Labor School, headed by VF Lubentsov, was an important event in the life of the republic. The activities of the school were based on social pedagogical principles. This educational institution was one of the first schools near Tashkent to educate 600 orphans. In 1918, the Turkestan ASR government gave the school a new building near the village of Nikolskoe.

The winter of 1919-1920 was very hard. The children lived in unheated rooms, with no lamps or kerosene. Despite the difficulties, the school's teaching staff continued to be creative. During the school holidays, young talented children participated in various performances. Pupils spent most of their time in the fresh air, playing sports or drawing. Taking into account the peculiarities of the pupils, the school teachers conducted the education on the basis of strictness and strong disciplinary principles. The school's educational and labor activities had a bright social dimension. For example, the Nihil Circle donated 6,000 saplings to the poorest people and helped 30 farmers participate in an agricultural fair.

The school community overcame all financial difficulties and in 1921 the institution was transformed into an experimental school. In a short period of time, at the initiative of a team of talented and curious teachers, the school was given the status of the Republican Scientific-Methodological Center, which is engaged in professional development of teachers, producing methodological manuals and programs for urban and rural schools [4, 27-6.] .

In the 20s. the Soviet government allocated large sums of money to build orphanages, allocate land to them, and provide them with the necessary equipment. In particular, on January 27, 1923 in the Republic of Turkestan it was decided to allocate land for orphanages and boarding schools. However, the decree revoked the local lands, so it was later revised on June 11, 1924. Under the revised decree, each student living in a village, aul, or settlement was allocated one-tenth of the land, but more than half of the land in the cotton-growing area [1]. However, depending on the needs of the orphanage, plots of land could be provided by local farming committees. Speaking about the orphanages themselves, it should be noted that they paid great attention to meaningful leisure and upbringing of children in the Soviet spirit. In this regard, great attention was paid to the involvement of children in the pioneering movement. Particular attention was paid to the labor education of children living in orphanages. To achieve this goal, agricultural work was carried out in orphanages with existing plots of land. At the same time, orphanages without plots of land undertook to take care of public gardens.

In order to properly organize physical culture, it was necessary to involve medical staff in orphanages, but it was not possible to involve them in outpatient clinics due to the general lack of medical staff. Later, in the early 1930s, physically weak and sick children were placed in separate orphanages and provided with special care, including medical care. As of 1924, the Samarkand Regional Department of Education had completed such tasks. However, this was a very exception - for example, since 1924, children from orphanages in Tashkent have partially visited sanatoriums. There were many problems in other areas to solve this problem. The above examples show that while the work in orphanages was carried out only in some regional centers, there were many problems in most of the republican orphanages, and the solution of these problems was delayed. An example is the orphanage in 1925, located on the site of a "new" pulp mill in Tashkent. In general, not enough conditions have been created for the operation of this orphanage. The orphanage in the area consists of 16 buildings, most of which are not intended for orphanages.

In particular, there were no adapted rooms, dormitories were located in corridors, and there was no space for gardens and plots of land. However, the commission, which examined the activities of these institutions, proposed to reduce the number of service providers to avoid unnecessary costs [5]. Despite the many problems at the orphanage, a special commission recommended that 1,400 children be housed there. Having considered the issue of placing a contingent of three orphanages from Samarkand on the territory of the plant, the commission considered it possible to place a contingent of 10 orphanages, which could accommodate 1,100 children. Each building of the house was to house 60 or more school-age children, for a total of about 940 children. There were also plans to relocate 180 preschoolers to three other buildings in the orphanage. Thus, it was planned to relocate 1,120 children of school and preschool age [7].

In recent years, the focus has been on filling orphanages, improving their facilities and living conditions. In addition to the measures taken in 1925 to improve the activities of orphanages, a three-year plan for their further development was adopted. For example, in the mid-20s. XX century. There are about 30 orphanages in the Fergana Valley. Of these, 21 are located in cities and 9 in districts.

Establishment of orphanages

1. It was established in 1918 by the decree of the Council of People's Commissars of Turkestan on the basis of other existing orphanages.

