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School and Higher Education in Uzbekistan During the Second World War

Abstract

This article highlights the state of the system of school and higher education in Uzbekistan during the Second World War. The development of this sphere was fraught with a number of difficulties, such as a shortage of teaching staff, the mobilization of the bulk of men to the front, the problem of attracting Uzbek girls to training, a lack of suitable premises for training, the dropout of students from the senior classes of schools and etc. The article notes that, despite all the above problems, a lot has been done in the system of school and higher education in Uzbekistan, which was part of the invaluable contribution of the people of the republic to the victory over fascism.

Keywords: Schools, Higher Education, War, Teacher, Staff of Teachers, People's Commissariat for Education, Evacuated Children, Military-patriotic Education, Pedagogical Schools, Universities, Dropout, Faculty.

Introduction

The Second World War went down in the history of mankind as one of the bloodiest wars. Huge human casualties, destroyed economy and infrastructure of cities and villages for many years postponed the development of scientific and technological progress in many states. One of the most affected during this war was the Soviet Union. Today, the huge contribution of Uzbekistan, as one of the union republics, to the victory over fascism and the subsequent restoration of the destroyed economy of the USSR is not subject to any doubts. This contribution consisted not only in providing the front and rear with the necessary raw materials, food, military equipment, providing shelter and food to many thousands of evacuees, but also in training scientific and pedagogical personnel, so necessary in wartime conditions, and preserving the scientific potential that was created by incredible efforts in the 20-30 years of XX century.

The Main Results and Findings

The attack in June 1941 by Germany on the Soviet Union, of which Uzbekistan was a part, radically changed the situation in the republic. Of

course, the changes have affected the school system. The war entailed a reduction in the number of schools in the republic. If on July 1, 1941, there were 4768 schools, then by July 1, 1943, schools were functioning 4312, i.e. 456 fewer schools than in the pre-war period. This was due to the fact that some of the school buildings were used for hospitals, military registration and enlistment offices, educational institutions evacuated to Uzbekistan, hostels for students and workers, and some were closed due to a lack of teachers. Therefore, in most schools, classes were held in three shifts.

Despite all the difficulties of the initial period of the war, in the 1940-41 and 1941-42 academic years, the number of students who graduated from secondary school even slightly increased. However, in the last two years of the war, the situation worsened: the number of students in grades 5-7 and grades 8-10, as well as the number of students in grades 7 and 10, decreased due to the fact that the protracted war and the material difficulties of many families schoolchildren at the age of 14-17 for permanent work in collective farms, factories, plants.

In these conditions, in order to raise the spirit of teachers and prevent their demoralization, the government is taking measures to improve their

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financial situation. Teachers in urban schools in the provision of goods and food were equated with workers in industry, transport and communications. Collective farms and village councils provided rural teachers with land plots for use, helped with fuel, seeds, and fodder. In August 1943, a decree was adopted "On increasing the wages of teachers and other workers in public education", according to which teachers' salaries were increased by 30-50%. And on March 6, 1943, the Council of People's Commissars of Uzbekistan adopted a resolution "on the exemption from January 1, 1943 of tuition fees in 8-10 grades of secondary schools and schools of adult Uzbek students, Karkalpaks, Kyrgyz, Tajiks, Kazakhs, Turkmen and other local major nationalities people. The same category of students was to be exempted from tuition fees in pedagogical universities and colleges, and in order to receive a state scholarship, it was enough for them to have satisfactory grades". In 1943, at some rural schools in Uzbekistan, special boarding schools were created for children of front-line soldiers and dead soldiers, where students were fully supported by the state.

