

THE ACTIVITIES OF UZBEKISTAN'S MILITARY PERSONNEL AND CIVILIAN WORKERS ON THE HOME FRONT DURING WORLD WAR II

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Abstract. This article analyzes the heroism and valor of Uzbekistan's military personnel and citizens on the front lines and the home front during World War II, the selfless labor of home front workers, and the active participation of Uzbeks in military operations. It also examines the role of military-patriotic education for youth in modern Uzbekistan and the comprehensive strengthening of national spirit, love, and devotion to the Motherland.

Keywords: World War II, historical memory, honor, patriotism, education of the younger generation, Temurbeklar School, home front, duty, national heroes, selflessness.

ДЕЯТЕЛЬНОСТЬ ВОЕННОСЛУЖАЩИХ И РАБОЧИХ УЗБЕКИСТАНА В ТЫЛУ ВО ВРЕМЯ ВТОРОЙ МИРОВОЙ ВОЙНЫ

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Аннотация. В данной статье рассматривается жизнь ветеранов войны и труда, внесших вклад в победу во Второй мировой войне, героев, сражавшихся за защиту Родины, а также наших военнослужащих и народа, которые своим самоотверженным трудом в тылу приблизили Великую Победу. а также проблемы воспитания молодежи в духе военного патриотизма в процессе строительства Нового Узбекистана.

Ключевые слова: Вторая мировая война, историческая память, тыл, патриотизм, воспитание молодежи, школа Тамерланов, тыл, долг, национальные герои, самопожертвование.

ИККИНЧИ ЖАҲОН УРУШИ ЙИЛЛАРИДА ЎЗБЕКИСТОН ҲАРБИЙЛАРИ ВА МЕҲНАТКАШЛАРИНИНГ ФРОНТ ОРТИДАГИ ФАОЛИЯТИ

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Аннотация. Ушбу мақолада Иккинчи жаҳон урушида қозонилган ғалабага ҳисса қўшган уруш ва меҳнат фахрийлари, ҳамда Ватан ҳимояси учун курашган қаҳрамонлар, фронт ортида ўзининг фидокорона меҳнати билан Буюк ғалабани яқинлаштирган ҳарбийларимиз ва халқимиз ҳаёти, шунингдек Янги Ўзбекистонни барпо этишда ёшларни ҳарбий-ватанпарварлик руҳида тарбиялаш муаммолари ҳақида фикр юритилади.

Калит сузлар: Иккинчи жаҳон уруши, тарихий хотира, фронт орти, ватанпарварлик, ёшлар тарбияси, Темурбеклар мактаби, фронт орти, бурч, миллий қаҳрамонлар, фидокорлик.

In today's era of globalization, the issue of maintaining peace and stability is considered one of the most pressing challenges. The horrific and terrifying scenes of the Second World War have not yet faded from human memory, and at the same time, all peace-loving forces are working together. With this in mind, the UN General Assembly, in a resolution adopted on November 22, 2004, designated May

8 and 9 as “**Days of Remembrance and Reconciliation**”[1]. This has become the most important step in preventing new wars and commemorating the victims of World War II.

In virtually all countries of the world, extensive research is being conducted on the history of World War II. In particular, the Soviet Union’s entry into the war, its socio-economic, cultural-educational, and political-legal conditions, as well as the mistakes, shortcomings, and challenges it faced, are being examined as a matter of great importance. These studies aim to highlight the active participation of the people of Uzbekistan during the years of the Second World War, their unparalleled heroism, and self-sacrifice on the home front, and to serve as an example of national pride and honor for future generations.

At the same time, in light of the fundamental reforms currently being implemented in New Uzbekistan, special attention is being paid to enhancing the military and moral capabilities of our people, strengthen national identity, and pay special attention to the principles of patriotism and humanism. For this reason, our esteemed President attaches particular importance to this period: *“In these complex and perilous times, we must raise our youth to be upright individuals, and in the process of preserving peace and stability in our homeland, and to foster harmony and tolerance among nations and religions, the patience and resilience demonstrated by our heroic forefathers during the years of the Second World War will always serve as a source of strength and inspiration for us, and a source of strength and inspiration.”*[2] .

The evacuation to Uzbekistan from the areas behind the front lines, where a fierce and devastating war was raging, was one of the most difficult operations. The elderly and children evacuated to Uzbekistan were in a dire situation, and to rescue them quickly, it was necessary, first and foremost, to locate them and register them. A reception center for minors was opened in Tashkent, and the website was established to address the issue of placing those under 18 in children’s homes and finding employment for older individuals[3]. Subdivisions of the commission, which had been established in the provinces and districts, were quickly opened; their primary task was to place the children and prevent them from becoming homeless.

Starting in 1943, special boarding schools were established in Uzbekistan for the children of soldiers and fallen soldiers. These boarding schools were fully funded by the state. During the 1943–1944 school year, 15 such boarding schools were opened in Qaraqalpaqstan, where 750 children were educated[4]. On December 1, 1943, a military school named after Suvorov (now Temurbeklar) was opened in Tashkent. 700 students were admitted, most of whom were the children of fallen soldiers[5] .

During the war years, children's homes for orphans were established in virtually all regions of Uzbekistan. For example, in 1943, there were 15 children's homes in the Qashqadaryo region, where 1,950 children were raised. By 1945, the number of children's homes in the region had reached 22. The number of children in care reached 2,744. From the Kashkadarya Region, 2,023,704 rubles, 15,363 sets of clothing, 7,079 pairs of shoes, 7,220 head of livestock, 242,238 kilograms of grain and other goods were provided. However, there were shortcomings and deficiencies in the provision of housing for children and in the process of enrolling students in school. In 1944, due to the negligence and indifference of E.S. Babenko, director of Tashkent City Children's Home No. 21, 162 kg of carrots, 160 kg of potatoes, 361 kg of melons, 396 kg of cucumbers, 1,241.5 kg of vegetables, and other produce were distributed to the children as food[6].

