

THE ACTIVITIES OF THE SOVIET GOVERNMENT IN THE FORMATION OF SOCIALIST CULTURE**Khudayberdieva Gulnora Khursandovna,****Teacher of the "Civil Society" department of Termiz State University**

When we talk about the history of the Uzbek people in the 20th century, we admit that, like all social life, in the cultural and spiritual sphere, it passed with its own resistance, competition, and difficulties. The main goal of the Soviet government and its ruling party was to create a system of socialism throughout the country. In this process, the role of the cultural sphere was given special attention, without which it was clear that much could not be achieved. For this reason, from the first years of Soviet power, the process of cultural construction was started on the basis of its own resources and Soviet ideas.

Since the beginning of the 20s, the Soviet government has started the development of the Soviet education system, which is one of the most urgent tasks of cultural construction in Uzbekistan, that is, the introduction of literacy. The main goal of the Soviets in creating a new educational system in Uzbekistan was not to develop public education, to achieve public literacy, to develop knowledge, but first of all to deeply inculcate communist ideology and ideas in the minds of the people and in this way to create a people dependent on them. This policy also had a negative impact on national schools, which are centers of education. First of all, the Soviet authorities began to destroy the traditional education system by ramping up and achieving its complete destruction.

After the national delimitation, it was necessary to implement general primary education, which is considered one of the main links in the field of public education, in order to raise the cultural status of the masses. In the III session of UzMIK: "General education was considered the main motto of public education, and the implementation of this work could not be delayed. The main efforts should be spent on this work. It was necessary to fight to overcome the ignorance left by the old regime and to implement general primary education in a short time. The main goal of the Soviet regime was political interests. For this purpose, at the end of 1921, more than 1,000 schools for eliminating illiteracy were operating in Turkestan. The ruling regime strengthened the fierce struggle for the formation of Soviet-style literate people and the elimination of illiteracy, and on September 17, 1920, the People's Commissariat of Education of the TASSR adopted a decree on the elimination of illiteracy among the population will be done.

According to it, all citizens between the ages of 8 and 40 were required to learn to read and write. An extraordinary monitoring commission will be established under the TASSR People's Commissariat of Education, dealing with the eradication of illiteracy. Several measures have been taken to create a network of schools and courses to end illiteracy. By the end of 1920, their number will exceed one thousand. The number of graduates reached 70 thousand. Special attention was also paid to the training of teachers for schools, and 2000 indigenous teachers were trained in a short period of time.

At the beginning of 1924, "Let there be illiteracy!" society is created. This society consisted of teachers and students. In order to end illiteracy, 35 schools were created by the society and educated 10,200 people. According to statistics, by 1937, illiteracy was eliminated in Uzbekistan, and the number of illiterate people increased to more than 2 million. The total literacy rate of the population reached 67.8%. In order to improve the quality of education, textbooks have been created. In 1922, he published the textbook "Uzbek alphabet" and other educational manuals.

In the 1924-25 academic year, there were 50 schools for 1439 students in the Surkhandarya regions, which were the territory of the former Khorezm and Bukhara People's Republics. Especially Surkhandarya region, which has 10 schools for 600 students, was very behind in this field.

The development of school networks in Surkhandarya region in 1926-27 was significant. The level of development of school networks in Surkhandarya regions was as follows:

in Surkhandarya region			
years	of	school	students
1924-25		10	600
1925-26		28	869
1926-27		35	1335

According to the given table, in general, in the years 1924-27, certain successes were achieved in the field of school construction and increase in the number of students. During this period, it grew by 250% in Surkhandarya. The number of students in Surkhandarya reached 122.5%.

One of the main serious disadvantages of these times was that schools were very unevenly distributed in urban and rural areas, and in rural schools, compared to urban schools, the level of children's participation in school, especially girls' participation, was very low. The rate in remote villages was even lower. For example, in Surkhandarya, they made up 4.6%.

in Surkhandarya region			
SCHOOLS	boys	girls	all
City schools 228	25691	15259	40950
Rural schools 256	26035	1310	27345
Total 484	51726	16569	68295

To sum up, the authoritarian propaganda that stifles any thought, which has massacred thousands of people loyal to the Motherland by mass arbitrariness and force since the early years of the 20th century, has been decided and strengthened.

