

Changes in the Education System in Uzbekistan during World War II

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Abstract: In the article, the changes in the education system in Uzbekistan during the Second World War were researched based on periodical publications and archival materials.

Keywords: material and technical base, teacher, school, state farm, pupil, collective farm, promotion, initiative, staffing.

Introduction and relevance. The Second World War is an integral part of the history of Uzbekistan. During the war years, the Uzbek people experienced very difficult, difficult and social-political conflicts. However, in spite of all the difficulties, he carried out certain works in different areas of the life of the society. Behind the front, women, children, the elderly and the disabled contributed to the victory. Preparing today's youth in the spirit of patriotism and one of the most important topics is to open the field of education based on new approaches during the years of the Second World War.

Methods and level of research: The article is covered on the basis of logical-comparative analysis, historical-historical methods, principles of objectivity and sequences, changes in the field of education during the years of the Second World War and the contribution of teachers and students to victory. are analyzed on the basis of their contributions, information provided in archival sources and periodical publications.

Results: After the start of the Second World War, along with all other sectors in Uzbekistan, the education system was adapted to the needs of the war. The education system in Uzbekistan was in a state of crisis. The main reason for this was that a very large part of the funds in the state budget was allocated to the defense sector and almost no funds were allocated to the education sector. The sending of teachers to the front will also have a negative impact.

Due to the lack of funds, the number of general education schools in Uzbekistan decreased from 5504 in 1940-1941 to 4475 in 1944-1945 [1] . In 1940-1941, 36,267 teachers left schools in Uzbekistan , and by 1942-1943, the number of teachers left 30,616 [2] . 7000 teachers were missing in the schools of the republic. For example, there was a shortage of 320 teachers for schools in Kashkadarya region [3] .

The shortage of material resources, including educational buildings, textbooks and personnel, has made education difficult. After the start of the war, 360 schools, hospitals, and orphanages were given to the workers of the evacuated enterprises as residences. In particular, 42 school buildings in the city of Tashkent will be released to evacuated enterprises and hospitals.

If we look at the example of Kashkadarya region, according to the report of the department of public education, in 1942-1943, more than 50% of school buildings were neglected. For example, 24 school buildings were completely unusable. Most of the school buildings in the districts were turned into warehouses. School buildings were often used as residences, for people

coming to the market, and in some cases for keeping pets (Dehghanabad, Chirakchi, Yakkabog districts). In particular, the school building located in the center of Yakkabog District was not used until January 9, 1943. Converted to storage. The school building named after Pushkin in Shahrishabz was turned into a hospital [4]. In addition, schoolchildren were involved in iron forging, agricultural work and industrial work. In particular, in 1940-1941, the number of students in general education schools was 1,241,500, and by 1944-1945, it was 946,700.

In 1942, students and teachers planted seeds on 471 hectares of land in the rural schools of Andijan region [5].

In the fall of 1941, 300,000 students in Uzbekistan actively participated in agricultural work and collected more than 10% of the total harvest [6]. In 1942-1943, school teachers and students of Fergana region collected 15530685 kg of cotton, 6.5 million kg of beets and helped feed 200 boxes of silkworms.

Graduation exams were not held because students were involved in agricultural work. Students are transferred from grade to grade based on their quarterly grades. On May 10, 1942, U. Yusupov, the Commissar of Public Education of the Republic of Uzbekistan I. Razzokov, sent a letter to U. Yusupov, Secretary of the Central Committee of the Communist Party of Uzbekistan and the Council of People's Commissars of 1942. According to the decision of May 1-2, students of rural and urban schools in Tashkent, Bukhara, Samarkand, Surkhandarya regions are mobilized to fight against harmful turtles. May 21 to May 31, 1942. is noted [7].

The Central Committee of the Communist Party of Uzbekistan and the government of the Republic implemented a number of measures to improve the education sector during the war years. However, during the war years, specific tasks and specific decisions had to be made for the development of the education sector. In Uzbekistan, from the employees, the councils of agriculture, the heads of collective farms, in addition to the school staff, the party did not take responsibility, they took the students away from their studies and involved them in agricultural work. Local people do not want their daughters to study. In particular, R. Fayziev, the chairman of the Sarsky village council and collective farm in Koson district of Kashkadarya region, did not send his three children to school [8]. However, instead of addressing the need for comprehensive schools and encouraging the enrollment of school-age children, other party workers did not send their children to schools. [9]

At the beginning of the 1944-45 academic year, many school buildings were built. However, poor quality and poorly maintained, the roofs and stoves were not fixed, as a result the buildings became unusable. Most of the schools did not have heating system because the fuel for the schools was not prepared in advance. Due to the fact that the schools were not heated during the cold winter days, students were given compulsory breaks. In addition, the People's Commissariat of Industry of the USSR did not provide the necessary assistance. Measures to provide schools with teachers in rural districts, cities and the Autonomous Republic of Karakalpakstan were also not effective enough. [10]

They also involve their teachers in schools and high school students in digging canals, construction sites, industrial enterprises and agricultural works. Schoolchildren also take an active part in the collection of black metal. During the war years, brigades were formed from teachers. They manage to collect 100,000 tons of ferrous metal and 25,000 tons of non-ferrous metal. When summer comes, they collect medicinal herbs.