Despite all the attempts made by the state to enroll as many children as possible in school, nevertheless, the situation in the development of public education in wartime conditions remained tense. An acute shortage of workers in collective and state farms, in factories and factories dictated the need to attract adolescents of 14-17 years old to work. As a result, according to the indicators for the 1942-43 academic year, almost were 23%, i.e. 247.6 thousand children were not enrolled in schools. In order to somehow correct the current situation, the SNK of the UzSSR on July 15, 1943 adopted a resolution "On the training of adolescents working at enterprises". Despite the difficulties, the schoolchildren of Uzbekistan studied in the harsh wartime conditions, worked instead of their fathers and brothers, helped take care of the wounded in hospitals, provided all-round assistance and support to evacuated children.

During the war, more than 40 thousand children were evacuated to the territory of Uzbekistan from the regions occupied and destroyed by the fascists. On November 9, 1941, the People's Commissariat for Education of the UzSSR issued an order "On the coverage of education for all school-age children evacuated from the front line". Bodies of the People's Commissariat of Education of the republic, school teachers made colossal efforts to ensure uninterrupted study of evacuated children. Most of them had significant breaks in their studies due to moving from the front-line areas. School teachers carefully found out from each arriving student which parts of the school curriculum they had missed, made an individual plan for his extra classes to fill the gaps in his studies. The

evacuated children were taught by school teachers, parents of students, high school students, excellent classmates.

A special order of the People's Commissariat for Education of the Republic of December 30, 1941 obliged school principals to meet and talk personally with each evacuated student especially carefully and to use every opportunity so that none of them would become a repeat year.

Experienced teachers from among the evacuees helped alleviate the problem of the shortage of school teachers. They were of great help in organizing the methodological work. Among them there were teachers evacuated from Ukraine, Belarus, Moscow, Leningrad. They gave lectures for local teachers, organized the work of methodological seminars, provided all-round assistance in the development of public education. The state provided them with all kinds of support. Visiting teachers were given cash benefits, coupons for clothing and footwear, special dining rooms were opened for them. In 1942, the state allocated 25 thousand rubles, and in 1943 - 100 thousand rubles to provide material assistance to especially needy evacuated teachers. During this period, it was they who partially covered the shortage of personnel in the field of public education. After the war, many of them were presented by the state to various awards for their selfless work. Among them were A.A. Stakan, who rendered great assistance in improving the qualifications of teachers in the republic; E.M. Maring of, who worked on the issues of staging the artistic education of children; A.V. Nikolskaya, who dealt with the issues of restructuring the work of schools and preschool institutions in wartime conditions and many others.

The evacuated to Uzbekistan teachers only partially solved the problem of providing the public education system with personnel during the war years. During this period, the problem of training teaching staff was very acute. The shortage of personnel was felt even before the war, when about 10 thousand qualified teachers with higher education for secondary and seven-year schools with the Uzbek language of instruction were lacking. In the 1940-41 academic year, 35,760 teachers worked in the republic's schools, of which 2,903 with higher education, 5,712 with incomplete higher education, 14,687 with a secondary education, and 12,458 with an incomplete secondary education. The situation became even more aggravated with the departure of many teachers to the front. Even before the war, men worked in most of the teaching staff. In schools with the Uzbek language of instruction, male teachers accounted for 76%, with Russian - 49%. With the outbreak of the war, this situation became even more aggravated. An extremely difficult situation with the staff of teachers has developed in Uzbek schools. In Russian schools,

things were somewhat better, since the teachers mobilized into the army were replaced by evacuated specialists. By the beginning of the 1941-42 academic year, 197 evacuated teachers were working in Tashkent schools, 500 in Tashkent region, and 287 in Fergana.

By the beginning of the 1942-43 academic year, schools lacked more than 6 thousand teachers for normal work. Many schools had to temporarily stop teaching such important disciplines as foreign languages, mathematics, physics, chemistry. This circumstance negatively affected the quality of training in schools.

In order to somehow replenish the shortage of teachers in schools, in April 1942, the Council of People's Commissars of Uzbekistan allowed an increase in the teaching load for teachers in grades 5-10 to 2.5 rates per month, and for directors and heads of the educational department - up to six lessons per day during school hours in two shifts. Public education methodologists were allowed to part-time teaching in schools for up to 50 hours a month, and they gave lessons at the school on a schedule for three days in a row so that the other three days of the week could check other schools. Thus, many teachers had to work 10-12 hours a day, which certainly did not have the best effect on the quality of teaching.

