

FROM THE HISTORY OF THE FORMATION OF MUSIC SCHOOLS IN THE FERGANA VALLEY

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Abstract:

This article reflects information about the emergence, early activities, location of schools of early music in the regions of Fergana, Andijan, Namangan. Information about the dynamics of the growth of the process of establishing music schools over the years has been cited and the reasons have been analyzed. At the same time, the functioning of music schools in certain periods as part of various ministries is covered on the basis of archival materials, scientific facts.

Keywords: Educational system, musical education, musical education, art education, children's music and art schools, Ministry of Public Education, Ministry of Culture.

Introduction

Today, one of the global challenges facing the international community is to train creative personnel – individuals who think innovatively, introduce new ideas into production, and make discoveries. This challenge is met by developing musical education, which is an integral part of the education system. The role of music and art in human perfection is not limited merely to their effect on the spirit; they also play an important role in shaping an individual's intellectual potential. When playing musical instruments or engaging in art, both the right and left hemispheres of a child's brain are activated simultaneously. This is because, as a child plays an instrument, both hands and feet work concurrently, while reading musical notes activates the eyes and listening to tone stimulates the ears. This process further energizes the brain and enhances creative functions. As a result, the ability for creative thinking develops and flourishes in the child. It is inevitable that such children will eventually become the personnel who introduce innovations into production. It is clear to all that products characterized by a creative approach and possessing unique appearance and quality will bring high economic benefits in the global market. With the understanding that music schools serve as the foundational pillar in nurturing such personnel for the state and society, the development of musical culture and education in our country was elevated to the level of state policy in the years of independence. In this regard, several decisions and orders have been adopted, including the PQ-910 Decision of the First President of the Republic of Uzbekistan dated July 8, 2008, "On the State Program for Strengthening the Material and Technical Base of Children's Music and Art Schools and Further Improving Their Activities, Designed for 2009-2014" [1], the PQ-2435 Decision of the First President dated November 20, 2015, "On the State Program for Further Improvement of the Activities of Children's Music and Art Schools for 2016–2020" [2], and the PF-4947 Order of the President dated February 7, 2017, "On the Strategy of Actions for Further Development of the Republic of Uzbekistan" [3].



MATERIALS AND METHODS

During the years of independence, numerous scientific works have been created in Uzbekistan that reflect various aspects of musical culture. Specifically, the dissertations of A. Mavryulov, X. Khamidov, Y. Ergasheva, F. Ernazarov, Y. A. Smesova, Z.R. Ishankhojayeva, and N. Mustafayeva played an important scientific and practical role in studying the history of music culture in Uzbekistan. All the above-mentioned literary works contain scientific works on music art, which reflect the emergence and development processes of music culture in Uzbekistan. However, research on music schools that nurture and guide music and art talents towards excellence has been significantly limited. Information regarding the progress of music education in independent Uzbekistan, as well as the participation and results of music schools

RESULTS

In the 1930s, to eliminate the acute shortage of personnel in musical education – one of the most pressing issues of that era – music schools began to be opened in the provinces of the Fergana Valley. In particular, the first music school in the Namangan region was established in 1934, in the Fergana region in 1938, and in the Andijan region in 1939.

In the Fergana region, the establishment of the first music schools began in 1938. In that very year, the first music school in the region – the Kokand City Children's Music School (currently 5-BMSM) – was founded. In its early period, this music school employed 50 teaching staff. Admissions were divided into day and evening sessions, with nearly 400 students enrolled in total. As in the other early-established music schools, this institution primarily offered instruction in the following disciplines: piano, violin, cello, bayan-accordion, orchestral instruments, and folk instruments.

In 1939, the first children's music school in Fergana city commenced its activities. Later developments included the establishment of the Margilan Children's Music School (currently 8-BMSM) in 1959; the 20th Children's Music School in Uchko'prik district in 1960; the 3rd Children's Music School in Fergana city and the 16th Children's Music School in Baghdod in 1961; the 14th Children's Music School in Oltiariq district in 1963; the 6th Children's Music School in Kokand city and the 21st Children's Music School in Rishton district in 1965; the 18th Children's Music School in Beshariq district, the 22nd Children's Music School in Toshloq district, and the 13th Music School in Quva district in 1967; the 4th Children's Music School in Fergana city, the 25th Children's Music School in Fergana district, and the 10th Children's Music School in Margilan city in 1970; the 9th Children's Music School in Margilan city, the 27th Children's Music School in Dangara district, and the 28th Children's Music School in Yozyovon district in 1972; and, finally, the 7th Children's Music School in Kokand city was established in 1982. Until 1971, only three additional music schools were opened in Fergana city. According to archival materials, in the 1960–1961 academic year there were seven music schools operating in the Fergana region: the 1st and 2nd Music Schools in Fergana city, the Kokand City Music School, the Margilan City Music School (currently Margilan City 8-BMSM), the Leningrad District Music School (currently the 20-BMSM in Uchko'prik district), the Quvasoy City Music School, and the Music School in the Chust district (which was part of the Fergana region until March 31, 1961) [9].

