



**International Conference on Modern Science and Scientific Studies**

Hosted online from Madrid, Spain

Website: econfseries.com

20<sup>th</sup> November 2025

---

## **THE EDUCATION SYSTEM IN SURKHANDARYA REGION WAS INFLUENCED BY SOVIET IDEOLOGY IN THE 1940S–1980S**

Chorshanbiyev Mashrab

Lecturer at Termez University of Economics and Service

### **Abstract:**

This article analyzes the development of the education system in Surkhandarya region between 1940 and 1980 and the influence of Soviet ideology on it. It is highlighted based on historical sources that during the Soviet era, the education system served mainly ideological goals, and atheism, communist worldview, and socialist values were promoted in curricula and textbooks. The article analyzes archival documents, statistical data, and historical literature.

**Keywords:** Surkhandarya, Soviet ideology, education system, ideology, socialism, atheism, historical process.

### **Introduction**

The 1940s–1980s were a period of fundamental changes in the socio-cultural life of Uzbekistan, and in particular, the Surkhandarya region. During this period, the education system was formed as the most important ideological tool of the Soviet state. The idea of creating a “new person” in society through education was put forward – a citizen with a communist worldview and brought up in an atheistic spirit. Although the number of schools in the Surkhandarya region increased, their content orientation was under ideological control. Textbooks, educational activities, and school initiatives were coordinated with party policy. Therefore, it is necessary to study the education system of this period not only from a pedagogical, but also from an ideological point of view.

### **Methods**

The article was prepared using methods of historical-analytical, comparative and archival source study.



## International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: [econfséries.com](http://econfséries.com)

20<sup>th</sup> November 2025

The main sources were the materials of the Surkhandarya regional state archive, the National State Archive of Uzbekistan, as well as issues of the newspaper "Lenin Bayrogi".

The scientific works of S. Tursunov, H. Berdiev, M. Sohibova, N. Rakhmonov and others, as well as statistical collections, were also analyzed. The goal was to identify the stages of the formation of the education system under the influence of Soviet ideology, its socio-cultural consequences.

### Discussion

During the Soviet era, the education system was formed as one of the most important pillars of state ideology. The changes that occurred in the field of education in the Surkhandarya region between the 1940s and 1980s were not only an expression of socio-economic development, but also a direct result of the ideological policy pursued by the central authorities. Soviet ideology considered education as a means of forming a person as a “builder of communist society”. Therefore, the content, methodology and process of organization of education were subject to ideological control.

The curriculum taught in schools and secondary specialized educational institutions in the Surkhandarya region was approved by central authorities in Moscow. This naturally led to a lack of consideration of the conditions and historical features of the republic, and in particular, the region.

For example, in history textbooks, topics related to the history of Uzbekistan were simplified, and chapters on the history of central Russia were widely covered. Religious values, national heroes, and local historical figures were interpreted as “representatives of the feudal class” or “reactionary forces.”

During this period, the main task was to instill an “atheistic worldview” in the minds of students. In the 1950s–1970s, subjects such as “Fundamentals of Atheism” and “Communist Education” were introduced in schools in the Surkhandarya region, and religious beliefs were promoted as “the remnants of the past.” Special ideological courses were organized for teachers, and they were required to teach in the spirit of loyalty to the principle of “partyism.”



# E CONF SERIES



## International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: [econfséries.com](http://econfséries.com)

20<sup>th</sup> November 2025

However, the Soviet-era education system brought about positive changes not only ideologically, but also materially. Between 1940 and 1980, dozens of new school buildings were built in Surkhandarya, the number of teachers increased, and the literacy rate among girls rose significantly.

According to official statistics, in 1946 there were about 170 schools in the region, but by 1980 their number had exceeded 600. In the same years, the Termez Pedagogical Institute expanded its activities, and new teacher training courses were opened in Denov, Sherabad, and Kumkurgan.

Through education, the idea of social equality was promoted in society, and women, workers, and rural youth gained access to education. In particular, since the 1960s, “eight-year compulsory education” was introduced in villages. This was a significant social achievement, and illiteracy in the region was almost eliminated.

Through the education system, Soviet ideology also penetrated deeply into the cultural and religious life of the people of Surkhandarya. Religious holidays, mosques, and madrasah activities were strictly limited. In the educational process, instead of national values, ethics, folk oral art, and religious concepts, topics such as “international proletarian solidarity,” “socialist labor,” and “communist education” were introduced.

As a result of this process, many generations moved away from national identity and were forced to look at their history through a Soviet interpretation. Also, the relationship between the student and the teacher was based on the principle of “obedience over initiative.”

However, it must be recognized that some teachers tried to secretly preserve national values in their work. For example, in literature lessons, there were attempts to restore the national spirit by interpreting the ideas of poets such as Alisher Navoi, Babur, and Mashrab in the spirit of “humanism” or “labor.” In this sense, the education system became not only a “field of ideological pressure,” but also, to a certain extent, a means of secretly preserving national consciousness.

During the Soviet era, the education system was closely linked to the party's personnel policy. The activities of teachers were under constant political control, and their “political reliability” was constantly checked.



## International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: [econfséries.com](http://econfséries.com)

20<sup>th</sup> November 2025

Each school had a party organization, a Komsomol and a pioneer council. They were responsible for instilling in students the spirit of "socialist patriotism" and "internationalism".

Through these organizations, every social activity of students - labor hashars, competitions, reading evenings - took on an ideological tone.

Political criteria were also paramount in the personnel training system. For example, when entering the pedagogical school and teacher training courses in Surkhandarya, the requirements for "party membership" and "political activity" were considered the first priority. Because of this, many talented but independent-minded young people were excluded from the education system.

Through the education system, Soviet ideology changed the thinking of not only generations, but also the entire society. This system, formed over 40 years, limited the possibility of independent thinking, a critical approach, and an objective assessment of national history.

The need to restore national values in the education system during the years of independence, to include religion and spirituality in the educational process, is a consequence of this historical legacy. Therefore, the experience of that period in Surkhandarya is important as a historical lesson for today's educational reforms.

### Conclusion

Between the 1940s and 1980s, the education system in Surkhandarya region became the most active propaganda arena for Soviet ideology. Although the education system during this period officially appeared to fulfill the task of "enlightening the people," in practice it served as a means of shaping a communist worldview and subordinating society to a single ideology.

### References:

1. Бердиев Х., Эрматов Х. Сурхондарё тарихидан лавҳалар. – Тошкент: “Нур”, 1991. – 46-б.
2. Турсунов С.Н. ва бошқалар. Сурхондарё тарихи. – Тошкент: “Шарқ”, 2004. – 419–420-б.



## International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: [econferences.com](http://econferences.com)

20<sup>th</sup> November 2025

3. Раҳмонов Н., Умаралиев А. Совет Ўзбекистони маданияти тарихи очерклари. – Тошкент: “Ўқитувчи”, 1984. – 82–83-б.
4. Соҳибова М.Т. Ўзбекистонда маданий ҳаёт: тажриба ва муаммолар (1946–1985-йй). – Тошкент, 2008. – 77-б.
5. Ачилов Н. Культурное строительство в Кашкадаринской и Сурхандаринской областях (1946–1958). – Тошкент, 1996. – С.10.
6. Эргашев Қ. Ўзбекистон таълими: муаммолар ва ислохотлар. – Тошкент: “Фан ва технологиялар”, 2014. – 81-б.
7. Сурхондарё вилояти давлат архиви. 58-фонд, 1-рўйхат, 3368-иш, 72-варақ.
8. “Ленин байроғи” газетаси. – 1975 йил 7 май.