HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

THE STATE AND DEVELOPMENT CHARACTERISTICS OF THE HIGHER EDUCATION SYSTEM IN UZBEKISTAN DURING THE SECOND WORLD WAR

Tilavov Shavkat Mahmudovich
2st-year Master's Student at the University of Information Technology and Management

Abstract: This article examines the state of the higher education system in Uzbekistan during the Second World War (1941–1945) and analyzes its main development characteristics. The study highlights the challenges faced by higher educational institutions under wartime conditions, including shortages of teaching staff, educational resources, and infrastructure. Particular attention is paid to the evacuation of educational and scientific institutions from the western regions of the Soviet Union to Uzbekistan, their contribution to the educational process, and the role of higher education in training qualified specialists for the front and the national economy. The article also explores the measures taken by the government to maintain the continuity of higher education and assesses the contribution of universities and institutes to the socio-economic development of the republic during the war years.

Keywords: Uzbekistan, Second World War, higher education, universities, educational institutions, wartime policy, scientific personnel, evacuation, Soviet education system, specialist training, socio-economic development.

During the war years, the higher education system continued to develop. It should be emphasized that in the late 1930s and early 1940s, the higher education system of the republic experienced one of the most challenging yet scientifically productive periods in its history. Uzbekistan achieved notable progress in this sphere. Prior to the outbreak of the war, a number of higher educational institutions were operating in Uzbekistan, training specialists in various fields, including young men and women from the indigenous population. The outbreak of the war inevitably affected the activities of higher educational institutions in the republic. Acute shortages of qualified personnel in nearly all sectors of the economy and education required urgent measures to reorganize the work of universities and institutes in accordance with wartime demands.

Before the beginning of the war, there were 30 higher educational institutions in the republic. These included the Central Asian Industrial Institute, Central Asian State University, Tashkent State Pedagogical Institute, Tashkent Institute of National Economy, Tashkent Textile Institute, Tashkent Medical Institute, Tashkent Agricultural Institute, Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, Tashkent Institute of Railway Engineers, Tashkent Institute of Communications Engineers, Tashkent State Conservatory, Fergana Pedagogical Institute, the Teacher Training Institutes of Kokand, Tashkent, and Samarkand, the Uzbekistan Institute of National Economy (Samarkand), the Uzbekistan Agricultural Institute (Samarkand), and several other institutions. These higher educational establishments played a crucial role in preparing highly qualified specialists for the republic's economy, science, education, healthcare, agriculture, and industrial sectors. During the war years, despite numerous difficulties, they continued their educational and scientific activities, making a significant contribution to meeting the urgent needs of both the front and the rear.[1]

In October–November 1941, one Academy of Sciences of a Union Republic, 31 higher educational institutions, and 7 military academies were evacuated to Uzbekistan from the western regions of the country. Seventeen of these institutions were located in Tashkent.[2]

[1] Рачинская Е. В. Народное образование в Узбекистане в годы Великой Отечественной войны. – Ташкент. 1963. С. 99
[2] Советская интеллегенция Узбекистана. кн. 2. Ташкент. 1979. С. 7-8.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

During the initial stage of the evacuation, the following universities, research institutes, and organizations were relocated to Uzbekistan: from Moscow — the Stalin Military Academy, the V.I. Lenin Institute of Communications, the Molotov Higher Military Academy, the Institute of Cartography and Geodesy, the Institute of Architecture and Planning, the 4th Medical Institute, the Institute of Chemical Technology, the Institute of Engineering and Economics, the Institutes of Textile Engineering, Irrigation Engineering, Zootechnics, and Agricultural Engineering, the Russian State Agrarian University named after Timiryazev, as well as the Moscow State Jewish Theatre (which staged the play *Hamza*, written by K. Yashen and A. Umar on May 20, 1943. The play was translated into Uzbek by P. Nister. The stage director was E.V. Loyter. Music for the production was composed by L. Yampolsky. The stage design was created by A. Tishler, and the dances were organized by the People's Artist of the Uzbek SSR, Mukarrama Turg‘unboyeva);[3]

From Leningrad — the Research Institutes of Ethnography, Oriental Studies, Botany, and the I.P. Pavlov Research Institute of Physiology;[4]

From Odessa — the Institute of Industrial and Agricultural Economics Engineers, the Institute of Water Management Engineers, the Institute of Communications, and the I.V. Stalin Institute of Flour Industry and Elevator Economy Engineers;

