

Education of Women and Girls in Uzbekistan During the Second World War

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ABSTRACT

In the article, the existing difficulties in the process of attracting women to education in Uzbekistan during the Second World War, the work carried out to overcome these difficulties, the achievements and problems, based on new archival data and other sources, are highlighted.

KEYWORDS: *education, school, students, teachers, pedagogical institutes, universities, part-time education, decisions, laws, women, seven-year education, partial secondary education, secondary education, higher education.*

Introduction

We all know that in recent years special attention and care has been paid to women in our country. As a result, our ambitious and hardworking women actively participate in the process of large-scale reforms implemented in the republic and make a worthy contribution to the development of our country. In particular, full and equal participation of women in social and political strategies is ensured. They are directly involved in all levels of state bodies, from the decision-making process to its implementation. In particular, the work of creating favorable conditions for the education of women and improving their scientific potential and qualifications is being systematically implemented.

Education is the basis of society's development and has always been an important issue. Even during the years of Soviet power, education was approached on the basis of the goals and interests of the communist ideology, and it was considered an important task to increase the literacy of women and to attract them to school and education. In the years of the Soviet rule, in the Uzbek SSR, women were attracted to general education schools and they became literate, training various specialists from women through the established system of higher and secondary special education, and the main goal of this plan was to use women as cheap labor force and supporters of their own policies. and through this, the comparative analysis of the fact that he intended to strengthen his power in this regard, from the point of view of the reforms being carried out in our country, is of urgent importance in showing the essence of the state policy of caring for women.

Analysis and methodology of literature on the topic. Until now, many monographs, pamphlets, articles, collections of documents and memoirs have been published on the education system in Uzbekistan during the Soviet period, and there are also studies on the period of the Second World War. Scientific researches on the subject created in the Soviet period were created more in accordance with the communist ideology, in which they positively evaluated the advantages of the Soviet-era education system, the reforms implemented by the communist party in the field of

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education, their results, changes in the field of teacher training, and women's education. stopped. Among them, I.K. Kadirov, Sh.N. Ulmasov S. Sodikov., Kh. Zufarov, N. Rakhmanov, R.A. Mavlonova, L. In the researches of researchers such as Maksakova [1]. They tried to describe in detail the history of the changes in the education system during the years of Soviet power in the Uzbek SSR on the basis of communist ideology. Also, related to the subject, the changes that took place in the education system in Uzbekistan during the years of independence. The achievements and problems in the field of training qualified personnel for the education system, the increase in the number of teachers in general education schools, the increase in the number of educational institutions, the decisions made by the government in the field of education and their implementation a number of scientific studies on the problems are created [2].

Analysis and results. The difficult economic situation during the years of the Second World War had an impact on the education system. However, despite the great difficulties of that time, comprehensive schools continued their activities. In order to attract young people to school, the number of schools was increased and various reforms were implemented. Starting from January 1, 1943, students of 8-9 grades were exempted from paying fees, and workers-village schools were established so that many young people could study in factories, collectives, and state farms without being separated from work [3.25]. From the academic year of 1944-1945, the procedure of making the state examination tickets from grade to grade and graduation in a centralized manner was introduced for all schools. Starting from this academic year, as in the entire USSR, the age of students admitted to the first grade in the Uzbek SSR was set at 7 years instead of 8 years, and from the age of 7, children began to be drawn into compulsory general seven-year and secondary education [4.49]. These events definitely had a positive impact on school education. However, a number of problems remained in returning students to full school and ensuring their continuous primary and secondary education. Due to reasons related to poverty, economic shortages, educational materials, textbooks, distance of schools from the place of residence, involvement of children over the age of 15 (practically 12-13-year-old children are also involved in labor), between 1941-1945, i.e. during the difficult years of the war, republican schools were much had lost students.