2. In 1925, an orphanage was located on the territory of the "new" pulp mill in Tashkent

3. In 1925, there were about 30 orphanages in the Fergana Valley. Of these, 21 are located in cities and 9 in districts

4. 1938 Yakkabag orphanage of Kashkadarya region

5. Orphanage No. 8 in Samarkand in 1926

6. October 1, 1938 Chirchik orphanage

7. January 14, 1942 During these years, there were 214 orphanages in the Republic, where 20,000 children were educated.

8. In 1942, a total of 1252 children were brought up in 24 orphanages in Namangan region.

9. There are three orphanages in Fergana, Margilan and Kokand. Until 1933, Andijan region had 6 orphanages and 2 homes for the disabled (in Pakhtaabad and Marhamat districts).

10. In 1942 a new orphanage was established in Yangiyul district. There were also orphanages in Rishtan, Vobkent and Karshi districts

11. By the end of 1945, there were 267 orphanages in the republic, raising 30,792 children

What was the situation like in the orphanage?

The main part of the orphanages is located in the central cities of the valley - Kokand, Andijan, Fergana and Namangan. According to the plan, despite the above-mentioned problems, thousands of children were relocated to similar orphanages. Here you can see one of the peculiarities of the Soviet government, the real face of Soviet policy - they spoke with care and attention about the children in the orphanage, but in fact placed the children in buildings that did not have even the simplest conditions. However, this problem has been reported in many other orphanages. For

example, in 1925, a second orphanage was renovated to create the necessary conditions, as the current communal conditions were not suitable for the residents of the orphanage to live in. However, the repairs were not carried out properly. The work was delayed, the roofs of the buildings were not repaired and the painting was not done properly, which led to water leaking from the roof of the building during the rainy season [9].

At the same time, there were such orphanages, whose service duties were approached responsibly, and their educational work was carried out properly. The list of such orphanages includes an orphanage in Yakkabag district of Kashkadarya region. According to the results of the inspection of March 14, 1938, it can be said that 171 children lived in the said orphanage and the children were in normal sanitary conditions. The orphanage had a club with several clubs: dance and physical culture, choir and music clubs, a drama club, and a chess club. But here, too, there were problems mainly with logistics. In particular, the club did not have enough inventory, especially for chairs. The stage was outdated, the curtains and decorations were lacking. Prior to 1937, film screenings were rare, but only later did they become regular.

Based on the results of an investigation in the late 30s. a number of material and technical shortcomings were identified in other orphanages as well. These deficiencies impeded children's normal development, education, and recreation. An example of the usual shortcomings is the shortcomings of the first orphanage in Andijan. According to the results of the commission's work, the sheets in the children's beds were very dirty, rotten and incomplete due to incomplete drying, the children were not properly distributed in the beds, and there were no clothes. enough for one season and according to the kids, only 30% of them were fit to wear. Most of the furniture, including cabinets and bedding, was damaged, unrepaired, and not intended for use by children. There weren't even enough dishes for one season, and again, only 30 percent of these dishes were in good condition. The windows were broken, like window frames, unrepaired, the yard was dirty, and there was no place for children to rest. Due to these sanitary conditions, the students regularly had lice. Children's health was also neglected, leading to high incidence of pulmonary tuberculosis, bone and skin diseases, heart disease, and many other diseases.

Even the best homes have their drawbacks. For example, in a 1938 audit, the first orphanage in the Baghdad district of Fergana Province was named the best in the Fergana Valley. The results of the inspection showed that the clothes and bedding were clean and tidy, and there was a high level of discipline among the students. There were no complaints from orphans or caregivers. However, the exemplary orphanage had other shortcomings - there were not enough teachers. This was due to a lack of funding - the allocated funds could only hire teachers and technicians, about 5-7 teachers and 5 technicians. Funds were set for each student, with an average of 291 rubles and 34 cents per year for each student. Therefore, it is not surprising that, despite the need for such a teacher, there was no music teacher [14].

What was the result of the material deprivation?

Similarly, despite the passion of the children for carpentry, there was no teacher to teach them. In addition, there was a lack of equipment. Add to all these shortcomings the lack of discipline among teachers. For example, in the Orta-Chirchik (Tashkent region) orphanage, children were insulted and beaten. Senior teacher Khaybonov beat two students and drove them without clothes. Despite the children's complaints, the district council's higher authorities did not take any action, and the children's requests were ignored. Similar shortcomings were observed in Orphanage No. 1 in Yangiyul District, Tashkent Province.

