



History of Educational Institutions Relocated to Bukhara During the Second World War

Murodova Dilrabo Shomurodovna

Researcher of Bukhara State University Bukhara, Uzbekistan

ABSTRACT

This article analyzes the activities of the population resettled in Bukhara region during World War II, especially orphanages, secondary and higher education institutions on the basis of sources in the State Archives of Bukhara region. Despite the hardships of the war years, the courage behind the front lines of the people of Bukhara, who gave thousands of homeless children a home and a place in their hearts, highlights the activities of educators.

ARTICLE INFO

Article history:

Received 29 May 2021

Received in revised form

30 May 2021

Accepted 3 Aug

Available online 17 Aug 2021

Keywords: Bukhara Regional State Archive, World War II, memory, courage, orphanages, secondary and higher education institutions, unique documents, humanity.

INTRODUCTION

In his speech at the ceremony dedicated to the 76th anniversary of the Great Victory and the Day of Remembrance and Honor, President of the Republic of Uzbekistan Shavkat Mirziyoyev noted that the history of Uzbekistan during the Second World War is enriched with new information and evidence, unique documents and new scientific research. It was also emphasized that new initiatives and actions are expected from young researchers who study our national history with great interest and love to find out the truth about the Second World War and convey it to our people.

DISCUSSION

Despite the difficult and difficult times for the Uzbek people in 1941-1945, he did not spare his warm love and humanitarian aid to the millions of homeless, homeless and parents brought to our country from the front lines. The people of Bukhara also have a significant role to play in the courage of the Uzbeks, who have reached out to save their lives, even though they have lost their lives.

In the years of the War, 1 million 500 thousand people were transferred to Uzbekistan, more than 200 thousand of them were children. On October 6, 1941, 10 groups evacuated to Uzbekistan, a total of 1,007 children arrived and were placed in cities and villages [1]. Residents of Bukhara region received more than 150,000 homeless people from war-torn areas and provided them with food and clothing.

In this research, the following information was studied in the Bukhara regional state archives: annual reports on orphanages in the region during the Second World War, correspondence on the activities of orphanages and acts of analytical review.

During World War II, the movement for the adoption and upbringing of orphans in the region became so widespread that the regional department of public education appealed to Tashkent and demanded that the evacuees be sent back. At the VII session of the Bukhara Regional Executive Committee on December 20, 1941, deputies noted that by the end of 1941, 14 orphanages were relocated to Bukhara region from the war-torn areas [2]. The people of Bukhara embraced Belarusian, Ukrainian, and Russian children, opened several more orphanages, bringing their number to 22, and the number of children in them exceeded 3,700.

At the end of 1941, more than 10,000 Polish citizens and children were brought to Bukhara region, and on the instructions of the chairman of the regional executive committee S.Nazarov, they were distributed to all districts and placed in homes. By the end of this year, 707 women from Bukhara had applied to adopt orphans [3].

The location of children in the region was as follows: 180 children to Karmana (from Donbas, Krakow orphanage), 100 children to Vobkent (from Suminsky region, Kuzmin orphanage), 155 children to Gijduvan (Kharkiv region), 125 children to Bukhara (No. 1) Slavic Orphanage), 100 children were relocated to Kogan (Slavic Orphanage No. 2), and 177 Polish orphanages were relocated to Bukhara. According to archival sources, on January 9, 1942, the Bukhara Regional Executive Committee's resolution "On the state of orphanages relocated to Bukhara region" 24 1/24 strongly criticized the outbreak of mass infectious diseases in a number of orphanages relocated to Shafirkan, Shakhrisabz and Kagan districts. Taking into account the situation, the regional administration has set the task to fully provide all relocated orphanages with educators, medical staff, improve the sanitary condition of institutions, provide them with the necessary food and clothing, and start educational work for children.

Resolution of the Bukhara Regional Executive Committee of January 14, 1942 № 1/41 considered the issue of providing housing for the resettled population, including the construction of 4 special residences in Bukhara and 3 madrasahs in Bukhara (the name of the madrasah is not specified in the document). it was also decided to give the building as a temporary dwelling to the resettled population. However, in contrast to archival sources, some of the families evacuated from Poland, Ukraine, Belarus and elsewhere during the war years in the ancient monuments of ancient Bukhara found temporary shelter in the Tursunjan madrasah [4].

In order to provide the resettled population with housing, to complete the construction of 2 special residential areas in Kitab district of Bukhara region, 2 in Shahrizabz district, 1 in Chirakchi district, 1 in Yakkabag district by January 20, 1942. The construction in Shahrizabz was instructed to be carried out near the Kitab railway station [5].

In connection with the transfer of the children's home in Kogan to the territory of the village Soviet of Otbazar in the Bukhara district, the issue of transferring this institution to the account of the state budget of the Bukhara District of 1942 was covered by the decision of the Executive Board of Bukhara

region on February 19, 1942 № 3/85. The resolution noted that the orphanage had been in need of new places for a number of years, especially in February 1942, due to a shortage of beds for children and an excess of admissions. It was noted that an additional 35 places have been created in the 65-bed orphanage, and plans to increase the number of beds to 100 in connection with the relocation [6].