From Kharkov — the Institute of Railway Transport Engineers, the Institute of Chemical Technology, the Pedagogical Institute, the Agricultural Institute, and the Institute of Agricultural Mechanization;

The Voronezh Aviation Institute;

The Art Institutes of Moscow, Kyiv, and Kharkov.[5]

Universities that arrived with only a small number of students were temporarily merged with specialized institutes in Tashkent. For example, the Kyiv Industrial Institute was merged with the Central Asian Industrial Institute, while the Kharkov Institute of Railway Engineers was merged with the corresponding institute in Tashkent, and so on. The remaining institutions were accommodated in the buildings and dormitories of universities and institutes in Tashkent, which created additional difficulties. Soon after the outbreak of the war, many university buildings in the republic were allocated to military schools and hospitals established for wounded soldiers. As a result, the task of accommodating the evacuated higher educational institutions became even more complicated. Students were forced to study in very cramped and difficult conditions, often attending classes in two shifts[6].

It is known that the educational process at the Tashkent Evening Pedagogical Institute was conducted under extremely difficult conditions. Since its building had been entirely allocated for military and medical purposes, classes were held in the building of a local school during the third shift (in the evening). This created significant difficulties for local students, especially for those who commuted from distant areas. Similarly, the Bukhara State Institute conducted classes in only 1,600 m² of its total 3,475 m² area. The remaining space was allocated for military purposes. The institute also provided 1,632 m² of its student dormitory space, which totaled 3,276 m², for the same purpose. The Samarkand Teachers’ Institute allocated part of its 5,729 m² educational buildings and 1,726 m² dormitory space and relocated its activities to two city schools. The Andijan Teachers’ Institute was transferred to the evening shift, while its educational buildings were provided to a city school for

[3] Правда Востока. 21 мая, 1943 года № 108 (6196)
[4] Левшин Б. В. Советская наука в годы Великой Отечественной войны / АН СССР. Архив; Отв. Ред. Ким М. П. М.: Наука, 1983. С. 36
[5] НАУз. Фонд-837. опись-№32. Ед. хр. №3516, ст. 39–40
[6] НАУз. Фонд-837. опись-№32 Ед. хр. №3233, ст. 17–19

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

morning classes. The Kokand Institute transferred its preschool education building to the Mendeleev Institute of Chemical Technology. The Tashkent Evening Pedagogical Institute also handed over its academic building for military purposes or to evacuated higher educational institutions and organized its educational process in the third shift.[7]

In response to the demands of wartime conditions, military physical training courses were introduced in July 1941 in the upper grades of schools, as well as in secondary specialized and higher educational institutions. Under wartime circumstances, it was necessary to organize all educational and instructional activities in such a way that young people would acquire practical military and defense-related knowledge and skills. As a result, from October 1, 1941, the number of hours devoted to military physical training and military sanitation classes was increased. In chemistry classes, attention was given to the use of practical chemical substances and methods of protection against toxic materials. In geography classes, students were introduced to the fundamentals of topography. During the study of the Russian language in educational institutions, greater emphasis was placed on military-technical and geographical vocabulary.[8]

As the number of individuals drafted to the front or those who voluntarily left for military service continued to increase, some educational institutions began to experience shortages of teaching staff. In particular, according to information provided in October 1941 by Gramatovich, Head of the Teacher Training Department of the People's Commissariat of Education of the Uzbek SSR, concerning certain higher and secondary specialized educational institutions responsible for training pedagogical personnel, it can be seen from the above table that there was a strong possibility of a sharp decline in the number of pedagogical personnel in 1942. This was because, in 1942, the total number of graduates from pedagogical programs across the country's educational institutions amounted to only 33 individuals. [9]

According to data on graduates of higher educational institutions under the People's Commissariat of Education of the Uzbek SSR in 1942, a total of 1,574 students graduated from various fields of study at higher educational institutions in the republic during the 1941–1942 academic year and began their professional activities in scientific disciplines and pedagogical fields that played an important role in public life. Of these graduates, 430 completed their studies at universities, 294 graduated from pedagogical institutes, and 829 graduated from teacher-training institutes. Among the total of 1,574 graduates, 296 were local youth [10]