Many orphanage inmates were able to earn money to help the collective farmers in the markets, but the money they earned was not used for its intended purpose, they often drank the money they earned and acted against society in public places, including dormitories [15]. . In general, we can see that there are enough other problems among the students. For example, in 1926, in the orphanage No. 8 in Samarkand, children formed a criminal group, in which they engaged in intimidation and violence against some students who did not obey them. They organized an escape from the orphanage, breaking windows and furniture, and causing material damage to the educational institution. The director of the orphanage confirmed the hooliganism of the inmates and said that the inmates had criminal contacts with representatives of street criminals, provided them with homemade knives and other sharp weapons, thus posing a real danger to the children. the lives of other foster children in the orphanage who were not subject to them.

Hooliganism and juvenile delinquency are not isolated cases and have occurred to some degree in other institutions. For example, on October 1, 1938, a gramophone, 4 coats, 4 pairs of shoes, 2 sheets, and many other items disappeared from the Middle City of Chirchik Orphanage. A similar situation can be seen in the Andijan orphanage. A group of difficult teenagers also took part in anti-social activities. Investigators found that the above-mentioned troubled teenagers had twice robbed the orphanage director's house. At the orphanage, they took out 6 blankets to light another fire, but the caregivers caught them in time. Other forms of bullying by these teens have become a regular occurrence, leading to a feeling of letting them go when systematic parenting is not being done. However, despite the fact that the results of the inspections provided a sufficient amount of material, no action was taken to aggravate the situation. The

commission's findings are intriguing, they say, due to the lack of a tax collection and filing regime, as well as the neglect of children's belongings and theft. occurred [18].

Basically, it should be noted that in most cases, all the problems related to the upbringing of children were a specific section that reflected the state of the whole state at that time. In the 1930s, in order to study in depth the problems that arose and to prevent future problems. several system checks were performed. It is clear from the materials that every case mentioned in any way has been analyzed in detail by commentators. Such inspections were conducted, for example, in 1938 against children from the Orta-Chirchik orphanage. As one of the conclusions, the members of the commission noted that one of the main reasons for the incidents was the lack of educational work and unacceptable conditions for conducting educational hours. Inspectors noted that the orphanage did not have a daily routine of caregivers, especially when the children woke up and went to bed, and no one looked after them, meaning that they were left to fend for themselves in such disciplinary sessions. own devices. So it's no surprise that they woke up whenever they wanted, and when they went to town, they came back whenever they wanted, and the teachers didn't bother them at night or during the morning. [22]

What happened to the orphans?

According to the results of the study of archival documents, on January 2, 1942, an appeal was received by the participants of the meeting of women activists in Tashkent. It called for "none of the children who come to Uzbekistan to be homeless and deprived of the love of motherhood."

Within days of the appeal, 643 families had adopted hundreds of boys and girls evacuated by 69 communities. As of September this year, 1,015 children have been adopted by families and 303 have been adopted. One such family was the family of Shorahmat ota and Bahriniso aya Makhkamov, blacksmiths from Tashkent. In this family, 11 children of different nationalities were adopted and brought up.

On January 14, 1942, the Bureau of the Namangan Regional Organization of the Uzbek Communist Party (b) and the Namangan Regional Committee of the Supreme Soviet of the USSR adopted a Resolution "On the Placement and Upbringing of Evacuated Children and Orphans."

During these years, there were 214 orphanages in the country, where 20,000 children were educated. On this basis, in January 1942 in the village of Gova, Namangan region in the orphanage "Komsomolets" - 145 people, in the orphanage "Dedushka Ilich" - 82 people, in the orphanage No. 16 in the collective farm "Wave" in Namangan 102 people, 270 people in the Lenin Yuli orphanage, 117 people in the Borovsky orphanage in the center of Pop district, 176 people in the Krasnaya Ukraina orphanage in Yangikurgan district, in the territory of Shakhand village council. 69 people were brought up in the Donbas-3 school-orphanage, 125 people in the orphanage in Namangan, a total of 1252 children. Supervisor groups have also been set up in the city watats.

