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PEDAGOGICAL PERSONNEL POLICY AND THE PUBLIC EDUCATION SYSTEM IN UZBEKISTAN DURING THE WAR YEARS

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ABSTRACT. This article analyzes the policy of pedagogical personnel and the functioning of the public education system in Uzbekistan during the Second World War (1941–1945) based on historical sources. The purpose of the study is to examine the challenges faced by the education system during the war, the shortage of teaching staff, and the state measures implemented to address these issues. The research employed historical, comparative, and systematic approaches, as well as the analysis of archival documents. The findings indicate that the mobilization of teachers for wartime needs created significant difficulties within the public education system. However, the organization of short-term teacher training courses and the involvement of women and young people in educational activities helped to mitigate the personnel shortage. The study concludes that the educational policy pursued during the war years played a crucial role in maintaining the stability and continuity of the public education system in Uzbekistan.

Keywords: Second World War, Uzbek SSR, public education, pedagogical personnel, educational policy, schools, teachers, archival documents, mobilization, education system, state policy, wartime years.

INTRODUCTION

The Second World War was one of the largest military and political events in human history, and its impact was clearly reflected in all spheres of social life, including the education system. During the war years, the public education system in Uzbekistan, as in other republics of the former Soviet Union, faced serious challenges. Since the major part of the country's economic and human resources was directed toward meeting the needs of the front, numerous problems emerged in the functioning of educational institutions. In particular, the mobilization of teachers to military service resulted in an acute shortage of teaching personnel in schools, which negatively affected the quality of the educational process.

During the war period, ensuring the uninterrupted operation of the education system was regarded as one of the important priorities of state policy. Therefore, the government implemented a number of measures aimed at introducing accelerated forms of teacher training, actively involving women and young people in teaching activities, and improving the work of pedagogical colleges and teacher-training institutes. These measures enabled the public education system to continue functioning even under wartime conditions.

The relevance of this study lies in the fact that the issues of teacher training and improving the quality of education remain among the priority directions of state policy in contemporary Uzbekistan. In this regard, studying the historical experience accumulated in managing the public education system and providing teaching personnel during the war years is of both scientific and practical significance.

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An analysis of the scholarly literature indicates that although numerous studies have been devoted to Uzbekistan's economy, industry, agriculture, and labor activities on the home front during World War II, the interrelationship between teacher personnel policy and the functioning of the public education system has not been comprehensively examined. In particular, issues related to teacher shortages, mechanisms of teacher training, socio-demographic changes among teaching staff, and the operation of the education system under wartime conditions require in-depth analysis based on historical sources.

The purpose of this study is to analyze the teacher personnel policy and the functioning of the public education system in Uzbekistan during the Second World War on the basis of historical sources and archival documents.

The objectives of the study are as follows: to examine the condition of the public education system in Uzbekistan during the war years; to identify the main causes of teacher shortages; to analyze the teacher personnel policy implemented by the state; to assess the system of teacher training and retraining during the war; and to provide a historical analysis of the activities and outcomes of the public education system under wartime conditions.

LITERATURE REVIEW AND METHODS

Issues related to public education and teacher personnel in Uzbekistan during the Second World War have been addressed to varying degrees in both Soviet and post-independence historiography. Scholarly works produced during the Soviet period mainly emphasized the achievements of the public education system and the positive measures implemented by the state during the war years. In these studies, the problem of teacher shortages and existing difficulties received relatively limited attention.

During the years of independence, opportunities for an objective assessment of historical processes significantly expanded. Uzbek historians conducted a number of studies devoted to the republic's economy, social life, culture, and education system during the war period. These studies focused on the material and technical condition of educational institutions, the provision of education to evacuated populations, and issues of teacher training.

Furthermore, studies conducted by historians from Russia and other CIS countries examined educational policy, mechanisms for staffing educational institutions with teaching personnel, and the management of education systems throughout the former Soviet Union during the war years. These works provide an opportunity to compare developments in Uzbekistan with broader Union-wide policies.