In the 1941-1942 academic year of Namangan region alone, 113,029 school-age students were required to be enrolled in schools, while only 96,581 students, i.e. 87% of the total school-age students, were enrolled in schools. In particular, only 88 percent of primary 1-4 grade students, 84 percent of 5-7 grade students, and 59.8 percent of upper 8-10 grade students attended schools in Namangan region. Only 35 percent of these students enrolled in the school received "excellent" and "good" grades, and 1,912 students in the region did not attend school for various reasons [5.18]. This is compared to the number of children who were counted, and there were actually many more school-age children who were left unenrolled due to confusion in recording the year and month of birth. For this reason, the leaders of the republic at that time had to develop many measures to attract students to education.

The decision of the Council of People's Commissars of the Uzbek SSR (UzSSR CPC) and the Central Committee of the Communist Party of Uzbekistan (UzCP MK) dated July 2, 1943 "On the activities of the Ministry of Education of the Uzbek SSR" detailed the deficiencies in the public education system. According to the decision, in the 1942-1943 school year, more than 300,000 children of school age were not enrolled in school. In this school year, the number of 8-10 grade students in the republic decreased by half compared to the 1940-1941 school year. Especially among the students, the number of representatives of the land race decreased so much that it led to the reduction of the number of representatives of the local population, as well as Uzbek girls among the students entering higher

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educational institutions, by almost half [6.35].

In order to prevent students from not attending schools for various reasons, the People's Commissariat of Education of the Uzbek SSR (Uz SSR NSC) issued order No. 833 on July 13, 1942, in order to organize schools close to the places of residence of students, "Reconsidering school districts"[6.35-36] was also ordered. However, the number of schools in the republic will decrease sharply due to the fact that the officials of the district and regional education departments did not fully implement the above decision, the distance and proximity of the students' residences were not calculated correctly on the school location map, and many school buildings close to the students' residences were taken over to hospitals and military offices. had brought Because of this, many schools are far away from the places where students live, and in rural areas, only one school building for a few village youths became another reason for students not to attend school.

Based on this, on July 9, 1943, the National Committee of the Uzbek SSR issued its order No. 656 on "Measures to further improve the work of providing general necessary education to students in schools in the 1943-1944 academic year" and addressed the issues of eliminating deficiencies in the field. Based on this, a number of significant changes took place in the education system starting from 1944 while the war was going on. However, the issue of getting all school-age students into school and achieving universal compulsory education remained a problem even in the war and early post-war years. In particular, there were various obstacles in the issue of achieving general compulsory education for indigenous girls.

Discussion. In the difficult conditions of the Second World War, the departure of many teachers to the front required the training of new pedagogical personnel. The service of women in this field has been very great. According to the decision of the Council of People's Commissars of Uzbekistan on November 9, 1941, during the 1941-1942 academic year, in order to fill the place of many teachers who left for military service, the increase of short-term courses and the training of Uzbek girls graduating from the 9th-10th grade were among the important tasks. In the 1942-1943 academic year, 255 pedagogues graduated from such classes in Khorezm region alone and were sent to schools in the region. In addition, 3, 4, 6-month short-term teacher training courses were organized at Khiva Pedagogical University and Khorezm Teachers' Institute. In subsequent decisions of the UzKP(b) MQ and the Council of People's Commissars of the Republic, it was also decided to involve more local women in the training of 750 primary and part-time secondary school teachers consisting of women in 2-month, 4-month and 7-month courses for public education and their studies. tasked with creating opportunities. Winter During the first three years of the war, 1,600 young teachers were trained in long-term courses. Most of them were women [7.171].

Conclusions and suggestions. Even during the period under study, the Soviet government's policy in the field of education continued as an ideological and self-interested system. All measures, means and methods were used to break the spirit of patriotism under the pretext of war in the minds of the students. Nevertheless, in the difficult conditions of the Second World War, when many teachers went to the front, women became a great support in the training of new pedagogical personnel. According to the decision of the Council of People's Commissars of Uzbekistan on November 9, 1941, during the 1941-1942 academic year, in order to fill the place of many teachers who left for military service, Uzbek women showed courage in performing important tasks in the education and training of Uzbek girls graduating from the 9-10th grade in order to increase the number of short-term courses. Generally speaking, during the intense years of the war, the women of Uzbekistan, with their selfless work in the fields of science, education and culture, showed high examples of patriotism and made a

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worthy contribution to ensuring the victory over fascism.

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