On May 5, 1942, the Council of People's Commissars of the USSR issued the decree "On the Admission Plan to Higher Educational Institutions in 1942 and Measures to Strengthen the Material and Technical Base of Higher Educational Institutions." According to this decree, applicants who had graduated from secondary schools during the 1941–1942 academic year were exempted from entrance examinations for admission to higher educational institutions. The document stipulated that only applicants who had received "excellent" and "good" grades during the 1941–1942 academic year were eligible for university admission. According to the same decree, the Councils of People's Commissars of the Union Republics were required, by May 15, 1942, to provide all higher educational institutions with the necessary dormitories and academic buildings to replace those that had been requisitioned for the accommodation of evacuated educational institutions, research institutes, enterprises, hospitals, and military organizations. The suspension of classes at universities, the involvement of students and

[7] НАУз. Фонд-Р-94. опись-№5. Ед. хр. №4099, ст. 23
[8] Рачинская Е. В. Народное образование в Узбекистане в годы Великой Отечественной войны. Средняя и высшая школа. Ташкент, 1963. -С 101.
[9] НАУз. Фонд-Р-94. опись-№5. Ед. хр. №4099, ст. 3
[10] НАУз. Фонд-Р-94. опись-№5. Ед. хр. №4099, ст. 5

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

teaching staff in various forms of labor, as well as the inventory and repair of educational buildings, dormitories, and equipment without the permission of the Council of People's Commissars of the USSR, were prohibited [11].

This was particularly true for pedagogical higher educational institutions. As of October 1941, within the system of the People's Commissariat of Education of the Uzbek SSR, there were in Uzbekistan: 2 universities with 1,612 students, 3 pedagogical institutes with 1,226 students, 8 teacher-training institutes with 2,058 students, 2 evening pedagogical institutes with 1,140 students, 4 evening teacher-training institutes with 523 students, and 15 pedagogical schools with 3,225 students. As noted above, the existence of such a large number of students in pedagogical educational institutions was explained by the considerable demand for teaching personnel.

On June 26, 1941, the Presidium of the Supreme Soviet of the USSR issued the decree **"**On the Procedure for Assigning and Paying Allowances to the Families of Junior and Middle Command Personnel During Wartime." According to the decree, allowances were granted to individuals who had returned from service in the army or navy due to wounds, injuries, or illness. Payments were also provided to persons who were dependents of those conscripted into the army or navy. In 1942, students were exempted from military conscription, except for those mobilized under special government directives. All these measures implemented by the highest state authorities in relation to the higher education system reflected the acute shortage of personnel and the necessity of creating favorable conditions for their training. In addition, students of military and pedagogical educational institutions were exempted from various fees. To a certain extent, this encouraged young people to pursue education and undoubtedly contributed to a significant increase in the number of military personnel and teachers, whose services were especially needed during the wartime period [12].

The Instruction of the People's Commissariat of Education of the Uzbek SSR "On the Admission of New Students to Higher Educational Institutions in 1942" provided specific guidelines on the measures that should be taken to address the shortage of teaching personnel in the near future. According to the 1942 plan, 2,290 students were to be admitted to universities under the authority of the People's Commissariat of Education of the Uzbek SSR, and 70 percent of them were to be representatives of the local population. This was because the acute shortage of teachers was particularly evident in schools where instruction was conducted in the Russian language, as teachers were predominantly men, most of whom had left for the front[13].

One of the main objectives of the 1942 admissions campaign to pedagogical higher educational institutions was to attract as many Uzbek women as possible to higher education. Women accounted for only 24 percent of the teaching workforce. In order to increase this proportion in favor of women, new admissions were to be carried out not only from among graduates of the 9th and 10th grades of general secondary schools but also from among women who possessed the required educational qualifications and age but, for various reasons, had not become students[14]

Conclusion: Despite operating under extremely difficult wartime conditions, the higher education system of Uzbekistan continued its activities during the Second World War and was reorganized to meet the demands of the period. The evacuation of numerous higher educational

[11]НАУз. Фонд-837. опись-№32. Ед. хр. №3516, ст. 18
[12]НАУз. Фонд-Р-94. опись-№5. Ед. хр. №4099, ст. 23
[13]НАУз. Фонд-837. опись-№32. Ед. хр. №3516, ст. 18
[14]Илҳомов З.А., Ташкенбаева Д. А. Каким было высшее образование в Узбекистане в годы ВОВ? // «Эшелоны идут на Восток. Эвакуация в Узбекистан в годы Великой Отечественной войны». Представляем вниманию читателей серию работ из Сборника материалов международной научной конференции, посвящённой 75-летию Великой Победы. Серия: "Евразийский перекресток". Вып.12. –Оренбург-Ташкент., 2019. –С 116

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

institutions, research centers, and military academies to Uzbekistan significantly strengthened the republic's academic and scientific potential. At the same time, the transfer of educational facilities for military purposes, the shortage of dormitory space, and the mobilization of teaching personnel to the front created serious challenges for universities and institutes. Nevertheless, through government support, exemption of students from military conscription, improvement of educational conditions, and the implementation of new admission policies, the training of qualified specialists was maintained. Particular attention was given to addressing the shortage of teachers by expanding admissions to pedagogical institutions and encouraging the enrollment of representatives of local nationalities and women.

