

THE FORMATION AND DEVELOPMENT OF THE ACADEMIC SYSTEM OF HISTORICAL SCIENCE IN TURKESTAN (UZBEKISTAN) AND AZERBAIJAN (20TH– 30TH DECADES OF THE XX CENTURY)

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Abstract:

Azerbaijan-Uzbekistan relations in the field of science, which have been developing for a long time, occupy a special place. Scientific relations were continued at a new stage during the Soviet era. During the first 30 years of the administration of the Soviet power, scientific societies and institutions, scientific centers, which had been operating in each republic until then and were built on a new socialist basis, played a special role in the formation of the academic knowledge system of history in the republics that were part of it. Ideological and organizational measures related to the science of history had commonalities, as well as aspects specific to each republic. This article tried to show these aspects through a comparative analysis of the state of academic knowledge in Azerbaijan and Turkestan (Uzbekistan), which were part of the former socialist union, from 1917 to the 30 years when the communist ideology was firmly established. Such a study of the problem also allows for a deeper understanding of the national policy of the Soviet government, the general state of scientific relations at the level of the Union. Also, based on the scientific research and analysis of primary sources created by historical scientists of Russia, Uzbekistan and Azerbaijan in recent years, it is tried to show the scientific innovations and problems waiting for solution on the basis of a new methodological approach.



Keywords: Academic knowledge, Turkestan, research and study society of Azerbaijan, university, Uzakademmarkaz, the committee of Uzbek studies, local studies, research institute, Academy of Sciences.

Introduction

In the 1920s and 1930s, significant transformations took place in the republic aimed at consolidating the Soviet government and building a socialist state: the establishment of science, education, agriculture, and industrial enterprises and institutions serving the Soviet state; the fundamental restructuring of fields that existed prior to 1917; the collectivization of agriculture; industrial transformations; the cultural revolution; repressions; and processes associated with the formation and consolidation of the socialist ideology. These processes exerted a profound influence on the development of historical knowledge in the constituent republics of the USSR.

One of the primary objectives of the government regarding the science of history was the establishment of Marxist-Leninist organizational and educational institutions, as well as the restructuring of scientific research centers that had operated until October 1917. In the national policy pursued by the Soviet government, the mentality, historical traditions, and national values of each nation were not accommodated; instead, they were adapted to the administration and ideology of the unified Union as an integral part of the Soviet Union. The issues related to the internal and foreign policies of each republic within the Union were placed under centralized control.

In the early years of the Soviet government, for instance, scientific research work in Turkestan was initiated at two higher education institutions established in the region: the Turkestan State University and the Turkestan Oriental Institute. Prior to this, the scientific society and circles operating in Turkestan were transferred to the jurisdiction of the Commissariat of Public

Education

Shortly thereafter, national and special scientific commissions were established under the Turkestan Commissariat of Public Education, and their activities were aligned with the system of Soviet science and education.

Institutional changes in science were simultaneously implemented in other republics as well. For example, Baku State University, established in Azerbaijan in 1919 similarly to Turkestan State University, was reorganized into Azerbaijan State University in 1920. Furthermore, the activities of the Oriental Institute were launched in both republics, aimed at studying the history, religion, ethnography, language, literature, and culture of the peoples of the East. All of these played a crucial role in the subsequent establishment of scientific research centers.

We also observe similarities in the measures related to the creation of the initial foundations of the academic system of historical science. Alongside the establishment of higher education institutions, various types of Soviet scientific research centers began to be formed. Local lore (regional studies) work, scientific societies, and the activities of institutions were set in motion. Prior to this, the scientific societies, commissions, and circles that had been operating were brought under state control, transferred to the jurisdiction of the Commissariat of Public Education, registered, and had their regulations developed; although they were not always utilized in practice, scientific research works were transferred to state funding. For instance, at the beginning of the 1920s, more than 20 scientific societies operated in Turkestan, including the Turkkomstaris (Turkestan Committee for the Preservation of Monuments of Antiquity and Art), the Scientific Society of the Turkestan State University, the Central Asian Military Scientific Society established under the Military Faculty of the University, and others, which set themselves the goal of studying the regional history, ethnography, language, literature, and lifestyle, as well as creating textbooks and scientific literature in local languages. The students at the Turkestan Oriental Institute, along with a number of scientific societies, commissions, and circles, formed a student orientalist scientific circle for the purpose of linguistic, philological, historical, geographical, ethnographic, socio-political, economic, and cultural studies of the East.

