

**THE ORGANIZATIONAL FOUNDATIONS OF THE ACTIVITIES OF
SCHOOLS IN THE KASHKADARYA REGION DURING THE WAR
YEARS AND THE CONTENT OF EDUCATIONAL WORK**

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Аннотация. В статье рассматривается положение дел в средних учебных заведениях Кашкадарьинской области во время Второй мировой войны. В этот период подробно освещаются недостатки системы образования в регионе, отсталость системы образования, нехватка учебных классов и ориентация образования на военные цели. Также показано ухудшение качества школьного образования в Кашкадарьинской области вследствие недостаточного финансирования системы образования и срыв системы образования в результате мобилизации детей школьного возраста на сельскохозяйственные работы.

Ключевые слова: Кашкадарья, школа, учебные помещения, необходимое учебное оборудование, мобилизация учителей на войну, учебное здание, материально-техническая база, капитальный ремонт.

Abstract. The article covers the situation of secondary education institutions in the Kashkadarya region during the Second World War. During this period, the shortcomings of the education system in the region, the backwardness of the education system, the lack of classrooms, and the orientation of education to war goals are covered in detail. It also shows the deterioration of the quality of school education in the Kashkadarya region as a result of the low allocation of funds to the education system, and the disruption of the education system as a result of the mobilization of school-age children for agricultural work.

Keywords: Kashkadarya, school, educational facilities, necessary educational equipment, mobilization of teachers for war, educational building, material and technical base, major repairs.

World War II is considered one of the most tragic historical events. During the years of World War II, the people of Uzbekistan, despite various difficulties and hardships, carried out specific work in various spheres of social life and achieved significant achievements in the socio-economic and cultural spheres. From the first months of World War II, all sectors of the national economy of Uzbekistan were directed towards meeting the needs and requirements of the war. Similar work was carried out in the field of public education. Public education faced a severe crisis due

to the war. In 1941-1945, the budget allocated for public education in Uzbekistan decreased. Since in the first years of the war, the main part of the state budget was directed to defense interests, the funds allocated to socio-cultural spheres decreased sharply. For example, in 1940, 561,317 rubles were allocated, in 1941, 538,214 rubles, and in 1942, 461,588 rubles¹. The number of secondary schools in Uzbekistan decreased from 5,504² in the 1940-1941 academic year to 4,475 in the 1944-1945 academic year³. This situation had a negative impact on the educational process.

During the war years, young schoolchildren also actively participated in agricultural work. According to the recollections of Ergash Niyazov, who lived in the Beshkent district, when the infamous war began in 1941, all the adults went to the front, and young children were not left out of the war worries. A group of children led by my friend Abdinazar helped the collective farm raise cocoons. In the fifth grade, he cut leaves for three boxes of worms by himself. In the summer, he worked as a team with the collective farmers. He collected straw and raised the threshing floor. He was very tired of threshing the threshing floors day and night with a horse. In 1942, we finished the seventh grade and received an incomplete secondary education⁴. At that time, there was one school for four villages. It is clear that during the war years, schoolchildren spent more of their educational processes in the fields than in classrooms.

The number of primary schools in cities also decreased. Their number decreased from 117 to 91. A decrease in the number of such schools was also observed in villages. Compared to the 1944-45 academic year, the number of secondary schools decreased sharply in the 1945-46 academic year. Such schools decreased from 852 to 494. Of course, this process was closely related to the difficulties of the war. The construction of new school buildings was suspended for some time. Classes in existing school buildings were organized in 3 shifts, sometimes in 4 shifts. Such a shift organization of classes led to a deterioration in the classrooms and the material and technical base. In 1944-1945, 85 percent of school-age children were enrolled. 9,400 children from the Kashkadarya region were not enrolled in primary schools⁵.