Thus, 200,000 children of different nationalities were evacuated to Uzbekistan during World War II. Initiatives have been taken to feed, nurture and protect their health.

During these years, about a dozen orphanages were opened in Fergana region (currently there are three orphanages in Fergana, Margilan and Kokand). Until 1933, Andijan region had 6 orphanages and 2 homes for the disabled (in Pakhtaabad and Marhamat districts).

In 1942, such centers were established in Tashkent, Fergana, Urgench, Namangan, Andijan and Turtkul. Orphanage No. 2 in Kalinin district of Tashkent region received children from two orphanages in Odessa and Lugansk. Four military music schools relocated from Moscow, Odessa and Voronezh were also housed in orphanages. In 1942, a new orphanage was established in Yangiyul district. There were also orphanages in Rishtan, Vobkent and Karshi districts [22, 26-6].

During the war years, the network of orphanages and the number of children in them increased steadily. By the end of 1945, there were 267 orphanages in the republic, raising 30,792 children [22, 26-27-6].

In addition to these problems, the Andijan orphanage had poor children's leisure time, no wall newspapers, and unscheduled work by educators. In fact, there was a lack of school supplies, textbooks, notebooks, and shoes. Outside of class, no one was involved in entertainment or educational games, debates, or discussions. Leaving the students to their own devices, they "entertained" the children in a special way - they climbed the walls to their neighbors for petty theft and engaged in other obscene activities. [21]

The basis of such negative behavior of children brought up in orphanages was the inculcation of communist upbringing ideas and ideologies that were far from self-conscious, regardless of the ethnic composition of the orphanages, their national identity. was far removed from the traditions of awareness and national upbringing. Communist methods of

education did not take into account the subtleties of national values and traditions, the national idea, and even more so - they were previously far from the subject of national pride. Most of these students did not even know their parents, and the general "communist" ideas were far from their imagination. Based on the above, it can be concluded that the work was properly organized only in individual orphanages, and also tried to create the necessary conditions for students. In the main part of the orphanages, the work was not systematized, and the educators had neither sufficient work experience nor pedagogical skills. As a result of the poor organization of the educational process, their education became much more demanding, and due to the poor organization of recreation, i.e. the lack of hobby groups, as well as the lack of elementary control. the children left it to themselves, resulting in most of the problems mentioned. All this, in turn, did not affect the behavior, the upbringing of the children, the out-of-control discipline, and the management did not take emergency measures, only to "correct" the correctness and necessity of the measures. In addition to reports. Adopted by the government in this area.

During the years of independence, the protection of the human rights of orphans and children without parental care has been one of the important and key areas of public policy. In the first years of socio-political independence (1992), the Republic of Uzbekistan ratified the Convention on the Rights of the Child. Ratification (Latin ("ratus" - decided, approved, "fasio" - to do, execute)) is the ratification (entry into force of an international treaty or convention by a supreme state authority) [15, 356-6.].

"The issue of orphans and children left without parental care is regularly studied at meetings of the Government of the Republic of Uzbekistan - the Oliy Majlis. In particular, at the initiative of the National Center for Human Rights of the Republic of Uzbekistan, draft laws "On protection of children's rights" and "On social protection of orphans and children left without parental care" were prepared. and adopted by the Oliy Majlis of the Republic. At the same time, social activities aimed at ensuring the full development of children in orphanages, as well as their mental, physical and spiritual development are regulated in accordance with the requirements of the above laws.