The scientific research work in Azerbaijan at the beginning of the 1920s began with the Association at Baku State University, and in 1923, the Society for the Survey and Study of Azerbaijan was established. This society comprised several departments and commissions. Initially, the departments of History and Ethnography, Economy, and Natural Sciences were included. In accordance with the historical-ethnographic plan drawn up by the society's commission, its tasks

were defined as: collecting materials related to the most ancient history of Azerbaijan in the libraries of Baku; systematizing these materials concerning Azerbaijan; identifying their authors; establishing contact with specialists conducting research on the history of Azerbaijan to study its most ancient monuments; involving in research the data available in Greek and Latin sources regarding Azerbaijan; and ensuring the effective use of existing historical sources by organizing the activities of local Arabists and specialists [1.2021; P.10]. Based on the analysis of sources, it can be stated that a commonality and distinctive specificity existed in the direction of historical research and institutional changes conducted in Turkestan and Azerbaijan. During this period, regular scientific relations were established between the scientific societies and institutions of both republics. These relations were manifested in the exchange of literature, the mutual exchange of experience among turkologist scholars, and joint scientific discussions. The participation of Russian orientalist scholars such as V.V. Bartold, F. Oldenburg, A.N. Samoylovich, and G.S. Gubaydullin was also visible in the scientific life of Azerbaijan and in the scientific processes in Turkestan. For instance, on the initiative of Prof. A.N. Samoylovich (1880–1938), a prominent turkologist scholar and rector of the State Institute of Living Oriental Languages (GIZhVI) founded in 1920, a Turkological Seminar was organized under the said institute in the autumn of 1924. This seminar played an important role in training scientific cadres from among the representatives of local peoples speaking Turkic languages.

After graduating from the State Institute of Living Oriental Languages, the progressive intellectual of Turkestan, Abdurauf Fitrat, who received the title of professor in 1924, was also educated by A.N. Samoylovich [2.T.S.Saidkulov, 1992. P.185].

The turkological scientific research works conducted by A.N. Samoylovich during his career in Turkestan also occupy a distinct place. For example, in 1923, at a meeting of the State Scientific Council of the Turkestan Commissariat of Public Education, the issue of involving Prof. A.N. Samoylovich in the council's work was considered, noting that "since he is one of the prominent turkologists, whose presence is necessary for all intellectual workers among the local population of Turkestan, and taking into account his expertise, Prof. Samoylovich should be invited to Turkestan from the Commissariat of Public Education to

cooperate with the State Scientific Council as the chairperson of the ethnographic scientific commission, and to be given the opportunity to work in fields close to his specialization (State University, Tashkent Oriental Institute, and other institutions)" [3.National Archives of Uzbekistan. 1923, 167 v].

In April of the same year, the commission for studying the lifestyle of the local population of Turkestan was chaired by Prof. Kunning. Due to the departure of Prof. Kunning to Moscow and the illness of commission member A. Andreev, the number of commission members was significantly reduced. In order to organize the work of the commission, the State Scientific Council requested the prominent turkologist scholar Prof. Samoylovich to temporarily assume the chairmanship of the commission, a task he successfully fulfilled, after which the leadership was transferred to Polivanov. Academician V.V. Bartold was another scholar who possessed an exceptionally profound knowledge of Turkic languages, due to which he was always at the center of scientific interest, and who earnestly studied numerous primary sources related to the history of Central Asia and the "Muslim East." His scientific legacy is of particular importance for the development of historical science during this period. Like the representatives of the "old historical school," Bartold was later criticized by Soviet historians; however, in the 1920s, his scientific research works and pedagogical activity in higher education institutions of the region remained highly significant.