To improve the existing staffing situation, in 1943 the following decrees were adopted: "On the training of national pedagogical personnel in Uzbekistan" and the Council of People's Commissars of the Uzbek SSR "On improving the training of pedagogical personnel". They paid special attention to the training of teachers from indigenous peoples, especially women. For this purpose, since September 1943, the Tashkent Pedagogical Institute, the Tashkent and Kokand Teachers' Institutes, the Tashkent, Samarkand, Bukhara, Andijan, Kokand and Khiva pedagogical schools were transformed into women's institutes, which attracted a large number of Uzbek girls to study there.

However, nevertheless, in the first years of the war, the need for teachers in the republic was mainly satisfied by graduates of short-term courses. Therefore, from January 1, 1943, the correspondence form of education, which had been curtailed in connection with the war, was restored: correspondence departments were opened at SAGU, Tashkent State Pedagogical Institute, and Samarkand Teachers' Institute. And in December 1943, the Council of People's Commissars of the USSR adopted a resolution "On measures to strengthen the system of correspondence pedagogical education". However, in the 1943-44 academic year, only 52% of the envisaged number of students studied at the correspondence departments of universities, and 56% of pedagogical schools. This was due to the difficulties of wartime and

insufficient attention on the part of the state to correspondence courses.

The situation with the training of teaching staff was further complicated by the fact that at the beginning of the war, the Uzbek State University and the Pedagogical Institute in Samarkand were closed. Students and teachers of these universities were transferred to Tashkent. The reason for the closure of these universities in Samarkand was the need to provide their buildings for the placement of military educational institutions and hospitals evacuated to Uzbekistan. Those pedagogical higher educational institutions that continued to function during the war years were also in a difficult situation, since they were forced to give the recently rebuilt, comfortable buildings to military educational institutions and hospitals, and they themselves moved to old premises, where classes often had to be taught in 2-3 shifts, which also negatively affected the quality of teaching staff training.

Due to the fact that the buildings of student dormitories were given away for hospitals, many students were settled in private apartments, as well as in the houses of the teaching staff.

Thus, if in the first years of the war the number of pedagogical educational institutions, including universities, institutes, colleges, as a whole decreased to 28, then in the 1944-45 academic year their number increased to 37.

During the war years, great importance was attached to military-patriotic education among schoolchildren. Already in the first years of the war, the Research Institute of Pedagogical Sciences revised the programs for grades 8-10 in general subjects.

In the program on human anatomy and physiology, issues related to the military-sanitary training of students were expanded, in the program on the foundations of Darwinism, the falsity and inconsistency of the fascist theory of higher and lower races were revealed. The study of the device of a gas mask and the correct use of it, as well as the study of a firearm, were introduced into the curriculum for the course of physics. In chemistry lessons, it was also necessary to study the practical application of chemical reagents in the national economy and military affairs, and as a result of studying geography according to the new curriculum, students had to correctly navigate in any locality. During this period, great importance was attached to the study of the Russian language in Uzbek schools, since it was the language "spoken by the multinational Soviet Army. Combat orders and orders were given in Russian. Fighters of various nationalities communicated with each other in Russian".

Therefore, it was very important to give Uzbek youth, as well as young men and women of other nationalities, solid knowledge of the

Russian language and skills of spoken Russian at schools, schools for adults and in courses for pre-conscripts. Since the study of the Russian language in non-Russian schools began just three years before the war, one can imagine what difficulties the state faced in this matter. Under the leadership of the People's Commissariat of Education of the republic in May 1944, the Institute of Schools developed a whole range of measures aimed at improving the situation with the study of the Russian language in schools. Among them: training and advanced training of teachers of the Russian language, the development and publication of methodological literature, an increase in the circulation of published textbooks, as well as the implementation of strict state control over these issues.