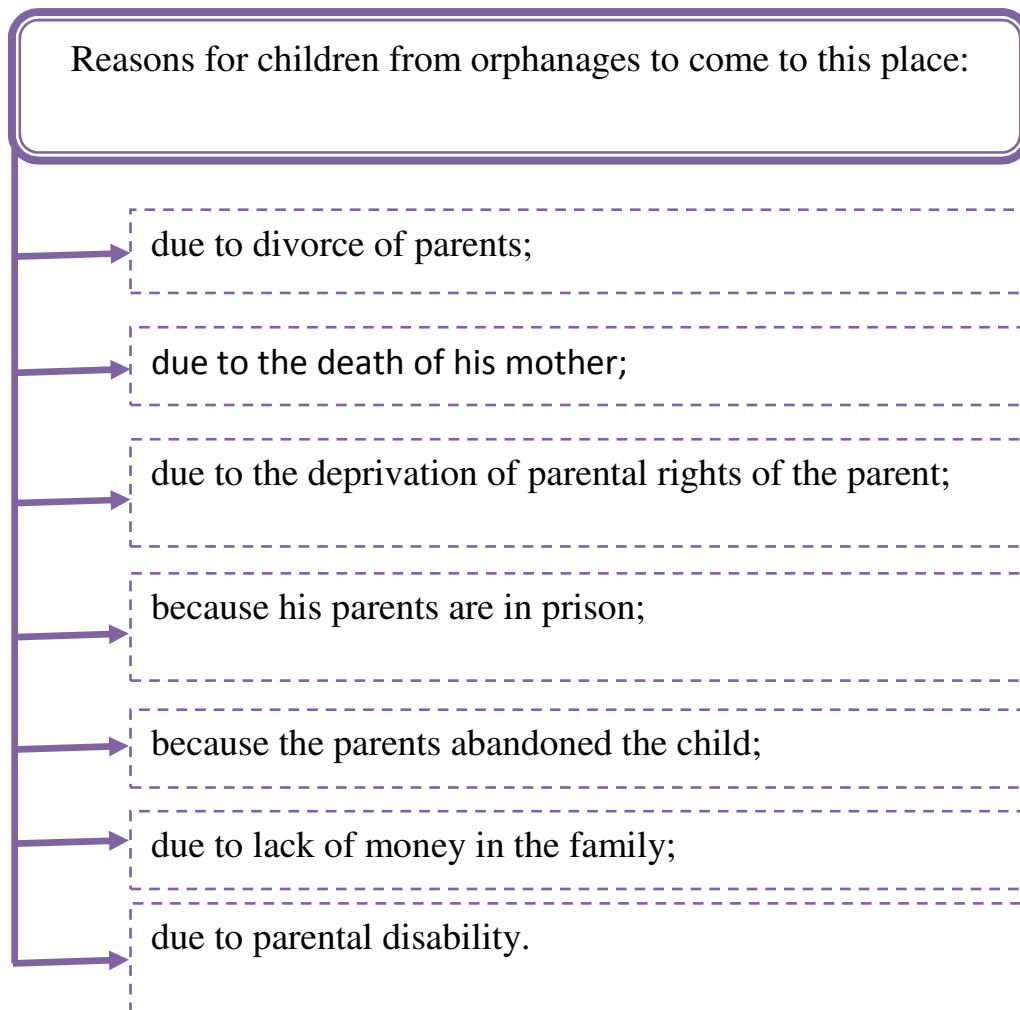
Legal clinics established at the Tashkent State Law Institute, the University of World Economy and Diplomacy, the Republican Academy of Internal Affairs and other higher education institutions are aimed at protecting the rights of children left without parental care, adapting them to social life. helps to protect them from negative social influences so that they can find their place "[20].

After the independence of the Republic of Uzbekistan, along with the state care for the establishment of orphanages, the public's attention has been growing. At the same time, the activity of public organizations and social entities in the successful preparation of young people in these institutions for social life has increased. This activism is also reflected in the desire of many families to adopt children from foster homes.

In 1992, the family of Zokir aka Inoyatovs, living in Namangan, with the help of the regional branch of the International Fund "For Healthy Generation" and other officials, took care of 5 children in orphanages.

Rano-opa Mahmudova from Kosonsoy was forced to divorce her husband because she had no children, and in 1985 she adopted a child from the orphanage. During the years of independence, the sister continued this good work. At the same time, seven children (five boys and two girls) from the orphanage grew up as a single family under the leadership of R. Mahmudova. Today, all of the sister's children are married and have several children.

The family of Mahkam aka Bakhromov, who lives in the Zarafshon mahalla in Namangan, is adopting six orphans with the help of the mahalla's civic assembly.



For centuries, the Uzbek people have been humane to children who have been separated from their parents for various reasons. This humanity is evident in the fact that people around them, including those in the neighborhood, take their children into their care and show them love and compassion. This quality of the Uzbek people was recognized by the respondents during conversations between different segments of the population during the survey. Below are some examples of such conversations.