In the years 1920–1930, a series of works were created on the ancient and medieval history of Azerbaijan and other Oriental countries. For instance, V.V. Bartold delivered lectures in Baku in 1925 on the topics of "The Muslim World in the History of Caspian Regions" ("Место прикаспийских областей в истории мусульманского мира") [4.Kerimova-Kodjaeva T.S. 2023]. In connection with this, on November 4, 1924, the Chairman of the Society for the Survey and Study of Azerbaijan from the city of Baku, P.V. Smirnov (Chairman of the Section of Historical Ethnography, A. Akhverdov), addressed a letter of the following content to the Commissariat of Public Education of the UzSSR: "Informing that a course of lectures on the topic 'The Place of Caspian Regions in the History of the Muslim World' is being conducted by Academician V.V. Bartold on behalf of the 'Section of Historical Ethnography' of the Society for the Survey and Study of Azerbaijan at the Azerbaijan State University, the Central Council of the Society requests the UzSSR KhMN (Commissariat of Public Education) to send a letter

indicating how many copies of the syllabus of these lectures are required. On December 14, 1924, the Commissariat of Public Education of the UzSSR sent a reply to the Azerbaijan Commissariat of Public Education stating that it would take 20 copies of V.V. Bartold's work for distribution and preservation within the UzSSR Akademmarkaz. Furthermore, it was noted that the ethnographic curriculum in the Uzbek and Russian languages, which was being conducted under the Commissariat of Public Education of Azerbaijan by the Society for the Survey and Study of Azerbaijan, was also being sent within the framework of exchange" [5.National Archives of Uzbekistan. 1924, 41 v.].

At this point, it is also necessary to mention the measures implemented in the field of local lore (regional studies) across the entire Union. The Central Bureau of Local Lore of the RSFSR was established in 1921. Although the Turkestan Commissariat of Public Education had not yet established such a regional bureau in the country, the idea of creating a Central Scientific Museum in Tashkent and a Central Local Lore Bureau in Turkestan was put forward as early as May 1922. This opinion is also confirmed by the letter sent by the Commissariat of Public Education to the administration of the Scientific Council of the Commissariat. Therein, it was stated that the existence of a single center for local lore would provide an opportunity to develop certain tasks without creating special commissions [6.National Archives of Uzbekistan. 1922, 55 p.]. In December 1923, at the III Meeting of the Commissariats of Public Education of the Union Republics, the activities of Glavnauka* and its institutions were discussed. Questions were raised regarding the coordination of scientific institutions of Union-wide significance and the regulation of higher management over these institutions, seismology, meteorology, astronomy, hydrology, and bibliography, emphasizing the necessity of work in these areas and that such work should be conducted on the basis of a unified plan for the USSR. It was also decided that the branches of scientific research institutions should be under the jurisdiction of the Commissariat of Public Education of the republic where these branches were located. In addition, the issue of controlling the export of historical monuments abroad by the Central Executive Committee of the USSR was considered, and a decision was made to draft instructions on a uniform basis for the entire Union and to establish a regular exchange of literature among the republics. On December 4 of that year, at the meeting of the Commissariats of Public Education

of the Union Republics, a decision was made to reorganize the Russian Book Chamber into the USSR Book Chamber.

Generally speaking, in the first half of the 1920s, due to the fact that Soviet ideology had not yet been fully integrated into the work of historians, and Marxist-Leninist cadres were only beginning to form, "alternative" forms of academic historical science existed during this period, as observed in the relations, views, and national attitudes towards the "old historical school" in the scientific field between the republics. Centralized control had not yet been rigidly established.

Until the mid-1920s, freedom and the opportunity to openly express one's opinion on historical issues persisted. However, starting from the second half of the 1920s, with the further infiltration of Soviet ideology into science, such an approach to historical problems gradually disappeared. In order to exert the influence of the idea of socialism on science, emphasis was placed on increasing the number of Marxist specialists. Alongside theoretical and methodological problems, the government faced a series of organizational tasks: creating institutions serving historical science, adapting existing activities to the new system, and training specialist scientific-pedagogical cadres educated in Marxist-Leninist ideas. A massive number of historical documents from the Soviet government aimed at implementing these tasks were adopted.

