

Problems in the Education System that Arose During the Great Patriotic War

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Resume: This article analyzes the activities of public education and science in Uzbekistan during the Great Patriotic War, as well as the problems that arose in these areas caused by martial law.

Key words: World War II, public education, science, contribution to victory.

In the first years of the war, public education, higher education institutions and scientific institutions of Uzbekistan were severely tested. Most of the education staff, professors and teachers were sent to the front. Public education has also faced a number of difficulties, along with other areas of culture, and budget allocations for this area have been significantly reduced. In 1940, 561317 rubles were allocated for public education, and in 1942 461588 rubles [4, p. 92]. Only with the transition of the strategic initiative to the hands of the Soviet command, the budget of the people's Commissariat of Uzbekistan began to increase slightly, in 1943 it amounted to 472224 rubles, and in 1944 – 670147 rubles, in 1945 704909 rubles. but this was clearly not an adequate amount for school needs [10, p. 52]. also, due to difficult wartime conditions, the construction of new buildings for schools was suspended for a certain time. 360 city school buildings built before the war were transferred to military units, hospitals, military educational institutions, universities, enterprises and orphanages evacuated to the Republic. For example, only in the city of Tashkent 42 schools were transferred to evacuated enterprises and hospitals [18, p. 30]. As a result of the lack of educational buildings, classes were organized in three shifts, sometimes in four. In addition, the time for changes between classes was reduced, and music, drawing, and drawing 32 lessons were discontinued. Along with a noticeable lack of school facilities, other factors significantly hindered the organization of a full-fledged educational process. In particular, schools were in dire need of fuel, there were not enough notebooks, pens, pencils, textbooks, visual AIDS. The students were poorly dressed and shod. The vast majority of them were in a half-starved state. As a result, the percentage of academic achievement was extremely low, and the dropout rate was unacceptably high. But, despite all the difficulties of wartime, the work of secondary schools did not stop. Perestroika in accordance with the requirements of wartime, in schools, teachers returned early from vacation, students were recalled from summer holidays and were used in providing assistance to collective farms, state farms, and industrial enterprises.

At the same time, special attention was paid to the primary military training of teachers and students, as well as their participation in the training of people who are not employed in the

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production of air and chemical defense (PVHO). For example, at a city meeting held on July 9, 1941 in Tashkent, teachers accepted the obligation to master military Affairs as soon as possible and actively assist in the creation of self – defense groups-PVHO [1, p.49].

During the harsh years of the war, teachers had to solve not only such important state tasks as covering all school-age children with education, restructuring educational work, but also it was necessary to launch mass defense and educational work among students and the population, to help collective farms and state farms, to take care of children whose parents went to the front or were engaged in industrial work. In addition, special attention was paid to the educational coverage of evacuated children, children of front-line soldiers and the retention of a contingent of local students in high schools.

In the 1940-41 academic year, 4,838 schools operated in Uzbekistan, while in 1945-46 there were 4,483. Especially in cities, primary schools have declined sharply. Their number has decreased from 117 to 91 schools [14, l. 120]. This situation has had a significant impact on the number of school leavers. For example, if in the 1942-43 academic year in the Republic the number of graduates of the tenth grades was 2590, then in the 1943-44 academic year their number is 2170 people [15, l. 329]. This was 33 a very low indicator. Naturally, the sharp decline in secondary school graduates affected the work of training personnel with higher education.

Campaigning to attract children to school was not carried out at the proper level. Explanatory work with parents was not conducted properly. The negligence of the heads of departments of public education and school administration to the requirements of school regulations contributed to mass violations of the rules, as well as the constant involvement of students in field work by the chairmen and foremen of collective farms and village councils led to systematic skipping classes by students. All these circumstances have seriously affected the activities of educational institutions. As a result, secondary educational institutions in Uzbekistan in the 1941-42 academic year did not fulfill their plan. 179,000 school-age children were not attracted to study [16, l. 5]. In the 1942-1945 academic year, the number of seventh-grade graduates was 130,800 people, and tenth-grade graduates were 9,200 people, in the 1944-1945 academic year, for example, in the city of Karshi, four schools graduated 119, and the tenth-grade 25 students [12, p. 13]. Large losses of students occurred as a result of their significant dropout, especially in high school. As a result, many secondary schools were closed or were on the verge of liquidation. Only for the first half of the 1941/42 academic year, 6 thousand students from schools in the Ferghana region. In many schools, due to the lack of students, classes were not held at all [3, l. 27]. One of the worst consequences of the war was that underage children from families who lost their breadwinners worked in various fields of industry and agriculture, as a result, the younger generation remained illiterate.

In wartime conditions, a large number of young people were forced to go to production, so the coverage of their training was an important state task. In 1941-1944. Schools for working and rural youth were opened in all cities and district centers, towns, large industrial enterprises, as well as in collective and state farms of the Republic. It should also be noted that teachers play an important role in the development of public education, but in wartime conditions, the problem of teaching staff became acute, since the main contingent of teachers were sent to the front, this

contributed to a sharp decrease in their number. For example, if in the 1940-1941 34 academic year the number of teachers in Uzbekistan numbered 36267 people, in the 1942-1943 academic year they amounted to 30616 people [8, l. 2]. during the war years, the number of teachers in Uzbekistan decreased by 12 thousand people. 357 schools in the Republic were suspended due to staff shortages. In 1942, out of 5299 graduates of pedagogical institutes, 2969 were sent to schools. And the rest were drafted into the army. Before the war, only 33.4% of teachers were women; during the war years, this figure increased to 55.3 % [5, p. 12]. In all branches of production and public education, women have become the main labor force.