It was necessary to systematically and persistently work on the spiritual growth of teachers, their comprehensive preparation at a really high level, and to improve their material conditions. But during the war, when it was said that "everything is for the front", it was very difficult to solve such a problem. Many teachers, mostly teachers in remote areas, lived in extreme poverty. Based on the information, many teachers in Miroqi, Dehghanabad, Kok-Buloq, Kitab, Qamashi and other districts of Kashkadarya region did not have clothes and shoes, besides food and bread

cards. system was introduced. Despite the government's requirement to provide daily bread to teachers through the card system, those who did not receive ration bread for full months and their wages were paid late [17].

To overcome these problems, local parties and Soviet bodies try to help teachers as much as possible. For example, in 1944, teachers in Kashkadarya region were provided with 0.5 kg of laundry soap, a piece of toilet soap, 100 g of tea, one liter of kerosene, and 0.5 kg of sugar. 196 teachers were given 82 pairs of socks, 16 meters of non-woven fabric, one children's coat and 8 scarves from industrial products[18]. From the above cases, we can see that the teachers were forced to live in very harsh conditions and that they could not get the most necessary products, even the bread in the ration.

During the Second World War, providing students with textbooks became a serious problem. One of the main causes of this problem was the change of the alphabet since 1940, that is, the old Uzbek script was canceled and the Cyrillic alphabet was introduced. The introduction of the new alphabet created the problem of republishing textbooks. Especially, there is a shortage of history, physics, algebra, and chemistry in school textbooks.

If we look at the example of Kashkadarya region, during the 1944-1945 academic years, 40-60 percent of textbooks and study guides are given to students. The problem of lack of textbooks was mostly in Uzbek schools. But public education bodies, party organizations and party committees were also to blame for the lack of training manuals and textbooks. These bodies did not pay enough attention to providing school students with textbooks and study guides. In particular, based on the decision of the Central Committee of the Republic of Uzbekistan (b) and the Central Committee of the UzSSR dated August 21, 1943, "On measures to correct planning errors and shortcomings of the national economy in the Kashkadarya region and further develop it." regional, city and district leaders look at your decision irresponsibly. As a result of this irresponsibility, 43,000 textbooks and 60,000 notebooks stored in warehouses are not used.

During the war years, the school buildings were in poor condition. Although the situation is difficult, the government of the Republic will be forced to allocate additional funds for the repair of schools. In particular, the decision of the Government of Uzbekistan dated October 9, 1944 "On the allocation of two million rubles for capital repair of schools in cities and district centers" is accepted. According to this decision, funds in the amount of 200,000 rubles will be allocated to schools in Kashkadarya region. In 1943, 419 out of 488 schools in Kashkadarya region were overhauled [11]. In 1943-1945, 11 school buildings were built at the expense of collective farms in Kashkadarya region, and 15 new schools were built in 1945-1946 academic year. It was planned to build [12].

By the decision of the regional executive committee in 1941, it was decided to build a new model school building with 7 classrooms in Koson district. It is requested to help the regions that need a new school building, the school building will not be enough for about 2,500 students, as well as for the education of about 300 Russian children.

The number of students in the district was increasing. In 1940, for example, 11,600 children studied, and this indicator will increase due to evacuation [13].

Teachers repaired school buildings and educational equipment by themselves when the state allocated very little funds. They also stored fuel for burning in winter. 100,000 saved from repair costs will be handed over for defense, despite the government's underfunding. In auxiliary farms established in schools, teachers grow wheat, potatoes and other agricultural crops, and the main part of the harvest is handed over for defense.

Teachers from Bukhara region also contributed to the victory. Their main tasks were to explain the events at the front and behind the front to the working population and, most importantly, to continue the activities of schools and ensure full attendance of students during the war years, regardless of difficulties and complicated situations.

In 1942-45, one of the most important issues in the Bukhara region was the repair of schools and the delivery of educational equipment to them. This problem could not be solved with the funds allocated by the government during the war. Therefore, each school is given an auxiliary farm, i.e. plots of land. Corn, wheat and various vegetable crops are planted here. In addition, it is mandatory to provide students and teachers with a hot meal at the expense of collective farms. During the war years, 400 grams of bread was given to each family member of the teachers per head [4]. They save the funds allocated by the government and send them to the front. But educational processes in schools should not be stopped. That is why students of Bukhara region start preparing school equipment. 2,000 liters of paint are collected from the plants, and more than 50,000 pens are made from reeds. In addition, they prepare 25,000 notebooks using the pages of the newspaper. Students can provide their own school supplies. But there was a need for school supplies. In order to solve this problem, schoolchildren and teachers of the Konimekh district are preparing about 300 clay desks. They sent them to schools in districts that needed desks. In 1941, the number of schools in Bukhara region was 349, and by 1945, the number of schools reached 370[5].

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