In 1921, in accordance with the decree of the Council of People's Commissars of the RSFSR, on February 11, under the Commissariat of Public Education, the Akademmarkaz, the Tashkent Center, Glavprofobr, Glavpolitprosvet, and Sovnatsmen departments were established. In that same year, the Scientific Department Section of the Akademmarkaz under the Commissariat of Public Education of Russia was transformed into Glavnauka. Its tasks included providing material support to scientific and artistic institutions, training scientific cadres for Soviet science, organizing scientific expeditions, arranging various scientific conferences and congresses, preserving and restoring historical and artistic monuments, developing the local lore direction, and disseminating scientific knowledge.

In February of that year, a Red Professors Institute was established to train cadres in Marxist-Leninist philosophy, economics, history, and pedagogy. On April 26, in accordance with the instruction of V.I. Lenin, a special scientific commission for the publication of the "Atlas of Russia" was formed. The official documents

adopted by the government and the organizational measures implemented in connection with them - including the establishment of new institutions for historical science, the training of new, ideologically aligned scientific cadres, the coordination of scientific research works, and adapting them to the conditions of the new system, as well as defining their directions and placing them into a planned system—exerted a direct influence on the scientific life of all Union republics.

In one of the articles published in the periodical press, reflections were shared regarding the place and role of science in socialist society, the approach of socialist and capitalist states to the field of science, and the contribution of national republics, including Uzbekistan, to socialist science, as well as the scientific research being carried out by scientific societies in the republic, their results, and the work to be implemented in the near future: "The economy of socialism demands that the working power, the planning of scientific labor, be put into order. The social regulation of scientific labor is a new principle... The plan is based on deep scientific investigation. Therefore, the lifestyle of socialism demands the expansion of scientific labor. However, the expansion of scientific work in this period is measured not by private property, competition, or capitalist desire, as in the era of capitalism, but by the wealth of the socialist society" [7.Xoshimov O. 1927, P.12], it was stated. In this manner, historical science began to be directed towards fulfilling the tasks of socialist construction. The delimitation of national borders in Central Asia in 1924 directly influenced the development of scientific research work in Uzbekistan. Following the national-territorial delimitation in Central Asia, the activities of the Uzbek Akadem(ic)markaz were launched. Initially, the center consisted of three departments: the "Scientific-Pedagogical" department, the "Committee for Uzbek Studies" along with the Musical-Ethnographic Commission, and the "Scientific Institutions and Societies" department. The Akademmarkaz was primarily tasked with providing a scientific basis for the activities of the Commissariat of Public Education, uniting scientific institutions and societies within the territory of the republic, and planning their work [8. National Archives of Uzbekistan. 1924, 71 p.].

The Committee for Uzbek Studies established relations and conducted studies on issues related to local lore with the RSFSR, Ukraine, Tatarstan, Bashkortostan,

and initiated the activities of its local departments. For instance, on May 12, 1925, a local lore project was approved by the Tatarstan Akademmarkaz. On June 6, 1925, the Board of the Commissariat of Public Education of Tatarstan expressed readiness to establish close relations with the Local Lore Bureau in Uzbekistan. To this end, in 1925, the Chairman of the UzSSR Akademmarkaz, A. Abduvabborov, sent a telegram to Gaziz Gubaydullin, a former member of the Oriental Academy in the city of Kazan, inviting him to a scientific activity corresponding to his qualifications or to the position of chairman of the Committee for Uzbek Studies under the UzSSR Akademmarkaz. G. Gubaydullin actively participated in the meetings of the Committee for Uzbek Studies.

A special Scientific Research Cabinet also operated under this committee... The Cabinet's departments of "Photo Laboratory," "Ethnography and Anthropology," "History and Archaeology," and "Linguistics and Literature" were established. Each department focused on systematizing the collected materials, preserving them, and processing them for reprocessing. The newly established Uzakademmarkaz was tasked with providing a scientific basis for the activities of the Commissariat of Education, uniting scientific institutions and societies within the territory of the republic, and planning their work. During this period, four large scientific institutions and 24 scientific societies operated in Tashkent alone.