By 1969, the number of music schools in the region had grown to 16. These included three in



Fergana city (the 1st, 2nd, and 3rd Music Schools), two in Kokand city (the 1st and 2nd Music Schools), two in Margilan city (the 1st and 2nd Music Schools), as well as schools in the districts of Quvasoy, Beshariq, Rishton, O'zbekiston, Oltiariq, Oxunboboyev, Baghdod, Quva, and Leningrad. By the 1980s, the entire musical education system in Uzbekistan comprised over 200 specialized seven-year music schools, two special eleven-year music schools, and 20 music institutes. In the Fergana region itself, by 1981 there were 20 seven-year music schools, including those in Fergana district (the 1st, 2nd, and 3rd Music Schools), and music schools in Kokand, Quvasoy, and Margilan cities, as well as in the districts of Baghdod, Oltiariq, Buvayda, Kirovskiy (Beshariq), Quva, Quva (Kommunizm), Rishton, Toshloq, Uchko'prik, O'zbekiston, Fergana (Avval), Dangara, and Yozyovon [8].

As noted earlier, the first music schools in the Andijan region were established in 1939, with records about the 1st Music School beginning to appear in documents from 1946 in the regional state archive. According to these archival materials, the school located at 41 K. Marks Street in Andijan city had 150 students enrolled that year, including 25 new admissions. At that time, the number of teachers amounted to five [6]. Information on the first graduates of the music schools appears in collective volumes from 1947. In that year, 40 students were enrolled, and five graduated. Although 145 students were recorded in the documents, in reality only 139 studied. There were 16 teachers, of whom 10 were women [7].

Growth of the Children's Music School (BMM) Network in the Andijan Region (Data for the 1974/75 Academic Year) [12]:

	Music School	Year Established	Number of Students
1	Andijan City No. 1 BMM	1939 (1918)	700
2	Leninsk City No. 1 BMM	1957	198
3	Andijan City No. 2 BMM	1961	382
4	Moscow District BMM	1962	95
5	Andijan Oil Field BMM	1964	65
6	Khojaobod District No. 1 School	1964	65
7	Qo'rg'ontepa BMM	1964	90
8	Izboskan District No. 1 School	1965	60
9	Baliqchi District BMM	1966	58
10	Lenin District No. 1 School	1966	75
11	Lenin District No. 2 School	1966	70
12	Southern Olamushuk BMM	1966	65
13	Marhamat Settlement BMM	1966	90
14	Polvontosh BMM	1966	90
15	Sovetobod BMM	1966	90
16	Bo'z BMM	1970	80

The first music school in the Namangan region was established in 1934 and is the Namangan City 11th Children's Music and Art School. Regarding the establishment and early activities of music schools in the Namangan region, Shoiraxon Shavkatovna Gafforova – the director of the



Namangan City 11th Children's Music and Art School named after Kamoliddin Rahimov – stated: “Our school was established in 1934 simultaneously with the Namangan Music Institute. Although it began its activities with six teachers, it offered directions such as piano, violin, and folk instruments. Teachers were mainly sent on assignment, and there were very few local nationals among them. Many specialists of Russian, Tatar, and Korean origin taught classes. In the early years, the famous composer originally from Khorezm, People's Artist of Uzbekistan Sharif Ramazonov, was appointed as the director. This person simultaneously managed the music school, the music institute, and the regional cultural department. In 1972, a branch of the school was established in the then Sovetobod district, which later became an independent school. By 1978, due to the increasing number of students, our school moved to a new building, and that year the number of students approached 500. During this period, national instruments were added to the list of disciplines. After independence, during the renumbering of schools in 2002, the 11th Music School in Uchko'rg'on was closed, leaving its number available. In Namangan city, the 1st Music School continued in two parts – the one we operate and the one in the current Davlatobod district. Therefore, our school was renumbered as the 11th Music School. Based on the instructions given by our President Shavkat Mirziyoyev during his 2023 visit to Namangan to immortalize the name of Kamoliddin Rahimov, our school was named after the distinguished Hafiz Kamoliddin Rahimov. On January 12, 2024, to celebrate the Hafiz's birthday, we established a museum at the school and held, for the first time, the Kamoliddin Rahimov Republican Song Competition. We plan to hold this competition annually, and preparations for this year's competition are already underway.” [14]

