

**THE FORMATION OF CHILDREN'S HOMES AND THEIR NUMBER  
IN UZBEKISTAN (1920-1935)**

<https://doi.org/10.5281/zenodo.10637155>

**Munira Khujanova**

*teacher of the Department of General History,  
Faculty of History of JSPU, Ph.D. in History*

**Annotation:** *The article reflects the dynamics of establishment, formation and growth of orphanages in Uzbekistan in 1920-1935.*

**Key words:** *Children's homes, orphans, People's Commissariat of Education, Soviet government, school, orphanage, Turkestan, orphanages.*

Before the events of 1917, there was not a single special organization dealing with orphans in the territory of Uzbekistan. Only after Central Asia was conquered by the Russian Empire, special orphanages for children of the European population were established in the larger cities of several regions. Children were taught to read and write in orphanages. Girls who grew up in orphanages were often sent to rich families as domestic servants, and boys as apprentices to craftsmen. Material support in orphanages is provided by donations from individuals and the rich.

After the revolution of 1917, Soviet authorities began to establish orphanages as a new form of educational institutions. In 1918, orphanages were established on the basis of orphanages by the decree of the Turkestan Council of People's Commissars. Later, most of the large buildings and gardens confiscated from the rich were given to orphanages.

At this time, as in all places of the RSFSR, departments of social education began to be established in the Turkestan Autonomous Soviet Socialist Republic. In addition, institutions for social and legal protection of minors were established. Also, in the 20s of the 20th century, there was an organization called "Komsod" ("Help Committee") that provided financial support to schools. At the same time, there were also "Poverty Funds" that provided financial support to low-income families. These funds provided the least amount of food products to poor families[1]. In general, the above organizations participated in the creation of the first models of children's homes.

The number of homeless and neglected children also increased in the territory of Uzbekistan during the years of armed action against the Soviet authorities. As a result, 29 orphanages were established in the Turkestan Autonomous Soviet Socialist Republic in 1919, where more than one and a half thousand orphans were educated[2]. The structure of the labor school named Karl Liebknecht, directed by VF Lubensov, was considered as a way to attract orphans to schools. The activity of this school was based on social pedagogical principles. This educational institution was one of the first schools near

Tashkent where 600 orphans were educated. In 1918, the government of the Turkestan ASSR gave the school a new building near the village of Nikolskoye[3]. First, by the decision of the Council of People's Commissars in 1918, orphanages were established on the basis of boarding schools. Later, large buildings and gardens seized from the rich were transferred to orphanages in the Uzbek SSR[4].

In 1921, the network of orphanages increased even more. This was caused by a large influx of homeless, hungry and neglected children, who became orphans without parents as a result of famine, from the Volga region to Central Asia. As a result, in 1923, the number of orphanages in Turkestan reached 38, and the number of orphans in them was more than 6 thousand[5]. Comparing the years 1919 and 1923, we can see that the number of orphanages and the number of orphans raised in them increased.

According to archival sources, in the 1920s, the issue of neglected children in the regions and their social protection was also raised. Because in the 20s of the 20th century, mainly representatives of the Russian-speaking nationality lived in orphanages, but children of the representatives of the local nationality also began to be placed in orphanages due to the loss of their breadwinners and other reasons. The goal was to prevent them from committing various criminal acts. The members of the commission formed for the purpose of studying the situation in the places have highlighted this issue in their reports[6].

In 1924, after the national territorial delimitation of the Central Asian republics, the network of orphanages was divided into several and divided into types. Also, orphanages were combined with schools and were called "school-communes". Later, the People's Commissariat of Education of the Uzbek SSR issued a decision to divide the network of children's homes into such categories as preschool, school, special and adult institutions[7].

In general, during this period, the bringing of orphaned and neglected children from other regions to the territory of Uzbekistan, military operations in the region and economic problems led to an increase in the number of orphans, and their care became one of the important tasks facing the society. As a result, many orphanages were established. For example, in 1925 there were a total of 30 orphanages in the Fergana Valley. 21 of them were located in cities, and 9 were in uyezds[8]. The large central cities of the valley - Kokan, Andijan, Fergana, Namangan - are where the majority of orphanages are located. These are the densely populated areas of the valley. It is considered appropriate to organize orphanages in large cities in order to facilitate the financial provision of children, to adapt to social life, and to provide them with effective services.