REFERENCES

1. Илҳомов З.А., Ташкенбаева Д.А. Каким было высшее образование в Узбекистане в годы ВОВ? // Эшелоны идут на Восток. Эвакуация в Узбекистан в годы Великой Отечественной войны: Сборник материалов международной научной конференции, посвящённой 75-летию Великой Победы. Серия: «Евразийский перекресток». Вып. 12. – Оренбург–Ташкент, 2019. – С. 116.
2. Buronov, O., & Nurmanov, Z. G. (2024). Socio-economic and cultural life of Kashkadarya in the 1920s–early 21st century (The case of Kasan district). Analysis of Modern Science and Innovation, 1(2).
3. Buronov, O. (2024). History of medical prevention and sanitary-epidemiological stability in rural areas. Journal of Social Sciences, 1(02).
4. Buronov, O., & Kasimjonova, R. F. (2024). The shrines of Kitab District – Symbols of our national heritage. Modern Problems in Education and Their Scientific Approaches, 104–111.
5. Buronov, O., & Makhkamova, S. (2025). Preservation and restoration of historical monuments in Qashqadaryo in the post-independence period. International Journal of Artificial Intelligence, 1(5), 689–696.
6. Shaymardonov, I., & Buronov, O. (2025). Modern trends in cultural and spiritual dialogue between Uzbekistan and Germany. Journal of Applied Science and Social Science, 1(5), 243–248.
7. Makhkamova, S., & Buronov, O. (2025). Social and economic life of the Bukhara Khanate during the period of Abulfayzkhan. Journal of Applied Science and Social Science, 1(5), 400–404.
8. Maxkamova, S., & Buronov, O. (2025). Obstacles in the industrial sector of Uzbekistan during the Second World War and measures taken against them. Journal of Applied Science and Social Science, 1(5), 249–255.
9. Baxadirova, D., & Buronov, O. (2025). The development of general education schools and improvement of infrastructure in Qashqadaryo region (1991–2024). Journal of Multidisciplinary Sciences and Innovations, 1(3), 941–944.
10. Buronov, O. M. (2025). Provision of medical specialists to healthcare institutions in the Uzbek SSR (1945–1990). SHOKH LIBRARY, 1(12).
11. Buronov, O. M. (2025). Transformations in the healthcare system of the Uzbek SSR (1945–1990). SHOKH LIBRARY, 1(12).
12. Buronov, O. M. (2025). Development of cultural–educational institutions and administrative reforms in Qashqadaryo region. SHOKH LIBRARY, 1(12).
13. Buronov, O. M. (2025). Changes in the education system of Qashqadaryo in the early years of independence. SHOKH LIBRARY, 1(12).

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

14. Левшин Б.В. Советская наука в годы Великой Отечественной войны / АН СССР. Архив; отв. ред. Ким М.П. – М.: Наука, 1983. – 383 с.
15. Правда Востока. – 1943. – 21 мая. – № 108 (6196).
16. Рачинская Е.В. Народное образование в Узбекистане в годы Великой Отечественной войны. – Ташкент, 1963. – С. 99.
17. Рачинская Е.В. Народное образование в Узбекистане в годы Великой Отечественной войны. Средняя и высшая школа. – Ташкент, 1963. – С. 101.
18. Советская интеллигенция Узбекистана. Кн. 2. – Ташкент, 1979. – С. 7–8.
19. Национальный архив Узбекистана (НАУз), Ф. Р-94, оп. 5, д. 4099, л. 3.
20. Национальный архив Узбекистана (НАУз), Ф. Р-94, оп. 5, д. 4099, л. 5.
21. Национальный архив Узбекистана (НАУз), Ф. Р-94, оп. 5, д. 4099, л. 23.
22. Национальный архив Узбекистана (НАУз), Ф. 837, оп. 32, д. 3233, лл. 17–19.
23. Национальный архив Узбекистана (НАУз), Ф. 837, оп. 32, д. 3516, л. 18.
24. Национальный архив Узбекистана (НАУз), Ф. 837, оп. 32, д. 3516, лл. 39–40.