DISCUSSION

In the Namangan region, the opening of music schools temporarily halted, but from the 1960s it resumed with great vigor. As a result, by 1985 the number of schools in the region reached 18 [10]. For example, in 1960 music schools began operating in Toraqorgon and Chust; in 1962 in Kosonsoy; in 1967 in Chortoq; in 1968 in Zadaryo (currently Mingbuloq) and Kosonsoy; in 1971 in Uchko'rg'on; in 1972 in Namangan city; in 1974 in Xaqqulobod (Norin); in 1975 in Chust; and in 1976 in Pop districts. When the 1st BMSM located in Sovetobod (currently Davlatobod) district of the Namangan region was first established, it started with 10 teachers and about 90 students; by 1992, the number of students had reached 401, with 21 teachers [11]. In the 2nd BMSM in Zadaryo (renamed Mingbuloq from 1994) district, initially six specialists taught 50 students; by 1992, there were 10 teachers and 85 students. In the 3rd BMSM in Kosonsoy district, initially six teachers taught 42 students; by 1992, there were 151 students and 18 teachers. In the 4th BMSM in Kosonsoy district, which initially started with five teachers and 25 students, by 1992 the number of students reached 75 and the number of teachers 9 [5]. In the 6th BMSM in Xaqqulobod (Norin district), initially six specialists taught 30 students; by 1992, there were 124 students [11]. In the 7th BMSM in Pop district, initially four teachers taught 15 students; by 1992, the two music schools in Pop district together had 180 students [11]. In the 10th BMSM in Toraqorgon district, which initially started with one teacher and 25 students, by 1992 there were 80 students and 7 teachers. In the 11th BMSM in Namangan city, initially 15 specialists taught 78 students; by 1992, the numbers increased to 201 students and 60 teachers. In the 12th BMSM in Uchko'rg'on district, which initially started with four specialists and 60 students, by



1992 there were 90 students and 10 teachers [5]. In the 14th BMSM in Chortoq district, initially five teachers taught 25 students; by 1992, there were 166 students and 19 teachers. In the 15th BMSM in Chust district, initially 14 teachers taught 80 students; by 1992, there were 260 students [5]. Finally, in the 16th BMSM in Chust district, initially 12 specialists taught 90 students; by 1992, the numbers reached 90 students and 12 teachers.

During their development, music schools were under the jurisdiction of various ministries. Initially, in the 1930s, music schools were established within the system of the People's Commissariat of Education. In the process of reviewing the regional state archives, documents related to music schools up to 1951 were found in the collective volumes of the Ministry of People's Education; from 1951 to 1960 they were under the control of the cultural departments. On August 18, 1960, the Soviet Council of Ministers of the USSR issued a decision on "The Future Issues Regarding the Improvement and Development of Music Education and Art in Uzbekistan." From September 1960, music schools that were under the jurisdiction of the Ministry of Culture were transferred to the authority of the Ministry of Education [12]. According to the decision No. 69 of the Soviet Council of Ministers of the Uzbek SSR dated February 7, 1985, music schools were transferred from the Ministry of People's Education to the Ministry of Cultural Affairs [13]. Thus, from 1960 to 1985 music schools were under the Ministry of People's Education. From July 1985 until July 2008, music and art schools throughout the republic were under the Ministry of Culture. This ministry was renamed the Ministry of Cultural Affairs in 1992 and, from 2004, the Ministry of Culture and Sports of the Republic of Uzbekistan. In accordance with the Decision No. 910 of the President of the Republic of Uzbekistan dated July 8, 2008, music and art schools were returned to the management of the Ministry of Public Education. Later, according to the PF-4956 Order of the President dated February 15, 2017, the specialized Republican Music Academic Lyceum named after P. Glier, the specialized Republican Music Academic Lyceum named after B. Uspenskiy, the Republican Specialized Music and Art Academic Lyceum, and children's music and art schools that were part of the Ministry of Public Education were transferred to the system of the Ministry of Culture [4].

CONCLUSION

In short, while the first music schools within the national musical education system began to be established in the 1920s of the last century, in the Fergana Valley this process took place in the 1930s. Despite economic hardships and social challenges, music schools progressed through various stages of development over the years. Even during the economic crisis of the 1980s, when music schools fell into a state of disrepair, they managed to continue their activities during the transitional period. The consolidation of independence opened new opportunities for music schools, and as a result, their prestige in society was elevated to a new level.

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