

THE PROVISION OF FOOD SUPPLY TO PRESCHOOL EDUCATIONAL INSTITUTIONS IN UZBEKISTAN (BASED ON THE EXAMPLE OF THE 1950 -1970 yy) 1946-1991.

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Abstract

This article analyzes the provision of food supplies to preschool educational institutions in the collective farm and state farm of the Uzbekistan SSR during the 1950-1970 yy, as well as the operation of milk kitchens. It highlights existing problems related to food quality, food supply, sanitary conditions, and the qualifications of cooks in kindergartens. The establishment and financing of milk kitchens, shortcomings in nutrition, and the effectiveness of health sector control measures are examined. The article also reviews government decisions aimed at improving the food supply of preschool institutions and initiatives for training qualified cooks.

Keywords: Collective farm, state farm, milk kitchen, food supply, quality, qualification, financing, milk, education system.

Introduction

Proper nutrition in preschool educational institutions is one of the most important factors ensuring the correct and effective development of children. This process not only directly influences the physical growth and development of the child but also helps to fully meet the physiological needs of the body. Properly organized eating habits during childhood, in turn, lay the foundation for the formation of a healthy lifestyle in the future. Therefore, it is crucial to ensure the provision of quality, safe, and hygienic food in preschool institutions.

For the effective operation of the healthy nutrition system, normative documents have been developed by the state, the most important of which are the sanitary and epidemiological requirements (SanPin) intended for preschool institutions. This document outlines the main goal of organizing healthy and safe nutrition in preschool institutions. The goal is to ensure the healthy and harmonious growth of children, prepare high-quality and standardized food in kitchens, and create convenient and safe conditions for food consumption based on hygienic requirements.

Furthermore, balanced diets, the adequate intake of energy and nutrients, the quality and safety of food products, and the proper organization of food preparation technology are of particular importance in the nutrition of preschool-aged children. For this reason, ensuring high-quality nutrition in preschool institutions requires not only adherence to sanitary regulations but also the use of modern food technologies and the expertise of specialists.



This article analyzes the importance of healthy nutrition in preschool educational institutions, its organization, as well as the issues that arise in this field and ways to solve them. The aim is to develop scientific and practical recommendations for improving the quality and effectiveness of nutrition in preschool institutions.

METHODS AND LEVEL OF STUDY:

The article is based on generally accepted historical methods—historicism, comparative-logical analysis, sequential analysis, and objectivity principles. It analyzes the food supply of preschool institutions in Uzbekistan within the period of 1950-1970, highlighting the main factors that influenced these processes. This serves to assess historical experience and provides an important foundation for current reforms. At the same time, data from periodical publications and archival sources are also analyzed.

Issues of healthy nutrition in preschool institutions have been studied in many research works. Scientific studies conducted in Uzbekistan and other former Soviet Union territories have mainly focused on the nutrition of preschool-aged children, the compliance of food quality with sanitary norms, and the effectiveness of the food supply system.

In the scientific literature, the physiological aspects of children's nutrition, quality indicators of food and the importance of cooking technology are widely covered. In Particular, N. Bobokhojayev's work "The organization of proper nutrition of children in kindergartens in rural areas" provides an in-depth analysis of the nutritional system of preschool children, its organizational and practical aspects. The author sets out their daily needs for food, taking into account the age-specific physiological characteristics of the children's organism. The book argues that children's meals are not only nutritious, but also hygienically safe, calorically balanced, and delicious. It is especially indicated that the correct Organization of the issue of nutrition in preschool educational institutions in rural areas — directly related to the existing material and technical conditions, infrastructure and product delivery system. Also, Sh. Maqsudov's article "The Millionaire collective farm in the children's dam", the brigade analyzed the feeding situation in flat and nurseries [2.]. However, there is not enough scientific research on the historical development of preschool nutrition in collective farms and state farms, especially on the issues of the establishment of dairy kitchens and their effectiveness. Therefore, this topic is of important scientific and practical importance for the study of the process of ensuring healthy nutrition of children in agricultural regions of Uzbekistan. This scientific article is a continuation of scientific research in exactly this direction and seeks to further analyze the impact of food supply, urban-rural differences and the educational system in Soviet times.