In the 1941-1942 academic year, 550 applications were received for teachers in schools in Uzbekistan, including 184 for the city of Tashkent, 69 for the Ferghana region, 64 for the Samarkand region, and 57 each for the Namangan and Bukhara regions. For lower secondary schools, 1,869 applications were received, of which 403 were only from the Bukhara region. In the 1941-1942 academic year, 5,402 teachers were employed throughout Uzbekistan, of which 5,299 only graduated from higher education institutions. Only in the city of Tashkent, 1,112 teachers were hired, of which 1,092 only graduated from Universities. In the 1941-1942 academic year, secondary schools where classes were conducted in Russian were fully provided with personnel [17, ll. 54-55].

In 1944, 5,000 teachers were trained in various courses. 15 thousand students studied in correspondence departments of pedagogical institutes and educational institutions [9, l. 3]. during the war years, 21 thousand female teachers were trained [6, p. 81]. Short training courses for girls and women with secondary education have been established in the schools of district centers. There were two types of these courses: teacher training in various subjects for grades I-IV and V-VII. These courses continued throughout the war. But even this could not meet all the demand in full. Another method of training teachers was to teach professional skills to girls who graduated from school with excellent marks. In addition, teachers taught in one school in the first half of the working week, and in the second half in another [7, p. 49-50]. In order to train primary school teachers, short-term courses were created and during 1941-1943, 16 thousand teachers were trained in these courses. The professionalism of teachers in the 35 education system was not at the proper level. In 1943-1944, 63% of primary school teachers in Uzbekistan had incomplete secondary education, and 1/3 of teachers in subjects completed only six-month courses. Out of 8884 teachers of public education, 32170 cadres had higher or incomplete higher education [13, p. 146]. The creation of two, four, or six-month teacher training courses did not solve the problem of public education personnel.

The intellectuals of Uzbekistan, scientists, technicians and cultural figures were imbued with the desire to make a worthy contribution to the public struggle against the fascists. The role of science has become particularly relevant. The scientific, technical, economic and cultural potential of the state, the material security of military operations, the combat capability and health of soldiers were determined by the level of development of science. During the difficult years of the war, the science of Uzbekistan fully demonstrated its effective force, whose employees actively participated in ensuring victory over the enemy. The war changed the peaceful focus of scientific research.

Uzbekistan's research plans included such tasks as creating a raw material base for ferrous metallurgy, searching for and exploring solid and liquid fuels, non-ferrous and rare metals, and

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increasing the productivity of agricultural products, especially cotton. General coordination of research activities in Uzbekistan was carried out by the Uzbek branch of the USSR Academy of Sciences, established in 1940. On the eve of the war, the Uzan branch included departments of Geology, the Institute of energy, the institutes of Botany and soil Science, Philology, literature and history, the Bureau of economic research, the physics and mathematics sector, and others [11, p.52].

During the first years of the war, 2,512 researchers worked in the Uzbek branch Of the Academy of Sciences of the former Soviet Union and in higher educational institutions of the Republic, of which 400 scientists were local representatives, 16 academicians, 20 corresponding members of the Academy of Sciences, 510 professors, 627 associate professors, 395 assistants, 176 senior and 283 Junior researchers.

The evacuation of scientific institutions and higher educational institutions from the Western territories of the former Soviet Union to the republics of Central Asia was 36 carried out in three stages: the first stage – July-August 1941, mainly scientific institutions of Ukraine, Belarus and partially from the Central regions of the former Union were evacuated. The second stage, in October-November 1941, was the relocation of scientific institutions from the Central territories. The third stage is associated with the evacuation of scientific institutions in Leningrad, which was held in February-July 1942. The USSR Academy of Sciences, the Academy of Sciences of Ukraine and Belarus, the all-Union Academy of agriculture, the Academy of architecture, some research institutes, and 147 higher educational institutions were evacuated to the East. Close cooperation of Uzbek scientists with colleagues from Russia, Ukraine and Belarus contributed to the rapid development of domestic science during the war. 375 prominent scientists of the country were evacuated to Tashkent. Among them were world-famous scientists such as S. V. Bakhrushin, E. E. Bertels, S. K. Bogoyavlensky, S. V. Veselovsky, R. Yu. Vipper, Yu. V. Gauthier, G. O. GRAFITO, M. p. Kostenko, S. P. Tolstoy, B. E. Stein, A. Y. Yakubovsky, and many others [2, p. 37].

With the beginning of the war, prominent scientists of Uzbekistan-T. N. KaraNiyazov, V. I. Romanovsky, I. A. Raikova, T. A. Sarymsakov, sh. T. Talipov and many others expressed their full readiness to give all their knowledge and strength for the victory over the enemy. Scientific institutions of the Republic focused on the development of problems associated with the restructuring of the economy on a war footing, konstruirovane new means of defense, organization of mass production of military equipment, the mobilization of the rich natural resources of the region, and the creation of substitutes for scarce materials, to provide practical scientific and technical assistance to businesses and agricultural enterprises. It should be noted that a significant contribution to the defeat of the Nazi invaders was made by the Uzbek people and intellectuals of Uzbekistan, scientists and cultural figures.

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