In 1944, 466 cadres engaged in military work, educated and qualified, were required in the Kashkadarya region to conduct military training for students. By December 1, 1944, 442 cadres who had undergone military training worked, that is, the required personnel for the region were met by 93%. They were 15 officers, 55 sergeants, 259 ordinary military personnel, and 53 people without military ranks⁶. Great successes were achieved in the field of military training for students in the Kashkadarya region.

¹ Кадыров И.К. Очерки развития общеобразовательной школы Советского Узбекистана. –Т.: 1974. –С. 92.

² Советский Узбекистан за 40 лет (Ст.сб.). –Т.: Узбекистан. 1964. –С. 313.

³ ЎзР МДА, Р-94-жамғарма, 7-рўйхат, 91-иш, 1-варақ.

⁴ М.Ражабов.Воқу умр.Nasaf-2000.-b.22

⁵ ЎзР МДА, Р-94- жамғарма, 5-рўйхат, 4578-иш, 327-варақ.

⁶ Турдиев С. Жасорат солномаси. Қашқадарё 1941-1945 йилларда. –Тошкент: Фан, 2008. –Б. 282.

In the Kashkadarya region, the majority of the population was still illiterate. In particular, on January 3, 1941, the III session of the Beshkent District Soviet was held on this topic, at which the report of the head of the ideological department of the district committee, Mirzarahmonov, was heard. The report indicated that in that year, 739,500 people aged 18-50 were illiterate in the republic. In particular, in the Beshkent district, there were 4,055 illiterate people and 2,661 semi-literate people. The session determined measures to eliminate illiteracy and indicated deadlines. The latest deadline was set for May 1, 1943. The village soviets were tasked with eliminating illiteracy and providing schools for the semi-literate with the intended funds. The Beshkent district public education department began the 1940-41 academic year with 4 higher, 18 specialized secondary, 88 secondary, and 133 lower secondary education teachers. The schools ended the previous academic year with an enrollment of 83 percent. Attendance at schools decreased during the war years. Because high school students were obliged to work in place of their fathers and mothers who had gone to the front. During 1943-45, not a single student even graduated from the only Stalin secondary school in the center. Of the 11,632 students who should have been enrolled in school in the district, 10,075 were enrolled, while only 1,557 students were not enrolled⁷. The main reason for not attending school was the mobilization of students for agricultural work.

In addition, schoolchildren were also involved in various agricultural works. For example, in the spring of 1943, 5 thousand people from the Kashkadarya region participated in the fight against insects. By May 20 of this year, 151 hectares of grain were cleared of insects. A brigade of 23 students was formed at school No. 7 in the Karshi district and harvested grain from the territory of the Temir Yo'l dehqan farm in the Dasht rural council. They organized a labor competition among themselves and exceeded their daily work plans. Such situations continued later. The mobilization of schools for agricultural work did not stop even after the war.

The deterioration of public education in the Kashkadarya region during the war years was also negatively affected by the relocation of children from various regions to the region. About 30 thousand people were brought to the districts of the Kashkadarya region from Kharkov, Poltava, Voroshilovgrad, Odessa and other regions. More than 2 thousand of those evacuated to the region were Polish residents and children. They were settled in the regions of Shahrisabz, Kitab, Guzar, Yakkabog, Karshi⁸. These processes completely disrupted the education system, which was already in a difficult situation and under difficult conditions. Because additional classrooms and additional personnel were required to enroll the relocated children in school.

⁷ Э.Эргашев Бешкент тарихи Қарши "Насаф" нашриёти 2000.Б-112.

