



PUBLIC EDUCATION RESEARCH ACTIVITIES OF NAMANGAN PROVINCE DURING THE SECOND WORLD WAR

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ABSTRACT

In the article, during the Second World War, the activities of the public education system of the Namangan region, the courses to end illiteracy, the training of military personnel for the front, the attendance of schoolchildren, the positive and negative aspects of the education system are covered based on the analysis of primary documents.

KEYWORDS

Courses to end illiteracy, Cultarmist, Namangan region, front, public education, short courses, teacher, school, military training.

INTRODUCTION

The years of the Second World War were a period of difficulties and hardships for the people of Uzbekistan. Although the war took place far from the territory of Uzbekistan, all the resources of the republic were focused on the support of both the front and the frontline.

From the first days of the war, all sectors of the national economy of Uzbekistan, including the field of

public education, were directed to meet the needs and demands of the war. In particular, students and teachers in the educational system were mainly involved in working for the front, and the educational process, which was just beginning, naturally fell into an unsatisfactory situation. During this period, there was a shortage of teachers, especially in rural areas where the majority of the country's population lived. Pupils



were involved in agricultural work, educational and methodical work was in a very unsatisfactory state, and textbooks were missing. The reason is that the general social situation in the country had a direct impact on the educational process. It is known that all those who were sent to the war were men who were suitable for the main work in the village. For an agrarian country, this meant the loss of enormous labor resources, and their replacement required the involvement of women and, of course, children in agricultural work. Since the education system did not directly contribute to the war, the allocation of funds to the system was also based on the residual principle. Lack of educational facilities, lack of maintenance of existing buildings, shortage of teachers, books and educational resources were leading to financial deficit.

Analysis of literature on the topic

A number of scientists have researched the economic, political, cultural and military contribution of the republic to the Second World War and the participation of Uzbeks at the front, in Soviet period F. Vavilov, T. Golyanova, E. Abdurakhmanov, V. Efimov, S. Ismailova, R. Melikulov, A. Safaev, R. Khalikova while in the years of independence R. Shamsutdinov, Kh. Azimov, Z. Khaidarov, Z. Ishonkhodjaeva, Q. Rajabov, Kh. Babadjanov, Z. Safarova and analyzed in dissertations, scientific literature and articles of others. At this point, it should be noted that although the courage and participation of the people of Uzbekistan on the front and the frontline during the Second World War has been studied, the activity of Public Education of Namangan region has not been studied as a separate object of research.

RESEARCH METHODOLOGY

In the course of the research, with the help of historical-comparative, problematic-chronological, objective, systematic analysis, the positive and

negative aspects of public education in Namangan region during the Second World War were researched based on the press, new sources and archival documents.

ANALYSIS AND RESULTS

According to the data, as of January 1, 1941, there were 1,270,000 students in the Uzbek SSR, and the number of teachers was 34,000 [1]. Due to the lack of buildings and teachers, classes in most schools were conducted in 3 shifts[2]. After the start of the war, most of the public education workers were recruited into the ranks of the active army, and they were entrusted with complex tasks. The number of schools in the republic decreased from 4,795 to 4,374 in the 1942-1943 school year compared to 1940-1941 due to the lack of resources in the education system during the war. The issue of providing schools with textbooks in the Uzbek language also became a problem. Because in May 1940, according to the decision of the government of Uzbekistan to switch from the Latin script to the Cyrillic alphabet, it was planned to publish the textbooks of 1941-1942 based on the new script. In such conditions, the State Educational Pedagogical Publishing House of Uzbekistan began to fulfill the important task of providing schools with textbooks and educational programs in the 1941-1942 academic year. By the beginning of this academic year, according to the plan, 68 books (3 million 269 thousand copies) and 14 programs were to be released. The publisher fulfilled this plan by 97.1% in terms of titles and 96.5% in terms of circulation (3 million 153 thousand 400 copies) until August 27[3].

At this point, it should be noted that one of the important requirements of the wartime was that the soldiers who were sent to fill the ranks of the frontline fighters should be fully literate. Because managing military equipment, preparing for defense against air and chemical attacks required everyone to be fully



literate. That's why it became one of the most important tasks to teach conscripts the Russian language, which is the main language for military orders and techniques, and the Cyrillic alphabet. In this, the employees of the educational system have done a great job.