The military situation in the country dictated the need for restructuring and physical education of schoolchildren, the introduction of military training. In order to improve the quality of military physical training at school, by the decision of the government, starting from the 1942-43 academic year in grades 7-10, transfer and final examinations in tactical, fire and drill training for boys and girls were introduced. The boys in grades 9 and 10 took a military training course in the camps during the summer holidays.

All these measures led to the fact that in many schools an almost barracks regime was introduced. The Bukhara department of public education even developed and sent out to all schools a "Model provision on the militarization of the school regime", which was completely unacceptable even in wartime in relation to secondary schools.

Thus, on the one hand, even during the war years, the Soviet state continued to carry out a lot of work in the development of school education, which led, first of all, to an improvement in quantitative indicators. So, if in the 1942-43 academic year there were 1777 incomplete secondary schools and 543 secondary schools in the republic, then in the 1943-44 academic year there were already 1838 incomplete secondary schools and 777 secondary schools. The network of schools in villages grew, seven-year and ten-year education expanded both in urban and rural areas.

However, on the other hand, this process was clearly carried out without taking into account the age categories of the students. This especially concerned the attraction of adolescents and children of primary school age to field work and work in factories and factories, increased loads in the process of military-patriotic training. In addition, the changes made to the curriculum of schools taking into account the wartime did not always justify themselves. During this period, there was also a strong dropout of students, especially from the senior grades of Uzbek

schools, when they had very little time to study. The shortage of teachers led to the fact that people taught in schools who did not have not only special pedagogical education, but often even secondary education, which in turn significantly reduced the quality of the educational process.

The system of higher education also radically changed during the war years. It should be noted that in Uzbekistan by the end of the 30s-early 40 XX century, certain successes were achieved in this area, given the fact that the higher education system was created in the republic practically from scratch. A rigid class orientation, ideological diktat left their mark on the development of this sphere. On the other hand, by the beginning of the war, a number of higher educational institutions were functioning in Uzbekistan, training specialists in a wide variety of fields, including boys and girls from local nationalities.

The outbreak of war made its own adjustments to the work of higher educational institutions of the republic. An acute shortage of personnel in almost all sectors of the economy and culture demanded the adoption of urgent measures in order to restructure the work of universities in accordance with the requirements of wartime.

By the beginning of the war, 30 universities were functioning in the republic, including the Central Asian Industrial Institute, the Central Asian State University, the Tashkent State Pedagogical Institute, the Tashkent Financial and Economic Institute, the Tashkent Textile Institute, the Tashkent Medical Institute, the Tashkent Agricultural Institute, the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers. economy, the Tashkent Institute of Railway Engineers, the Tashkent Institute of Communications Engineers, the Tashkent Law Institute, the Tashkent State Conservatory, the Fergana Pedagogical Institute, the Kokand, Tashkent and Samarkand Teachers' Institutes, the Uzbek Institute of National Economy (Samarkand), the Uzbek Agricultural Institute (Samarkand), etc.

Already at the initial stage of the war, Uzbekistan was evacuated: from Moscow - the Military Academy named after Stalin, Military Academy named after Molotov, Military Quartermaster Academy, institutes - engineers of communications, cartography and geodesy, architectural, planning, 4th medical, chemical-technological, road, engineering and economic, textile, irrigation, zootechnical, agricultural academy named after V.I. Timiryazev, conservatory, Jewish theater; from Odessa - the Institute of Engineers of the Milling Industry and Elevator Facilities, the Institute of Water Management Engineers, the Institute of Communications; from Kharkov - the Institute of

Railway Engineers, chemical-technological, pedagogical, agricultural, agricultural mechanization; Voronezh Aviation Institute; art institute from Moscow, Kiev and Kharkov.