Important sources for this research include documents of the People's Commissariat of Education, statistical reports, orders, resolutions, and periodical publications preserved in the National Archives of Uzbekistan, the Central State Archives of the Republic of Uzbekistan, and regional state archives.

This study employs modern methodological approaches of historical research.

The historical method was used to analyze the formation and development of teacher personnel policy and the public education system during the war years in chronological sequence.

The comparative-historical method made it possible to compare the state of teacher staffing before and during the war and identify major changes.

Using the system analysis method, teacher personnel policy was examined as an integral component of the public education system, and their interrelationships were analyzed.

The statistical analysis method was applied to summarize data concerning the number of schools, student enrollment, teaching personnel, and their dynamics.

Methods of source criticism and document analysis were used to introduce archival documents, government resolutions, reports of educational authorities, and materials from periodical publications into scholarly circulation.

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The integrated application of these methods enabled a comprehensive study of teacher personnel policy and the functioning of the public education system in Uzbekistan during the war period and facilitated the formulation of scientifically grounded conclusions.

RESULTS AND DISCUSSION

During the Second World War, the public education system of Uzbekistan occupied an important place in the country's socio-economic life. With the outbreak of the war, thousands of teachers and education workers were mobilized to the front. As a result, a shortage of teaching personnel emerged in general secondary schools. This situation particularly affected educational institutions in rural areas. The teaching of certain subjects was temporarily suspended, and many teachers were forced to teach several subjects simultaneously.

The analysis of archival documents and statistical data demonstrates that a considerable proportion of teachers employed in the republic's schools during the early years of the war were recruited into military service. Consequently, educational authorities faced the urgent task of training new teaching personnel within a short period. To address this issue, accelerated training programs were organized in pedagogical colleges and teacher-training institutes.

The findings indicate that significant demographic changes occurred within the teaching profession during the war years. As male teachers were mobilized to the front, the proportion of female teachers increased substantially. This process not only ensured the continuity of educational activities but also contributed positively to strengthening the social status of women.

Another major challenge faced by the public education system was related to the material and technical provision of schools. Many school buildings were utilized for military purposes or allocated to accommodate evacuated institutions. Consequently, classes in some schools were conducted in two or three shifts. The shortage of educational equipment, textbooks, and writing materials negatively affected the teaching and learning process.

Despite these difficulties, the republican authorities consistently worked to preserve and develop the public education system. Particular attention was paid to enrolling evacuated children in schools, establishing orphanages, and ensuring access to education for vulnerable groups.

The results obtained demonstrate that teacher personnel policy in Uzbekistan during the war years was closely linked to the state's broader social policy. Despite numerous challenges, the measures undertaken to train teaching personnel and preserve the public education system enabled the uninterrupted functioning of educational institutions. This, in turn, ensured the realization of young people's right to education even under wartime conditions.

CONCLUSION

During the Second World War, the public education system in Uzbekistan operated under complex socio-political and economic conditions. The mobilization of a significant proportion of teaching personnel to the front created a serious shortage of qualified teachers within the education system. Nevertheless, the targeted teacher personnel policy implemented by the state made it possible to partially overcome this challenge.

The findings reveal that the organization of short-term pedagogical courses, the active involvement of women and young people in teaching activities, and the expansion of teacher-training institutions were important factors in maintaining the continuity of the public education system during the war years.

Furthermore, despite difficulties related to the material and technical support of schools, shortages of educational materials, and a lack of qualified teaching personnel, the educational process in the republic did not cease. Measures aimed at providing education to evacuated children, organizing

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care for orphans, and maintaining the functioning of schools further increased the social significance of the public education system.

Overall, teacher personnel policy in Uzbekistan during the war period was directed toward preserving the public education system and ensuring its stable operation. This historical experience retains significant scientific and practical value for improving contemporary educational management and teacher training policies. Further research based on archival documents will contribute to revealing understudied aspects of the history of education in Uzbekistan.

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