



THE ACTIVITIES OF SCHOOL, PRIVATE, AND HOME MUSEUMS IN NAMANGAN REGION DURING THE YEARS OF INDEPENDENCE

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ABSTRACT

This article discusses the establishment of school, home, and private museums in the Namangan region during the years of independence, focusing on the number and quality of exhibits and the activities of these museums. It provides brief information about the attention given by the state and citizens to school and home museums today, as well as the study of material and spiritual heritage.

KEYWORDS: Museum, house museums, school museums, private museums, exhibits, visual art works, culture, literature.

INTRODUCTION

Legal, Normative, and Pedagogical Foundations for Establishing School and Community Museums

The organization of school or local history museums requires attention to the following aspects:

1. Material artifacts: clothing, household items, examples of folk art (e.g., suzani embroidery), national handicrafts, musical instruments, medals, coins, decorations, tools, and equipment.
2. Written artifacts: letters, newspapers, magazines, books, and documents related to significant events and participants.
3. Cartographic materials: maps, plans, drawings, and diagrams.
4. Visual art samples: paintings, drawings, and stamps.
5. Photographs: photos documenting events and participants.
6. Films and audio recordings.
7. Student memorabilia: graduation certificates, essays, and other significant student work may also be displayed as exhibits.

In 1995, there were 70 school museums in the Namangan region, with 41 located in rural schools and 29 in urban schools. Among these, 40 were independently registered museums. By 2000, Namangan had the highest number of school museums in Uzbekistan, totaling 112, compared to other regions like Navoi (8), Jizzakh (12), Khorezm and Samarkand (32 each), and Surkhandarya and Fergana (38 each).

Each school museum in the region developed its own focus. For example, the 40th school in Namangan housed the “Nature Museum,” the 16th school in Kosonsoy had a “Military and Labor Glory” museum, and the 9th school in Yangikurgan focused on history. The technical school in Pop district operated a museum dedicated to history and local studies. Notably, the “Nature

Museum” in the 40th school, established by A. Nuriddinov, gained recognition for its collection of over 16,000 exhibits and was named the first “People’s Museum” in the republic in 1980.

The 31st school in Damobod village, Chust district, established the “Local History and School Museum” in 1992 under the guidance of geography teacher Yunisali Egamov. It featured 11 sections, including geography, ecology, literature, and school history, with nearly 500 artifacts. In 1998, another local history museum opened at the 44th school in Naryn district, showcasing historical documents, manuscripts, and photos.

Home Museums and Private Initiatives

The Mashrab House Museum was founded in 1992 to celebrate the 350th anniversary of poet Boborahim Mashrab. It was constructed in the architectural style of the medieval East in Girvansoy and became a center for cultural celebrations, including the annual “Mashrabxonlik Day.”

Another notable example is the “Istiqlol” Home Museum, established in 1991 by To‘xtaxon Rahimova, featuring more than 11,000 books. In 2002, Rahimova reorganized the museum into three sections:

1. “In Memory of Our Elders” – dedicated to prominent thinkers.
2. Folk Arts Section – showcasing handicrafts from regions like Tashkent, Fergana, and Namangan.
3. Rare Books Library – holding not only books but also documents and classical music recordings.

In Chust district, Husainxon Orifiy established a family museum at his home in 1992, displaying artifacts related to local history, arts, and literature. The collection includes over 500 items, including a 13th-century copper kashkul (beggar’s bowl). Similarly, artist Alijon Turdialiyev created a gallery at his home in 2015 in Aysi village, showcasing paintings and historical artifacts such as pottery, tools, and musical instruments.

In 2021, Jamoliddin Nizamov opened a private museum in Koroskon village, featuring over 700 artifacts, including national costumes, household items, and antique cars and motorcycles. The museum’s numismatic collection and historical artifacts offer insight into regional traditions.

Impact and Conclusion

The activities of school, home, and private museums in Namangan have significantly contributed to the preservation and promotion of cultural heritage. These museums play a vital role in passing material and spiritual legacies to future generations. Today, home museums are popular spaces for youth, satisfying both educational and cultural needs within their communities.

Through the efforts of educators, artists, and enthusiasts, these institutions serve as bridges connecting the past with the present. Their continuous development reflects the growing public interest in preserving local history and promoting artistic and literary achievements. These museums not only engage the community but also nurture a sense of identity and pride among younger generations.

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