On August 24, 1942, the National Committee of the Uzbek SSR “On compulsory study of the Russian language by citizens of Uzbek nationality in the amount of a 90-hour program” and on its basis the decision of the Organizational Committee of the Namangan region of the Supreme Soviet of the Uzbek SSR, adopted on December 11, 1942, “Compulsory study of the Russian language by citizens of Uzbek nationality undergoing general education” was adopted. According to the decision, all citizens of the Uzbek nationality, born in 1925, who do not know the Russian language, and who are in the general education battalions, must take 90 hours of Russian language courses [4].

At that time, the schools involved in the campaign to end illiteracy were given the task of focusing on teaching the new alphabet, in which, in particular, the citizens of the draft age should be fully covered. In order to teach the newly introduced Cyrillic alphabet to the population, special courses were organized in the republic, in particular in the Namangan region, and they were called “ending illiteracy” courses. The decision of December 10, 1940, issued by the Central Committee of the CP(b) of Uzbekistan and the Council of People’s Commissars of the Uzbek SSR on ending illiteracy in the republic, played a key role in teaching the Cyrillic alphabet and the Russian language among the population. In order to ensure the implementation of this decision, 7,066 people were involved in schools for the elimination of illiteracy in Namangan region. A 5-member commission was also formed to test graduates of schools for the elimination of illiteracy[5].

7,066 people who were initially recruited into schools for the elimination of illiteracy were tested. As a result of the test, 3,511 people satisfactorily passed the special courses, 2,163 people were classified as illiterate due to reading and writing deficiencies, and 1,392 people who could not master reading were classified as illiterate [5].

It should be noted that the efforts to eliminate illiteracy in the region were not satisfactory. In particular, 55,000 of the registered 87,358 illiterate population, that is, 62.9%, were enrolled in educational institutions, while only 30,485 people, or 34.9% of the registered population, graduated from school. Especially in Yangikurgan district, there were a number of interruptions regarding this issue, 3425 of the 6676 registered residents or 51.3% were covered by education, school attendance was only 10%. In the city of Chust, out of 1,479 registered illiterate residents, only 345 or 23.3% were educated [6].

In order to eliminate such shortcomings in “ending illiteracy”, appropriate measures were taken by the government, and those who did not graduate from school before June 1, 1941, paying particular attention to the study of 18 to 25-year-olds and accelerating their school graduation, strengthening methodical support to teachers of illiteracy schools, and finally, finding solutions to the problems of providing schools with buildings, tables, chairs, textbooks, and fuel. It is important to conduct the lessons in parallel with the household work, without interfering with each other, as a result, in the first half of the 1941-1942 school year, 30 thousand 500 people instead of 26 thousand 800 people, and 37 thousand 900 people instead of 32 thousand 900 people in Fergana region, were recruited to schools for the elimination of illiteracy in Namangan region [7]. School teachers made a great contribution to achieving such results. For example, the teacher of the 3rd school of the city of Namangan I. Antonov, the



teacher of the 23rd school M. Rakhimov, the school teachers of the Pop and Toraqorgan districts of the Namangan region showed their bravery [7].

In order to prevent illiteracy during this period, increasing the number of incomplete secondary schools in the regions caused difficulties in providing educational institutions with teaching personnel. According to preliminary estimates, by the middle of the war, instead of 600 teachers, only about 200 teachers were trained for the schools of Namangan region[8]. According to the information of the regional education department, there is a shortage of about 280 teachers for upper classes in the region [9]. The reason is that many teachers were recruited to the front, to work behind the front, to work in factories and factories. This has led to a further increase in the need for teaching staff, which is also urgent. To overcome this problem, the government has started organizing short courses.

According to the decision № 527 of December 14, 1942 of the organizational committee of the Supreme Council of the Uzbek SSR for the Namangan region, the organization of 4-month teacher training courses for grades 5-7 was started in the Namangan region. According to the decision № 900 of the Council of People's Commissars of the Uzbek SSR dated June 26 of this year, taking into account the problem of lack of pedagogical staff for incomplete middle and high schools in Namangan region, which arose due to the departure of teachers to the army, it was allowed to open 4-month training courses for teachers of grades 5-7. 30 students from each district, 300 students in 10 groups of the region were admitted to these courses. In the process of admission to the courses, women who have completed the 9-10th grades of general education schools, as well as war disabled people were involved as much as possible. The chairmen of the district executive committees were tasked with

distributing food for those studying in the courses through collective farm councils. 220,000 rubles were allocated for the expenses of the courses in the region, of which 81,000 rubles were allocated for salaries, 120,000 rubles for scholarships, and the rest consisted of administrative, household and other expenses [6]. Ensuring the execution of the decision was entrusted to Sattarov, the chairman of the organizing committee of the Supreme Council of the Uzbek SSR for the Namangan region, and Obidhojayev, the secretary of the organizing committee of the Supreme Council of the Uzbek SSR for the Namangan region.