On September 2, 1943, the central government adopted a resolution on the establishment of orphanages for Polish orphans, and from September 15 to December 1, 1943, procedures were developed for the enrollment of Polish orphans in orphanages. In the annual reports on the orphanage of 1945, the inventory report on the activities of № 23 Polish orphanages in Bukhara showed the analysis of food, clothing, material supply, and the location of the orphanage. Deputy Director Duke MM, Chief Accountant Stern, Nurse Stiglis gave a brief overview [7].

In addition, the results of critical analysis of the inspections of orphanages in Bukhara № 9, № 2, Alat district № 27, Vobkent № 10, Karakol № 24, Gijduvan № 12 are given. Despite the military situation in the country, there were reports of state funding, material support, looting of food, and children fleeing from these educational institutions due to the negative treatment of children. The Bukhara regional education department is responsible not only for providing the resettled children with housing, but also for placing them in educational institutions in the region, organizing orphanages, providing them with buildings, food, clothing and school supplies.

In this regard, I would like to emphasize the leadership and dedication of Rakhmatov Mukhtor Nematovich, who served as head of the Bukhara regional department of education from 1941 to 1945 in the difficult historical conditions of the war years. M.N. Rakhmatov's devotion to the war years, his dedication to science and education, education has become a historical memory. At his initiative, for the first time in the country, pens, pens, ink from colored flowers, clay desks, notebooks from newspapers were made, and two thousand soums were collected from school teachers and students in front of each school and orphanage and sent to the Ministry of Defense [8].

From 1938 to 1945, M. Rakhmatov worked as a senior lecturer at the Department of General Physics of the Bukhara State Pedagogical Institute and was a worker of science and public education in Bukhara. In the post-war years, especially in 1957-1961, he worked as the director of the Bukhara State Pedagogical Institute, and devoted himself to turning this university into a major educational and scientific center of the republic. In 1959, he initiated the establishment of the general technical faculty of the Tashkent Polytechnic Institute in Bukhara.

In 1953 he became a candidate of physical and mathematical sciences, and in 1971 he became a professor. During his scientific career, he was the first to translate the works of M.V. Lomonosov on physics into Uzbek. Under his leadership, 1 doctor of sciences and 3 candidates of sciences were trained. M. Rakhmatov was awarded the title of "Xalq maorifi a'lochisi", and in 1995 by the decree of the President of Uzbekistan was awarded the Medal of "Shuhrat". In 1996 he was awarded the title of honorary citizen of Bukhara [9].

In addition to existing kindergartens in the region, information on kindergartens relocated during the war is also stored in the Bukhara regional state archive [10]. These documents contained instructions and rules on the work of kindergartens for Polish children in the USSR. In particular, on August 26, 1943, a special government resolution of 46 points was adopted. Kindergartens have been established to create favorable conditions for Polish children relocated to Bukhara region. There, in the first place, children of the military, single mothers and children of women engaged in production were admitted to kindergartens. It also introduced a 9-12 hour work schedule and admitted 20 children in each group.

In addition, the funds of the regional archives contain historical information about Polish schoolchildren who were relocated to Bukhara and the opportunities created for them. In particular, in accordance with the instructions of the central government of August 20, 1943 on the establishment of schools for Polish children in the USSR, in the 1943-1944 academic year, measures were taken to attract Polish students to full-time schools. It should be noted that 13 secondary schools have been set up in Bukhara for Polish children [11]. In such schools, educational lessons were conducted related to the heroes of the Polish national division named after Tadeysa Kostyushko, knowledge in the historical, military – patriotic spirit about the heroic cities Westerplatta, Warsaw was given.

Clubs for Polish children and parents' committees have also been set up, and all conditions have been created for them. Education in Polish schools was conducted in Russian. If the number of students in Polish schools exceeded 300, it was determined that education in such schools would be conducted in Polish. It is planned to recruit teenagers over 14 years of age and establish handicrafts, railway schools and FWS (Factory-and-workshop school) for them. FWS were taught in 10 directions, in 8 directions in the schools of crafts, organized for 14-15-year-old adolescents. For 16-17-year-olds, archival documents state that railway schools were established throughout the country. In addition, pedagogical schools for Polish youth have been set up to train primary school teachers [12].

From November 1941 to March 1942 the following educational institutions were relocated to Bukhara region: Moscow Military Research Institute of Military Communication (November 1941), Artillery School (January 1942), Bryansk Construction College was located in the building of Bukhara Pedagogical School (March 1942). Bryansk Construction Technical School admitted 120 students for 1943-1944. In 1943, graduates of a 7-year school were admitted to study without a test [13].