Today, the National Television and Radio Company of Uzbekistan is preparing a series of programs and broadcasts under the heading “You are not alone.” They mainly inform children about their rights and responsibilities. Special videos are also shown to draw public attention to the plight of orphans and children left without parental care [19].

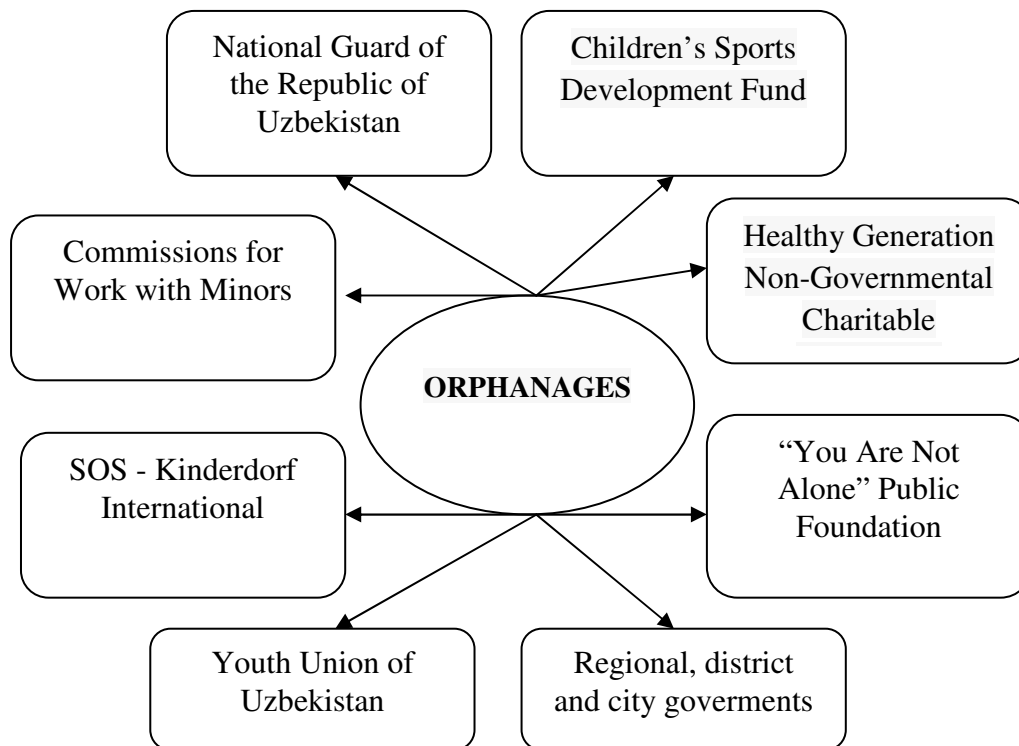
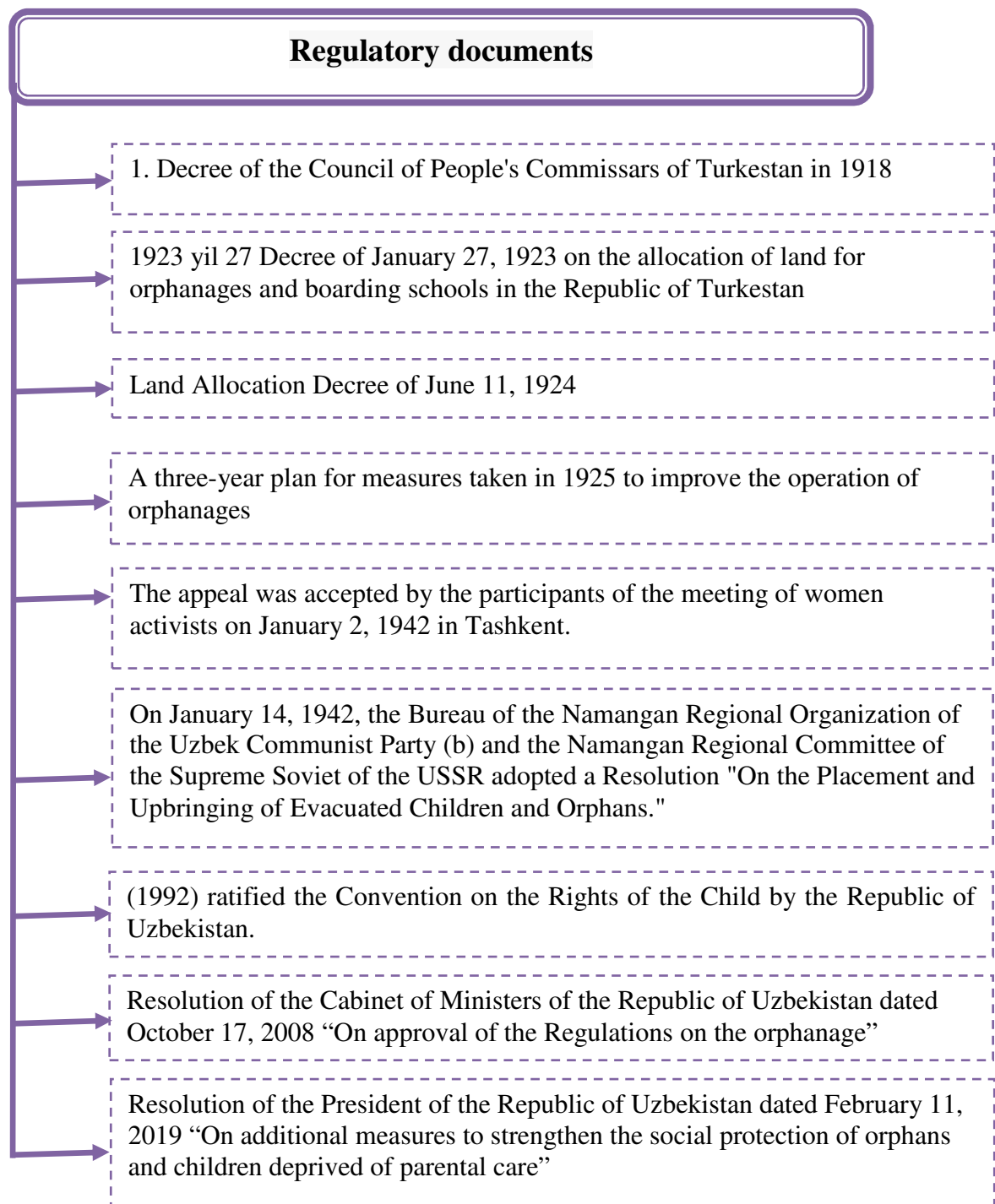