Results One of the most important, at the same time problematic, issues of preschool institutions was the provision of food. In 1950, the established food standards for one child were approved in kolkhoz kindergartens of the Republic of Uzbekistan [4.2.]. These norms were developed in a balanced form, taking into account all the main food groups necessary for the growth and development of the child-carbohydrates, proteins, fats, vitamins and minerals. In the norms, carbohydrates such as bread, flour, cereals are sufficiently isolated, and vegetables and fruits are also prescribed in sufficient quantities to ensure the vitamin and mineral needs of the child. Also, meat, milk, eggs and other dairy products were aimed at meeting the protein needs of children. Butter and sour cream were included as sources of fats, which helped to form energy reserves in



the body of children and improve the absorption of vitamins. However, in practice, the full implementation of these norms has in many cases faced difficulties. Due to the existing problems in the food supply system of collective farms and sovkhozes, limited resources in rural areas and low financial capabilities, the products delivered to kindergartens were not always at the level set by the standards. As a result, there was a lack of carbohydrates and proteins in the daily diet of children, a lack of vegetables and fruits, as well as a lack of dairy and meat products. In particular, in 1950, kolkhoz preschool institutions of the Namangan region provided only flour, cereals and oil. In some cases, meat, sugar and wet fruit are given. Eggs are not given at all. No kindergartens had adequate food norms [5.4.].

Therefore, since the 1950s, issues of improving food supply, compliance with norms and the proper organization of children's nutrition began to be seriously considered in preschool institutions. Steps were taken in this direction, such as the implementation of measures by collective farm and statefarm leaders, health and public education authorities, as well as the establishment of dairy kitchens. In general, while the food standards set in 1950 were a thorough basis for ensuring that children grow healthy, the problems that arose in their practical viability required further reforms and resource allocation in the field. In particular, none of the county's collective farms provided food supplies for the brigade field platters [6.3.]. In the 1950s and 1970s, the catering system in preschool institutions established in kolkhozes and sovkhozes in Uzbekistan faced a number of problems. Although the establishment of dairy kitchens served as a major factor in ensuring a healthy diet, in practice their number is not as large as planned, and in many regions the kitchens were not opened on time. Hususan, although a dairy kitchen was established in Kokand in 1959, the planned 1960 openings in Fergana and Marghilon were delayed [8. 9.].

In 1966-1970, the plan called for the establishment of 113 dairy kitchens in the Fergana region. In practice, there are only 5 organized. During these years, there were 20 such kitchens in the province and the condition was in an unsatisfactory condition [9.57.]. In addition, the poor qualifications of cooks in kindergartens had a negative impact on the quality of food. As a result of the lack of specialized training of most chefs and ignorance of cooking technology, there have been many cases where the dishes are tasteless, with improper cooking. This condition caused a decrease in the quality of nutrition and the risk of harm to the health of children. According to the Republic, 28% of many collective farm kindergartens and yachts had a special education of their chefs [1.5.].

In order to eliminate the problems, various decisions of the Government of the Uzbek SSR were adopted. In particular, according to the decision of July 26, 1961, separate funds were allocated for the provision of dairy products for kindergartens of the Fergana Region [7. 134.]. Also, on August 17, 1971, the decree of the Council of Ministers of the Uzbek SSR No. 396 "on approval of the regulation on permanent preschool institutions of collective farms" was adopted. The charter provided for the provision of preschool educational institutions with food collective farm pravleniesi, and cited a 24-different list of food products for those raised to eat healthy [3.9].

In order to improve the technology of cooking in preschool educational institutions, attention began to be paid to the activities of chefs. In 1976-1980, 200 culinary specialist personnel were trained for preschool educational institutions in Andijan city kulinar knowledge country [10.55.]. In addition, short courses for cooking were organized. This was an important step that served to



improve the quality of food. Sanitary and epidemiological requirements play an important role in the preparation and storage of food in preschool institutions. It has been found that sanitary conditions in kitchens, dairy kitchens and kindergartens have not met the demand in most cases. In particular, there have been problems of low sanitary condition of mobile Yars, lack of separate room and feeding conditions for children, improper storage of food.

CONCLUSION

In the 1950s and 1970s, there were serious problems in the food supply of preschools in kolkhozes and sovkhoses. While the establishment and financing of dairy kitchens was controlled by the country, there were many drawbacks in practice. The quality of food, sanitation and lack of qualified chefs stand out as the main problems in this area. Government decisions and specialist training courses taken in order to address these shortcomings were an important step forward.

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