In November 1925, an orphanage for girls No. 1 was established on Behbudi street in Khojand city. There were 22 children in the orphanage, 13 of them were Russian, 5 were Uzbek, 2 were Tajik, and 2 were Tatar. The age of foster girls ranged from 11 to 16 years old, and all of them were orphans. All the girls of the orphanage are from Khojand uezd, and they were brought there based on the recommendations of local organizations. A total

of 9 employees, including 6 Uzbeks and 3 Russians, worked in this orphanage. The orphanage itself had a seven-year school and a pedagogical council. As of May 1926, there was enough space in the orphanage, but it was noted that there may be a lack of space if new children arrive[9].

However, in the late 1920s and early 1930s, the number of orphanages in Uzbekistan and the number of children raised in them increased steadily. Now children are dealing with neglect and homelessness not only in cities, but also in newly established collective farms. The famine of the 1920s and early 1930s, the difficult material situation of the population, economic and political repressions, increasing unemployment and several other reasons led to an increase in the number of homeless children in the USSR. The orphanages established in the 1920s were not of one type, but intended for different categories of children: ordinary children, children who grew up in an antisocial environment, children with physical and mental disabilities, weak and sick children. During the 1920s, the system of children's institutions gradually became more defined, and by the end of the 1920s there were only three official categories of orphanages. They consisted of children's homes for preschool age, children's homes for students and vocational education oriented children's homes. In addition, there were labor colonies for children with difficulty in education, as well as medical and semi-medical orphanages and orphanages for the disabled. And there were many children's institutions that did not fall into any of the categories listed above<sup>11</sup>. For example, in some settlements there were children's towns consisting of a school, a boarding school, a dormitory, workshops, and communal schools, which operated at the expense of the labor of their students. Reception centers for children were established in big cities such as Tashkent, Alma-Ata, Samarkand, Andijan, Okmola, from which children were distributed to orphanages.

#### REFERENCES:

1. Эгамбердиева Н. Ижтимоий педагогика. – Тошкент: Алишер Навоий номидаги Ўзбекистон Миллий кутубхонаси нашриёти, 2009. – Б. 23.
2. О'зМА, 94-jamg'arma, 5-ro'yxat, 6247-yig'ma jild, 95-varaq.
3. Эгамбердиева Н. Ижтимоий педагогика. – Тошкент: Алишер Навоий номидаги Ўзбекистон Миллий кутубхонаси нашриёти, 2009. – Б. 24.
4. Узбекская советская энциклопедия. 2-том. Главная редакция Узбекской советской энциклопедии. – Ташкент, 1972. – С. 330.
5. Расулов А.Н. Туркистон халқи бағрикенглиги (XX аср 20-йиллари бошларида Россиядан эвакуация қилинган болалар мисолида). – Тошкент: Янги нашр, 2011. – Б. 17.
6. О'зМА. 94-jamg'arma, 1-ro'yxat, 95-yig'majild, 10-varaq.

7. Расулов А.Н. Туркистон халқи бағрикенглиги (XX аср 20-йиллари бошларида Россиядан эвакуация қилинган болалар мисолида). – Тошкент: Янги нашр, 2011. – Б. 17.

8. О'зМА. 34-jamg'arma, 1-ro'yxat, 123-yig'majild, 14-varaq.
9. О'зМА R-94-jamg'arma, 1-ro'yxat, 127-yig'ma jild, 29-varaq.
10. О'зМА R-94-jamg'arma, 1-ro'yxat, 127-yig'ma jild, 31-varaq.
11. О'зМА R-94-jamg'arma, 1-ro'yxat, 95-yig'ma jild, 24-varaq.
12. О'зМА R -94- jamg'arma, 1- ro'yxat, 95- yig'ma jild, 3- varaq.
13. О'зМА R-94-jamg'arma, 5-ro'yxat, 1719-yig'ma jild, 16-varaq.
14. О'зМА R-94-jamg'arma, 1-ro'yxat, 127-yig'ma jild, 31-varaq.
15. О'зМА R-94-jamg'arma, 1-ro'yxat, 95-yig'ma jild, 24-varaq.