Universities that arrived with a small contingent of students were temporarily merged with specialized Tashkent institutes. For example, the Kiev Industrial Institute was merged with the Central Asian Industrial Institute, the Kharkov Institute of Railway Engineers - with the Tashkent corresponding institute, etc. The rest were housed in the premises of Tashkent universities and hostels, which created additional difficulties. The placement of all these universities was complicated by the fact that a lot of recently rebuilt buildings of the republic's universities had already been given over to military schools and hospitals for wounded soldiers. Students studied very often in two shifts, in completely cramped conditions.

On May 5, 1942, the Council of People's Commissars of the USSR issued a decree "On the plan for admission to universities in 1942 and measures to strengthen higher educational institutions", according to which in 1942 applicants who graduated from secondary schools in the 1941-1942 academic year were exempted from exams for admission to universities with marks «excellent» and «good», but only subject to availability. According to the same Decree, the Council of People's Commissars of the Union Republics, until May 15, 1942, had to «provide higher educational institutions, from which educational buildings and dormitories were seized for the placement of evacuated enterprises, hospitals and military organizations, the necessary premises to ensure the conduct of normal training sessions in the 1942 \ 43 educational year". It was also forbidden to stop classes in universities and to mobilize students and teachers for various jobs, as well as to take away educational buildings, dormitories, inventory and equipment of higher educational institutions without the permission of the USSR Council of People's Commissars.

This was especially true of pedagogical higher educational institutions. Only in the system of the People's Commissariat for Education, by October 1941, Uzbekistan operated: 2 universities with 1612 students, 3 pedagogical institutes with 1226 students, 8 teacher training institutes with 2058 students, 2 evening teacher training institutes with 1140 students, 4 evening teacher training institutes with 523 students and 15 pedagogical schools with 3225 students. The presence of such a number of pedagogical higher educational institutions was explained by the great need for pedagogical personnel, as mentioned above.

Even before the war, in 1940, the Council of People's Commissars of the USSR adopted a resolution "On the establishment of tuition fees in senior secondary schools and higher educational

institutions of the USSR and on changing the procedure for granting scholarships". This was due to the allegedly increased level of material well-being of the working people and significant government spending on the construction, equipment and maintenance of a continuously growing network of secondary and higher educational institutions. However, already at the initial stages of the war, decrees began to be issued exempting certain categories of pupils and students from payment.

In 1942, students were exempted from conscription, except those mobilized with special government permits. Since that time, persons who have returned from the ranks of the army and navy after wounds, injuries or illness, as well as dependents drafted into the army or navy, receiving benefits in accordance with the Decree of the Presidium of the Supreme Soviet of the USSR of June 26, 1941, were exempted from tuition fees in universities. "On the procedure for the appointment and payment of benefits to the families of private and junior command personnel in wartime". All these measures taken by higher authorities in relation to the higher education system indicate an acute shortage of personnel and the need to create acceptable conditions for their training. In addition, military and pedagogical educational institutions were exempted from tuition fees. This to some extent stimulated young people to study in them, which, of course, contributed to a significant increase in the number of military personnel and teachers, in whom the need was most felt in wartime conditions.

In the "Instruction of the Narcoprosecutor of the Uzbek SSR on the new recruitment to universities in 1942", were given clear instructions on what measures should be taken to fill the shortage of pedagogues in the near future. According to the plan for 1942, the universities of the People's Commissariat for Education of the UzSSR were supposed to admit 2,290 people in 1942, of which 70% were supposed to be people from local nationalities. This was due to the fact that an acute shortage of teachers was felt precisely in schools with a non-Russian language of instruction, since the teachers there were mainly men, many of whom went to the front.

One of the main tasks of the new enrollment in pedagogical universities in 1942 was also the task of attracting as many Uzbek women as possible to study. Among teachers, women accounted for only 24%. In order to somehow change this ratio in favor of women, the new recruitment was supposed to be carried out not only at the expense of graduates of grades 9 and 10 of secondary schools, but also at the expense of women who have the appropriate education and age, but for some reason are not studying in universities. Each scientist or university student, in the course of public work, had to undertake an obligation to attract and prepare for admission to

the university at least one person from among the Uzbek youth, especially Uzbek girls.