REFERENCES

1. UzR MDA, fund 86, list 1, case 4051, sheet 29.
2. UzRMDA, fund 86. List 1, case 451, sheet 26.
3. UzRMDA, fund 86. List 1, case 451, sheet 26. (Speech of the Committee on general education and school construction at the III-session of UzMIK.)
4. Gulomovna Z. M. Commodification of education in the form of shadow education //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – Т. 12. – №. 1. – С. 200-206.
5. Умаржонова Г. М. Формирование познавательной активности студентов во внеаудиторной работе //Молодой ученый. – 2018. – №. 21. – С. 492-495.
6. Mukhtorovna U. G. Somatic Phraseologies with “Hand” – “QO ‘L” Component, Expressing Diligence in German and Uzbek Languages //International Journal of Culture and Modernity. – 2022. – Т. 14. – С. 68-71.
7. Umarjonova G. et al. On the issues of the study of the functional content of phraseological units with the components “hand “ – “қўл” in the contemporary German and Uzbek languages //Scientific journal of the Fergana State University. – 2019. – Т. 2. – №. 4. – С. 145-148.
8. Умаржонова Г. М. ФРАЗЕОЛОГИЗМЛАРДА “ҚЎЛ” СОМАТИЗМИ “МЕҲНАТ ВОСИТАСИ” СИФАТИДА //КУЛЬТУРОЛОГИЯ, ИСКУССТВОВЕДЕНИЕ И ФИЛОЛОГИЯ: СОВРЕМЕННЫЕ ВЗГЛЯДЫ И НАУЧНЫЕ ИССЛЕДОВАНИЯ. – 2021. – С. 66-70.
9. Умаржонова Г. М., Абдиллоев Ш. О. НЕМИС ВА ЎЗБЕК ТИЛЛАРИДА “HAND”-“ҚЎЛ” КОМПОНЕНТЛИ СОМАТИК ФРАЗЕОЛОГИЗМЛАРНИНГ СТРУКТУР-ГРАММАТИК ТАҲЛИЛИ //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI. – 2022. – Т. 2. – №. 10. – С. 226-231.
10. Alijonovna A. G. THE IMAGE OF THE NARRATOR IN ZWEIG'S NOVEL " STREET IN THE MOONLIGHT" //Confrencea. – 2022. – Т. 3. – №. 3. – С. 116-118.
11. Rustamova I., Asomiddinova G. THE ISSUE OF CREATING CHARACTER IN ARTISTIC CREATION //Oriental Journal of Social Sciences. – 2022. – Т. 2. – №. 03. – С. 133-139.
12. Alijonovna A. G. INTERPRETATION OF THE IMAGE OF WOMEN IN S. ZWEIG'S SHORT STORIES" THE LETTER OF AN UNKNOWN WOMAN" AND" 24 HOURS OF A WOMAN'S LIFE" //American Journal of Interdisciplinary Research and Development. – 2022. – Т. 3. – С. 39-46.
13. Alijonovna A. G. DISTINCTIVE FEATURES OF STORIES BY STEFAN ZWEIG //American Journal of Interdisciplinary Research and Development. – 2022. – Т. 2. – С. 88-94.
14. Zufarjonovna J. G. USING WEB-QUEST TECHNOLOGY IN ENGLISH LESSONS AS FOREIGN LANGUAGE //INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429. – 2022. – Т. 11. – С. 161-164.
15. Zufarjonovna J. G. BENEFITS OF USING WEB-QUEST TECHNOLOGY IN ENGLISH LESSONS AS FOREIGN LANGUAGE //INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429. – 2022. – Т. 11. – С. 158-160.