From 1925, the Society for the Survey and Study of Azerbaijan was also transferred to the jurisdiction of the republican government. In that year, the Department of History and Ethnography and the Department of Turkology were established within the society.

From the second half of the 1920s and beginning of the 1930s, scientific centers were brought under state jurisdiction, historical-philological research was separated, and emphasis was placed on studying historical research on the basis of independent research institutions.

The Path from the Scientific Department to the Academy. As the Russian researcher M. Svirzhetskaya writes, the radical changes in relations between the government and the Academy of Sciences of the USSR, which occurred in 1929, culminated in the submission of the Academy of Sciences to the state. Ultimately, the general principles of the reorganization of the future Academy of Sciences found expression in the draft project of N.I. Bukharin. According to it, a special

emphasis was to be placed on strengthening theoretical, practical, and planned works [9.Svirzhevskaya M.I. 2021, C. 277–290].

Proceeding from these tasks, the Uzbek State Scientific Research Institute (UZGNII) was established under the Akademmarkaz. On December 11, 1928, the regulations of the Uzbek State Scientific Research Institute (UZGNII) were approved by the Commissariat of Public Education of the UzSSR. The Committee for Uzbek Studies, however, continued its activities as the Department of Social Sciences within this institute [National Archives of Uzbekistan. MA. 1928. 76 p.]. The Society for the Survey and Study of Azerbaijan was likewise reorganized in 1929 into the Azerbaijan State Scientific Research Institute. The subsequent stage of academic historical knowledge developed in connection with the Azerbaijan Branch of the Transcaucasian Branch of the Academy of Sciences of the USSR (1932–1935) in Azerbaijan, and with the Science Committee under the Central Executive Committee of the UzSSR (1932–1940) in Uzbekistan. In studying historical problems in Turkestan, the resolution of the Central Committee of the All-Union Communist (Bolshevik) Party dated July 30, 1931, also played an important role.

This resolution envisioned the creation of a multi-volume work on the history of the "Civil War." In accordance with this resolution, researchers were required to prepare the source base of the "Civil War," study these materials, and implement them into practice.

In August 1932, the resolution of the Central Committee of the All-Union Communist (Bolshevik) Party regarding educational textbooks for primary and secondary schools criticized the "insufficiency of the historical approach" in school textbooks. This resolution fundamentally altered the teaching of historical science in the subsequent years. On October 4 of the same year, with the aim of unifying the scientific research institutions in the country, a Science Committee, which directed the scientific research institutions in the republic, was established by the decree of the Presidium of the Central Executive Committee.

The prominent scientist T.N. Qori-Niyoziy (1897–1970), who occupied a unique place in the history of the Academy of Sciences of Uzbekistan, wrote that despite extensive scientific work being carried out at the Central Asian State University and scientific research institutes, their activities "were not based on a strict plan, their direction and character were determined to a certain extent by the interests

of individual scientists and scientific societies, and organizing the science without a plan was meaningless." Consequently, the issue of establishing a single center to manage the scientific research institutions in the republic was raised. To unify the management of scientific research institutions, the Presidium of the Central Executive Committee of the UzSSR adopted a resolution in 1932 "On the establishment of the Republican Science Committee under the Presidium of the Central Executive Committee of the UzSSR to manage the scientific research institutions in Uzbekistan" [10.Qori-Niyoziy T. 1970. P.169]. Therefore, at the meeting of the Central Executive Committee of the UzSSR on October 4, 1932, a decision was made to establish the Republican Science Committee to direct the scientific research institutions in Uzbekistan. Alongside several scientific institutions in the republic, the State Library in the city of Tashkent, the Book Chamber in Samarkand, and the Museums and Archive Administration in Tashkent were transferred to the structure of the Science Committee. The scientific research institutions covered under the field of cultural construction also included the Institute of the History of the Revolution and Party Construction, the Committee of Language and Terminology, Uzkomstaris, and the Central Asian Museum of Nature and Production. From 1929, the "History" sector carried out its activities within this framework.