⁸ Ю.А.Эргашева, З.С.Сафарова. Иккинчи жаҳон уруши йилларида Ўзбекистон маданияти. Монография. Қарши – 2020.б-37

On December 25, 1944, the Council of People's Commissars of Uzbekistan adopted a special resolution "On the state of public education and the work of schools in the Kashkadarya region." The resolution prohibited the involvement of teachers who had left schools for various reasons in other work. In the 1944-1945 academic year, 1,273 former teachers who had left for other work throughout the Republic were returned to their jobs, while 340 teachers in the Bukhara and Kashkadarya regions continued their profession. As a result of the measures taken, noticeable changes occurred in the region and its districts, despite the difficulties of the war. During 1941-1943, 16,000⁹ teachers were trained in such courses. Teaching staff plays a key role in the establishment and development of public education. Accordingly, the state has always attached great importance to the training of teaching staff and their professional development. During the war years, when most teachers were drafted into the army, their number decreased sharply. For example, in the 1940-1941 academic year, the number of teachers in Uzbekistan was 36,267, while in the 1942-1943 academic year, they were 30,616¹⁰. In the 1943-1944 academic year, it decreased by 6,651 people compared to the 1940-1941 academic year. Despite the measures taken, the demand for teachers in schools could not be met, and by the 1945-1946 academic year, 36,782 people worked in schools. Even before the war began, the republic lacked more than 10,000 teachers. The schools of Uzbekistan needed 6,700 teachers, including more than 500 teachers in the schools of the Kashkadarya region alone¹¹.

In connection with the resolution of the Council of People's Commissars of Uzbekistan "On the Improvement of Pedagogical Personnel", special attention was paid to the training of teachers from local nationalities, especially women. The branches of the Teachers' Institute were expanded. A number of women's educational institutions were established. In order to accelerate the training of teachers, training in pedagogical institutions was reduced from three to two years. Courses for training teachers were organized under them. In 1941, the Karshi Pedagogical Institute trained 90 pedagogical personnel, but in November, due to necessity, the educational institution was liquidated and attached to Bukhara Pedagogical Institute No. 15, and its building was used for military purposes. In 1943, the Karshi Pedagogical Institute was restored and about a hundred students were admitted. Initially, 130 students studied at the institution. Since January 1944, a correspondence department was opened at the pedagogical school, and 130 inexperienced teachers improved their skills during their vacations. In 1945, 193 students studied at the correspondence department, 46 of whom were women and 147 were men. By the end of the year, an opportunity arose to strengthen the training of pedagogical personnel in the Kashkadarya region. A one-

⁹ Хотира китоби. Ўзбекистон Республикаси 1941-1945. –Т.: Қомуслар Бош тахририяти нашриёти, 1995. –Б.35.

¹⁰ Правда Востока. 1944, 29 сентябрь.

¹¹ Ю.А.Эргашева, З.С.Сафарова. Иккинчи жаҳон уруши йилларида Ўзбекистон маданияти. Монография. Қарши – 2020.б-57

year training department with 30 people was established at the Karshi pedagogical school.

On June 16, 1945, a resolution was approved to establish a branch of the Bukhara Teachers' Institute in the city of Karshi and to admit students starting from the 1945-1946 academic year. It indicated the opening of a branch of the Bukhara Teachers' Institute in the city of Karshi starting from June 15, 1945 and the admission of 120 listeners to the branch, as well as the organization of the following departments: history-philology, physics-mathematics, medicine-geography. The admission and training of teachers without higher education to the correspondence department of the Bukhara Pedagogical Institute was established, students were exempted from paying tuition fees and provided with free meals. During the war years, 9,277 teaching staff were trained in higher educational institutions and pedagogical schools of the Republic, of which at least 4,126 were representatives of the Uzbek nationality. In the 1943-1944 academic year, the Bukhara Teachers' Institute and its branches in Shafrikan and Gijduvan districts also trained personnel for schools in Kashkadarya districts. In that year, 115 people graduated, 36 of whom were sent to Kashkadarya and Surkhandarya regions¹².