Statistics show that by 1943, 16,000 teachers were trained across the republic in short courses [10].

It should be noted here that during this period, schools also became military training centers. Military education was introduced in schools for graduating classes. According to the decision to provide schools of Uzbekistan with military teachers from the 1943-1944 academic year, special attention was paid to the issue of training military personnel in regional schools.

In terms of the number of schools allocated for the training of military personnel, Namangan region ranks last in the Fergana Valley section, that is, it includes 316 schools [11].

The decision of the Central Committee of the CP(b) of Uzbekistan and the Council of People's Commissars "On measures to improve school work and strengthen the leadership of party and Soviet organizations in the work of public education" was adopted, and the implementation of the decision created a convenient opportunity for the involvement of party and Soviet bodies in school work. Now the practice of mass inspection of schools and sending emergency commissions is widespread. On the one hand, this had a negative impact on public education, but in some cases, the administrative and financial audits carried



out on the basis of the decision served to control the correct use of allocated funds and the construction of new schools.

According to the plan for the 1942-1943 academic year, 326 schools were to be opened in Namangan region, of which 16 were primary schools, 114 were incomplete secondary schools, and 48 were secondary schools [12]. Ahead was the problem of attracting students to general education schools. In the 1942-1943 academic year, 69,935 people were supposed to be admitted to primary classes, but 56,245 people were actually trained. Instead of 30,640, 28,837 students were enrolled in incomplete high school. 4,288 students were planned to be admitted to general education schools, but only 2,816 of them were actually enrolled.

During this period, among the problems in the secondary education system, there were cases where some people did not want to study at school. For example, in the 1942-1943 academic year, 11,899 students dropped out of schools in Namangan region alone[12]. Although there were 85,898 students in the region at the beginning of the year, 73,999 students remained at the end of the school year [12]. In particular, school attendance in Uychi, Toraqorgan and Norin districts was extremely low. Most of the dropouts were high school students. In the 1943-1944 academic year, 13,000 children in the Namangan region were not enrolled in schools[13]. In the 1944-1945 academic year, 22 of the 33 10 classes remained at the end of the year, and only 6 graduated[14]. The main reason for this situation was the fact that a large part of the population was mobilized to the front, and in many fields, that is, behind the front, children and women occupied the work. Most of the students worked in industry and agriculture and traded in the markets during their livelihood. The issue of supporting the family had become the main daily need.

During the war, Uzbekistan's agriculture was faced with the task of not only increasing cotton, silk, and cattle breeding from the pre-war plans, but also increasing grain crops, vegetables, and beets two or three times. In 1942, the number of students in the schools of Uzbekistan was more than one million, which was one fifth of the population of the republic[15]. Therefore, it was required to make "effective" use of such a large amount of labor resources in schools, to ensure that they participate in the work of creating a food base for themselves, even in part. At the same time, thousands of hectares of fertile land were allocated to the schools as experimental plots, and school teachers and students served alongside the workers behind the front lines.

CONCLUSION

During the war years, as in other areas, the resources of the public education system were fully focused on the front. In this process, the Department of Public Education of Namangan region taught Russian language to 10 thousand people during the war years when delivering soldiers to the front. This made it important for the soldiers to fully understand the orders at the front and perform them well. The teachers and students of the school also stood in the front lines at the front line and performed a large amount of work in the delivery of products for the front. In the Namangan region, which has fertile land, plots of land were allocated for almost all schools, and the cultivation of agricultural products was started there.

The war caused great damage to the education system of the entire republic, including the Namangan region. Many high school students who should actually be getting an education started dropping out of school. In particular, in the 1942-1943 school year alone, about 12,000 high school students were forced to drop out of



school and work in various hard jobs for a living. Their social condition was very poor.

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