To attract as many Uzbek youth as possible to study, universities had to “use to the full all the means of agitation and propaganda available to them: oral speeches and reports, print, radio, cinema, open days, organizing showcases, exhibitions, permanent consultations, organization of meetings, meetings and conversations with students and their parents with the participation of prominent professors and teachers, noble school teachers and former students of the university who have shown themselves well in teaching work, select authorized recruiters for a new recruitment in the field, organize exits and schools, collective farms, state farms, enterprises, organize conversations and consultations on the choice of a profession, emphasizing the honorable role and noblest tasks of the teaching profession...”.

Great assistance in the training of teaching staff, especially from people of local nationalities provided Scientists evacuated to Uzbekistan, such as a philologist, a specialist in foreign literature, prof. Zhirmundsky, chemist prof. Lipatov, historian prof. Nechkina, teacher, honored worker of sciences of the UzSSR prof. Konstantinov and others. Under their direct supervision, many university professors defended their candidate dissertations, as a result of which the number of Uzbek candidates of sciences in pedagogical universities increased from 16 in 1941 to 34 in 1944.

In order to teach at universities in the Uzbek language, it was necessary to improve the training of personnel from among persons of local nationalities. Therefore, at the request of the Council of People’s Commissars of the Uzbek SSR, the higher authorities doubled the number of postgraduate studies at the Central Asian State University and the Tashkent Pedagogical Institute, and it was also allowed to organize doctoral studies at the Uzbek State University. As a result, in the 1943/44 academic year, 25 people took the doctoral course, including 19 Uzbeks, and there were 94 of them among 179 graduate students.

Thus, 4,300 teachers were trained by day, evening and correspondence departments of pedagogical universities and teacher institutes of the republic during the war years.

By 1942, 41 higher educational institutions and 52 secondary specialized educational institutions were already functioning in Uzbekistan, together with those evacuated from the central regions of the country. Of the total, 17 belonged to industrial universities of the union subordination. In the remaining 25 higher educational institutions, 8,700 people studied at all courses; in 1942, 2,340 of them were supposed to receive higher education.

Thus, by the beginning of 1944, certain quantitative successes were achieved in the republic in the process of training highly qualified specialists. As for the quality, everything was not so good here. In this regard, on January 12, 1944, the All-Union Committee for Higher Education appealed to the People’s Commissars (People’s Commissariats) of the relevant People’s Commissariats, as well as to the directors of higher educational institutions with a statement. It said that “... the documentation available at the Higher Higher Education School for directors of universities, their deputies for educational and scientific work and heads of departments does not reflect the changes that have taken place in the formulation and improvement of scientific qualifications of the leading pedagogical personnel of higher educational institutions”. In other words, it was pointed out that there are obvious shortcomings in the staff of the higher school and its insufficient scientific potential. In this regard, the Council of People’s Commissars of the USSR suggested that the directors of universities, no later than February 25, 1944, send to the personnel department of the Committee new documentation on the directors of universities, as well as the entire management team. Also, the directors of universities, under the control of the respective people’s commissariats, should have ensured the systematic submission of the following documents characterizing the activities of the leading employees of universities to the HSE: “... conclusions and proposals based on the results of a survey of the activities of higher educational institutions, as well as faculties and departments...; conclusions of the people’s commissariats on the annual reports of directors of higher educational institutions; extracts from decisions of councils of institutes and faculties on estimates on the work of departments; messages about government awards; copies of orders and orders for incentives and bonuses; copies of orders and orders for the imposition of penalties; copies of all political and business characteristics,... as well as all materials characterizing the educational, scientific and social activities of the VKHS nomenclature...”. These orders of higher authorities in relation to universities meant that the chaos of the first years of the war, which reigned, including in the higher school system, was largely overcome, and now the state established strict control, especially over the quality of the teaching staff and the management staff of higher educational institutions.