Teachers from many regions of the Kashkadarya region were sent to war. In particular, Mahmud Khidirov from Yakkabog worked as a teacher and director in Samok, Chaydari, Buriqapchigay, Kairagoch, Tashkurgan, Chumich schools in 1937-1942. In 1942, he voluntarily went to war and participated in bloody battles on the soil of Ukraine, Bessarabia, Romania, Transylvania, Hungary, Czechoslovakia, Austria, Germany. Mahmud aka returned from the war safely in 1946 and worked as a teacher and director in the Kattaboy Ashurov and "Hero" schools until 1990¹³. In the 1930s and 1940s, schools were opened in the district on collective farming and literacy, and great work was done. Juma Ibragimov from Dekhonabad was born in 1926 in the village of Torkapchigay, Dekhonabad district. After graduating from 7th grade, he worked as a secretary of the village council, and from 1942 as a teacher at the school, and later as the head of the scientific department. In 1944, at the height of the war, he was mobilized to fight. After the victory in 1945, Juma Ibragimov participated in the army against Japan and returned home victorious¹⁴. After graduating from the 7th grade of the Ibrohim Fayziyev Hamza school in the village of Muglon, he entered the Y. Okhunboboev Pedagogical School in the city of Karshi, where he successfully graduated in 1939. He began his career as a teacher and educator at Secondary School No. 2 in the city of Koson. The outbreak of World War II also made a big difference in his life. In April 1940, Ibrahim Fayziyev was drafted into the army and fought in

¹² Турдиев С. Жасорат солномаси. Қашқадарё 1941-1945 йилларда. –Тошкент: Фан, 2008. –Б. 277.

¹³ Г. Гафуров, Ж. Тухлиев, И. Шоймардонов. Яккабот тумани (утмиши, бугуни, келажаги ҳақида лавҳалар) . Т. Шарк, 1997.Б -158

¹⁴ Тошқулов.К Дехконобод обод юртим Тошкент: Muharrir nashriyoti, 2018.-Б.72

unprecedented battles on the Volkhov and Stalingrad fronts. In August 1942, Ibrahim Fayziyev, who was seriously wounded and returned to his homeland, began working as a history and geography teacher at the Hamza school where he had studied. In 1944-51, he worked effectively as a teacher and head of the scientific department at the Chekhov school¹⁵. The above information proves that people in the teaching category are not ordinary people, they have once again shown their readiness to fight on the front lines of war for the fate of the homeland and the nation.

A number of measures were taken to eliminate the severe consequences of the war in public education. In particular, boarding schools were established. By 1943, the number of boarding schools in the Kashkadarya region amounted to 47. In particular, there were 6 boarding schools in Beshkent, Kamashi, and Koson districts, 5 in Guzar district, 4 in Dehqonabad and Yakkabog, 4 in Karshi city, 3 in Kitab district, 2 in Kokbulok, 3 in Miraki and Chirokchi districts, and 1 in Shahrisabz¹⁶.

As the Soviet Union gained the upper hand in the war, attention to education in schools also improved. This can be seen from the increase in school attendance in the last years of the war. For example, in the 1943–1944 school year, attendance in schools in the city of Shahrisabz, Kashkadarya region, increased by 16 percent compared to the 1942–1943 school year, and the coverage of school-age children with education was 96 percent.

In conclusion, it can be said that during the war years, the number of secondary schools and students was sharply reduced. Due to a lack of personnel and other reasons, a number of schools were closed. As a result of the evacuation of educational institutions to hospitals, workers' dormitories, and military posts, there was a shortage of school buildings, classes were organized in 3-4 shifts, and class hours were reduced. The material difficulties in the public education system were caused by a shortage of personnel, the mass involvement of high school students in production, and the fact that children in families separated from their breadwinners due to the war were forced to drop out of school and work. The education system during the war years reached such a level that even many schools in the region did not have school graduates. During the war years, the plan for secondary schools was practically not implemented. But despite certain shortcomings, certain achievements were made in the field of education in the region even during the war years. School education did not stop educating young people even during the war years.

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¹⁵ Шарипов.Ф Жўраев.М Элини суйганни эл суяди Тошкент «Янги аср авлоди» 2004 Б-94.

¹⁶ Қашқадарё ВДА, 133-фонд, 1-руйхат, 216- йиғма жилд, 78-варақ.

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