RESULTS

During our research, we were able to find information about the Podolsk Artillery School, one of the military educational institutions relocated to Bukhara [14]. From November 1941 to August 1942, this educational institution was moved to Bukhara with its 120 cadets of Russian, Ukrainian, Moldavian and Belarusian nationalities, where military training was conducted. Existing research has not provided specific information about the name and activities of this educational institution.

During the war, there were military hospitals No. 3299 in the school named after M. Gorky and No. 1529 in the school named after N. Chernyshevsky in Kagan [15]. In addition to its 299 employees, the Military Communication Research Institute also involved 57 Bukhara residents in scientific tests.

During the war years, the number of educational institutions in Bukhara and their educational areas have significantly improved due to the relocated educational institutions, industrial enterprises and training courses organized at them. For example, on November 23, 1941, the Kharkiv Bicycle Plant, which was relocated to Bukhara, opened a special course for lathes and plumbers by the decision of the Regional Executive Committee No. 14/17. Information on the Kharkiv bicycle plant and its staff, their complete lists are stored in the funds of the Bukhara regional state archive. In the decision of Bukhara regional executive power № 3/16 of February 6, 1942, issues of provision of living conditions for 200 workers of factory factory education school established at the factory [16]. At the Kharkiv plant in 6 months of 1942, 1065 people were prepared for the technical exam and passed it successfully. In the middle of 1942, in addition to graduates of factory education, 250 people received training at the factory.

In our research, we studied the history of another university that was not mentioned at all, along with the educational institutions that were moved to Bukhara in the sources covering the history of

educational institutions in Bukhara during World War II. Detailed information about this university is given in the decision of the Bukhara regional executive committee from January 9, 1942 № 1/20 [17].

In this resolution, the director of the Bukhara Pedagogical Institute Davlat Yusupov was given a number of instructions, responsible for providing the Moldavian Pedagogical Institute and its 200 students with classrooms and accommodation, which were relocated to Bukhara in 1942. In particular, the issues of urgent repair of the school building named after “Narimonova” and its transformation into an educational building of the Moldavian Pedagogical Institute, the transformation of the building for an orphanage in Shergiron into a dormitory were discussed.

CONCLUSION

Thus, the topic of the Second World War, which is one of the most pressing issues in the history of Uzbekistan, is now in the spotlight of the whole world, especially the study of archival sources. Given that most of the information on this topic is stored in the archives, we researchers are faced with the task of studying the glorious history and transmitting the hard life of the Uzbek people during the war to today's generation.

REFERENCES:

1. Mirzaqulov B. Bukhara in the pages of history. Bukhara: Durdona, 2018. - P.114.
2. BVDA. R- 76 - fund, 1 - list, 21 - work, 26 - sheet.
3. BVDA. 1157 - fund, 1 - list, 65 - work, 50 - sheet.
4. Muinov A. My childhood in the war years. Bukhara: Bukhara, 2014.-P.8.
5. BVDA.1023 - fund, 1 - list, 118- work, 212 - sheet.
6. BVDA.1023 - fund, 1 - list, 118- work, 11 - sheet.
7. BVDA.1023 - fund, 1 - list, 96 - work, 5 - sheet.
8. Mirzaqulov B. Bukhara in the pages of history. Bukhara: Durdona, 2018. - P.118.
9. Human memory is sacred. Tashkent: Fan, 2007. - P. 158.
10. BVDA.1127 - fund, 1 - list, 62 - work, 1 – sheet.
11. BVDA.1127 - fund, 1 - list, 53 - work, 69 – sheet.
12. BVDA.1127 - fund, 1 - list, 62 - work, 5 – sheet.
13. Krasnaya Bukhara, 1943, 17 August.
14. P.Mitin. Rayon dislocation-Bukhara // Sovetskaya Bukhara, 1987, May 9.
15. K.Rajabov, D.Jamolova. History of Kagan. - Tashkent: Tafakkur, 2015. - P.27.
16. BVDA.1023 - fund, 1 - list, 118 - work, 97 – sheet.
17. BVDA.1023 - fund, 1 - list, 118 - work, 227 – sheet.
18. Муродова Д. Ш. ИККИНЧИ ЖАҲОН УРУШИ ЙИЛЛАРИДА БУХОРОДА ИЛМ ВА ФАН (БУХОРО ПЕДАГОГИКА ИНСТИТУТИ МИСОЛИДА) //Scientific progress. – 2021. – Т. 2. – №. 1. – С. 660-664.
19. JAMOLOVA D. M. The end of the emirate of bukhara: the end of the political struggle between the jadids and the ulema //International Journal of Philosophical Studies and Social Sciences. – 2021. – Т. 1. – №. 1.
20. Muyidinovna J. D. Tarbiyai Atfol” society and its activities //Humanities and Social Sciences in Europe: Achievements and Perspectives. – 2016. – С. 52.

21. Murodova D. BUXORO VILOYAT DAVLAT ARXIVI MANBALARINING O'ZBEKISTON TARIXINI YORITISHDAGI //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.