By the resolution of the Presidium of the Academy of Sciences of the USSR dated October 2, 1935, the Institute of History, Archaeology, and Ethnography of the Azerbaijan Branch of the Academy of Sciences of the USSR (1935–1945) was established on the basis of the History Sector of the Azerbaijan State Scientific Research Institute [11.Kerimova-Kodjaeva T.S. 2023]. We observe that such a transformation was implemented in Uzbekistan a few years later. Initially, the "History Sector" within the structure of the Science Committee was established as an independent entity in 1940, and it was integrated into the Institute of History, Language, and Literature of the Uzbekistan Branch of the Academy of Sciences of the USSR. The academic sector of historical science finally emerged as an independent Institute of History and Archaeology in the autumn of 1943, following the formal establishment of the Academy of Sciences of the UzSSR. It is also worth noting that the works of government leaders played a leading role in creating the theoretical and methodological basis of historical science. In particular, the articles and works of I.V. Stalin, who at that time served as the

Commissar for National Affairs, rendered a distinct service in developing this theory and exposing "alien perspectives" in this path.

"The struggle of the 'governments' of the borderlands," he wrote, "was a struggle of bourgeois counter-revolution against socialism, and it continues to be so. The mask of national flags was utilized merely as a convenient means to deceive the masses and conceal the counter-revolutionary intentions of the national bourgeoisie" [12. Stalin I.V. 1943. C. 170]. Such an approach, naturally, could not fail to influence the methodological principles of Soviet historians. Demonstrating the "great, world-historic" significance of the October Revolution and socialist and communist construction in the country became the primary criterion for Soviet historians.

Stalin's letter to the journal "Proletarskaya Revolyutsiya" ("The Proletarian Revolution") laid the foundation for a new stage of party-oriented historical science. Following this, primary attention was directed towards the personality of I.V. Stalin. The task of the journal, as stated in the letter, was "to raise Bolshevism to the necessary height, to put party matters on a scientific, Bolshevik track, to intensify the focus against forces like the Trotskyists, and to systematically unmask them" [13.Ibid. P. 102]. The necessity of this was strictly emphasized. Now, a struggle began under the theory of Marxism-Leninism to squeeze out any ideology that did not align with Soviet ideology. Demonstrating and defining the ideological significance and directions of research work became one of the characteristic features of the research of this period.

Conclusion

In conclusion, it can be stated that after the establishment of the Soviet government, the party-state institutions and structures directing historical science underwent significant changes. A new system of higher education was established in the country, archive and museum works were restructured, the Academy of Sciences of the USSR was reorganized, the attitude toward representatives of the "old historical school" shifted, and a Soviet system of scientific and educational institutions engaged in the study of history was created.

These processes exerted a profound influence on the historical science environment of the constituent republics of the former Soviet Union. Not only in Turkestan and Azerbaijan, but across the entire Union, the historical science,

scientific institutions, and educational curricula of the various republics were adapted to the foundations of Marxism-Leninism. In the 1920s and 1930s, the establishment of local lore societies, their subsequent transformation into local branches of the Academy of Sciences of the USSR, and the training of historical cadres within centralized educational institutions and scientific research institutes demonstrated a cross-republican commonality.

In the 1920s and 1930s, efforts were initiated to systematize and align the fragmented scientific research works. Along with local local-lore researchers, the Soviet government attracted scientific forces to carry out activities within these organizations, the scope of research and the methods of studying them were altered, and research was set on a socialist planned path. In the process of these transformations, the efforts of local lore scholars produced scientific results of high value regarding regional history, archaeology, and ethnography. This, undoubtedly, served as a foundational basis for future historical research.

Although the general direction and ideological foundations of these scientific researches were determined by the central executive organs of the Soviet state, distinct and specific differences existed between the scientific communities and institutional operations of the republics within the UzSSR.

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