The appeal of the All-Union Committee for Higher Education to the Head of the Directorate of Educational Institutions of the People’s Commissariat of Education in which, in order to take into account and the needs of the teaching staff of higher educational institutions and to carry out measures for the correct placement of these

personnel, was also proposed no later than On February 20, 1944, provide the following information about the teaching staff: The need for teaching staff in individual disciplines for the next three years for each higher educational institution; sources of covering the need for teaching staff in general, as well as by attracting workers from research institutes to universities, including the system of the Academy of Sciences of the USSR, the union republics and their branches and employees of enterprises and institutions of the system of the People's Commissariat of Education. Moreover, another source of replenishment of the teaching staff was considered "the possible return of former scientific workers of universities from the ranks of the Red Army".

On April 17, 1944, the Order of the All-Union Committee for Higher School Affairs "On the Establishment of the Terms of Study at State Universities" was issued, according to which the period of study at the Faculties of History, Philology, Economics, Law and Geography and the Faculties of Journalism and International Relations was set for 4 years; at the Physics and Mathematics, Chemistry, Biology, Geology and Soil and Philosophy Faculties - 5 years.

Thus, by the beginning of the 1944/45 academic year, the higher education system had been significantly streamlined. The rules for admission to universities, which were approved by the Committee for Higher Education under the Council of People's Commissars of the USSR on March 14, 1944, stated that "citizens of the USSR of both sexes aged 17 to 35 are admitted to higher educational institutions, and correspondence universities and departments - without limiting the age limit, who have completed secondary education and have successfully passed the examinations established for those entering these educational institutions". All those experiments in the system of public and higher education that took place in the early years of the war, apparently, are in the past. However, one should not forget that they were dictated by the difficult situation that developed during that period, albeit an alleged, but still unexpected for many, the beginning of the war and the need for an urgent restructuring of the entire economy and culture on a war footing.

The article makes extensive use of materials from the National Archives of Uzbekistan, in particular funds R-837 - Council of People's Commissars of the Uzbek SSR (SNK Uz SSR), F. R-94 - People's Commissariat of Education of the Uzbek SSR (People's Commissariat of Education of the Uzbek SSR), as well as materials from the State Archives of Tashkent.

Discussions

Despite the great interest that this problem arouses, the development of the public education system in Uzbekistan during the Second World War has not been fully studied. The issues of the development of the school education system in the republic during the period under review were developed by the researcher Rachinskaya E.V. She made an attempt to reveal the reasons for the difficult situation in schools that developed during wartime. Particular emphasis was placed on the personnel issue, i.e. an acute shortage of teaching staff in the public education system, as well as steps that have been taken to address a number of existing problems. Coverage of issues related to the state of the education system during the Second World War are also devoted to the corresponding sections of the collection "Uzbek SSR during the Great Patriotic War (1941-1945)". In general, an analysis of the literature on the topic under consideration showed that if the school education system found its coverage in historiography, then the problems of the development of higher education in Uzbekistan during the Second World War were practically not considered as an object of research.

Conclusion

By the end of the war, the pre-war school network was practically preserved in Uzbekistan. In the 1945-46 academic year, there were 4467 general education schools, of which 1974 were primary (four-year), 2013 seven-year and 480 secondary (ten-year). There were 416 schools in cities and 4-61 in rural areas. 895 thousand students studied in these schools, including 48.7% girls.

During the war years, more than 20 thousand specialists with higher and secondary specialized education were trained in the republic, which made it possible to provide industry and agriculture with highly qualified personnel.

Despite all the above difficulties of the war period, nevertheless, a lot was done in the system of school and higher education in Uzbekistan, which was part of the invaluable contribution of the people of the republic to the victory over fascism.

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