Despite the difficulties faced by local authorities in providing children and the elderly with housing, food, and employment, this initiative was successfully implemented. During the war years, Uzbekistan received over one million refugees from areas that had been temporarily occupied by the enemy and abandoned by residents near the front lines, 200,000 of whom were children[7]. The residents of the republic's cities and villages welcomed the citizens who had arrived here with warmth and kindness. Although the people of Uzbekistan were suffering themselves, they provided shelter to the displaced, shared their own food to feed them, and collected clothing and shoes for them.

Let's look at some specific examples. During the 1944–1945 school year, 50 percent of the children in 26 orphanages across Andijan Region were not enrolled in school[8]. The material conditions in the children's homes were extremely poor. In the early months of the war, 26 children's homes, housing 100,000 people and 10,000 children, were relocated to Andijan Province. In addition, 300 children arrived from Poland. A total of 200,000 children were evacuated across Uzbekistan. Classes were opened in schools for Ukrainian, Belarusian, Moldovan, and other nationalities. However, opening classes for Polish and Spanish children proved to be quite complicated; providing them with textbooks and teachers was extremely difficult. Retail organizations failed to deliver food, clothing, and other essential goods to the children's homes on time[9]. As a result, hunger and various diseases became widespread among the children.

In January 1942, a special commission was established in Korakalpogistan to accommodate and educate the evacuated children. At the initiative of this commission, 192,000 rubles were spent to provide free meals in dormitories for evacuated children from October 1, 1941, to October 1, 1942. By February 1, 1942, 92,415 evacuees had been settled in the Fergana Region. Ten children's homes were evacuated to this region. Additionally, 1,283 citizens of Polish nationality were resettled in the Surkhandarya Region[10].

In March and April 1944, a mass re-evacuation began, meaning people were being returned to their homelands. This made it difficult to fill the vacancies for Russian language teachers in schools. During the 1944–1945 school year, 8 out of 12 Russian language teachers in Margilan alone were evacuated. During that school year, the republic faced a shortage of 1,000 Russian language teachers[11] .

Behind the front lines, Uzbek schoolchildren became the main labor force in rural agriculture from the very first days of the war. On July 18, 1941, the following report appeared in the *“Teachers’ Gazette”*: *“The assistance of schools in harvesting crops for collective and state farms is a crucial political issue.”* In 1941, 300,000 school students participated in the cotton harvest in Uzbekistan, and the cotton they harvested accounted for 10 percent of the total harvest [12] . The responsibility for organizing schoolchildren’s participation in agricultural work was entrusted to the heads of district public education departments, school principals, and teachers. In this regard, on December 29, 1941, the Central Executive Committee of the Uzbek SSR and the Central Committee of the Uzbek Communist Party (Bolsheviks) *“On Involving Students of Secondary and Higher Educational Institutions in Agricultural Work.”* In accordance with the resolution, students in grades VIII–X in urban schools and grades VII–X in rural schools were mobilized for agricultural work. Under this resolution, school students were required to *“work in the fields (weeding, plowing, harrowing, planting, harvesting and gathering the yield of grain crops, combat pests in rural agriculture, pick cotton, spin silk, and perform similar tasks), it is necessary to train workers with relevant professional skills”* [13] .

Short-term courses were organized in factories to improve the skills of women and young people who had taken the place of workers sent to the front, and the role of factory-based training and vocational schools in training young workers became significant[14]. On July 15, 1943, the Soviet government issued a decree titled *“On the Education of Young Workers Employed in Factories.”* Starting October 1 of that year, schools for workers were established in cities and workers’ settlements. However, a number of difficulties were encountered in opening these schools. There was a shortage of school buildings, teachers, textbooks, and school supplies.

Teachers play a key role in promoting and developing public education. Accordingly, throughout history, the state has placed great importance on training teaching staff and improving their qualifications. During the war years, the number of teachers decreased significantly as many were drafted into the army. For example, while the number of teachers in Uzbekistan was 36,267 during the 1940–1941 school year, in the 1942–1943 academic year, that number dropped to 30,616[15]. In 1944, nearly 5,000 teachers were trained in various courses. Fifteen thousand students were enrolled in the external departments of pedagogical

institutes and educational colleges. In January 1942, the Central Committee of the Communist Party of the Uzbek SSR and the Central Committee of the Communist Party of Uzbekistan issued resolutions “*On the Training of Teachers for Schools in the Uzbek SSR,*” and in 1943, “*On Improving the Training of Pedagogical Personnel.*” Specific measures were implemented to ensure the implementation of these resolutions. For example, during the war years, 21,000 female teachers were trained[16].

In this regard, scientific research is also underway to study the significant contribution made by the people of Uzbekistan to the victory over fascism in World War II, and numerous scholarly works and books are being published based on new historical facts and information.

They gave their lives on the battlefields for the sake of our present-day peaceful life. It is the sacred duty of every person living in this country to remember our compatriots, show them due respect and reverence, and carry on their noble deeds. For the future of a nation that does not forget its past and history, and cherishes them, will be bright and enduring.

Much is being done to thoroughly study and promote the lives, deeds, courage, and resilience of our brave and heroic ancestors, as well as to instill in the younger generation and in the spirit of patriotism. “*In this regard, the ‘Galaba Park’ established in Tashkent and the ‘Vatanparvar’ parks in the regions play a significant role. These sacred sites have quickly become a place of pilgrimage for all our citizens and foreign guests*”[17], noted our head of state, Shavkat Mirziyoyev.

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