

THE ACTIVITY OF CULTURAL AND EDUCATIONAL INSTITUTIONS DURING THE NEW ECONOMIC POLICY PERIOD IN UZBEKISTAN (1921–1929, BASED ON MATERIALS FROM THE FERGANA VALLEY)

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1. Introduction

The New Economic Policy (NEP) was an important stage in the history of Uzbekistan. It was adopted in 1921 and included a set of reforms aimed at overcoming the severe economic crisis in the country. This policy was widely implemented in the Turkestan ASSR as well, with the main goals being the stabilization of the economy, the restoration of production, the improvement of living standards, and the development of the cultural and educational spheres. The purpose of this research is to study the impact of the NEP in the Fergana Valley and to highlight the role of cultural and educational institutions during this period.

The scientific novelty of this work lies in the fact that this topic has not been sufficiently studied in previous historical research and offers the opportunity to enrich the information through new archival sources.

2. Relevance of the Topic

During the period when the New Economic Policy (NEP) was introduced, social and economic problems in the Turkestan region had significantly deepened. The inactivity of the domestic market, growing public discontent, the crisis in agriculture, and disruptions in production required urgent and decisive measures from the state.

The NEP was adopted under these conditions, aiming to involve citizens in economic life, restore elements of private ownership, and introduce new market mechanisms.

The relevance of the topic lies in the fact that this policy had an impact not only on the economic sphere but also on spiritual and educational directions.

3. Purpose and Objectives

The main purpose of this research is to examine the implementation of the New Economic Policy (NEP) in the Turkestan ASSR, particularly in the Fergana Valley, during the years 1921–1929, to identify its impact on the activities of cultural and educational institutions, and to analyze it in connection with broader socio-economic processes.

The main objectives of the research are as follows:

To analyze the historical context and main goals of the New Economic Policy;

To study the implementation of the NEP in the Fergana Valley and its impact on the lives of the local population;

To determine the influence of the NEP on the activities of cultural and educational institutions, including libraries, clubs, schools, and museums;

To assess both the positive and negative aspects of the policy based on historical sources;

To evaluate the significance of the NEP from a modern perspective.

4. Scientific Novelty

The scientific novelty of this research lies in the fact that the impact of the New Economic Policy (NEP) on cultural and educational institutions has not been thoroughly studied as a separate topic in previous research.

In this work, an attempt has been made to comprehensively examine the subject through the use of new archival documents, press materials, and the oral history method.

In addition, historical parallels with current economic reforms are also presented in this study.

5. Research Results

During the research, it was found that the economic reforms introduced under the NEP were implemented rapidly in the Fergana Valley. Markets were revived, trade was liberalized, and elements of private ownership and entrepreneurship were supported.

As a result, economic activity among the population increased, and living standards improved. Cultural and educational institutions were also supported by the state. Through these institutions, literacy among the population increased, social engagement rose, and moral education was strengthened.

At the same time, certain issues were observed, such as administrative-bureaucratic obstacles, inadequate funding, and a shortage of qualified personnel.

6. Conclusion and Recommendations

The New Economic Policy (NEP) played a significant role in stabilizing the social and economic system in the Turkestan ASSR, particularly in the Fergana Valley. Along with economic development, reforms were also implemented in the cultural and educational sphere. However, there were also failures and obstacles in this process. Therefore, the following recommendations are proposed:

Greater attention should be paid to cultural and educational institutions in state policy;

The connection between economic reforms and the social sector should be strengthened;

The topic should be studied more deeply through archival research and oral history sources.

At the same time, the reforms carried out in the cultural and educational sector during the NEP period contributed to a spiritual revival in society. The number of libraries increased, and cultural events were organized in schools and clubs.

State policy goals such as promoting ideology, raising public awareness, and increasing literacy were implemented through cultural institutions.

Local intellectuals, teachers, and cultural enthusiasts actively participated in this process. Many of them later played a significant role in national awakening movements. Studying their contributions remains important even today.

The interconnection between the New Economic Policy and cultural development is evident in the fact that economic stability created opportunities for cultural growth, while culture became an important tool in shaping social harmony and moral order.

Therefore, the NEP should be viewed not only as an economic policy but also as a political platform that had a direct impact on social and spiritual processes.

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