Figure 1. Cooperation between orphanages and governmental, non-governmental and non-profit organizations¹

Untimely measures led to the aggravation of the situation and the further development of social movements, and the emergence of such forms as administrative offenses, which later became criminal. At the same time, it should be noted that random people often fall into the administration of such institutions, no one is involved in the development and formation of pedagogical skills of teachers and does not pay attention to the development of mental and spiritual components. the main contingent of orphanages is preschool and school-age children. Of course, as a result of the inspections, various measures were planned, but they were aimed only at superficially correcting the existing problems. Surprisingly, there were no long-term programs, no systematic plans. Factors such as the national mentality of the children were ignored, and everyone was brought up “in the Soviet style,” without taking into account any nuances. All this, in our opinion, was based on a one-sided Soviet approach to everything.

What are the legal documents related to the activities of orphanages?

¹Prepared from author.



Houses of Mercy and the National Guard

Thanks to the reforms of President Mirziyoyev in this area, the orphanages have been transferred to the National Guard of Uzbekistan. By the decision of the President of Uzbekistan, the position of Deputy Director for Guards has been introduced in each House of Mercy.

The National Guard of Uzbekistan is responsible for the orphanages. According to the Uzbek president's press service, the decision was made during Shavkat Mirziyoyev's visit to the 21st House of Mercy in Tashkent.

Under the new rules, 16 orphanages and 4 orphanages in the country were transferred to the National Guard.²

For two months, attached National Guard personnel were trained to work with children. He has developed completely new methods for educating children in orphanages, teaching them science, IT, foreign languages, professions and entrepreneurship, and organizing sports.

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