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The Intelligentsia of Kyrgyzstan during the Great Patriotic War 1941–1945

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Abstract. The article examines the formation and development of the Kyrgyz intelligentsia during the Great Patriotic War of 1941–1946. With the outbreak of the war and the conscription of numerous of its representatives into the Red Army, the problem of intelligentsia personnel in the republic became extremely acute. There was a great shortage of specialists in all sectors of the national economy and culture. In order to accelerate the replenishment of many groups of the intelligentsia, the party and Soviet authorities used the method of promotion, especially the promotion of women to leadership and organizational work.

Keywords: intelligentsia, statehood, educational program, culture, mobilization, national personnel, social structure

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Introduction

The problems of the intelligentsia, its essence and place in society have long been the subject of debate. In order to analyze the different existing views on the understanding of the term “intelligentsia”, ambiguous interpretations of its place in the structure of society, numerous definitions and characteristics in the scientific literature – all this diversity of concepts can be reduced to three main approaches. The first is defined as ethical. Intelligentsia is a category of people distinguished by cultural and personal qualities: depth of intelligence, broad erudition, adherence to higher moral norms, active citizenship. The term “intelligentsia” was introduced

in the XIX century by an honorary academician of the Petersburg Academy of Sciences, writer P.D.Boborykin (1836–1921) and from Russian it soon found its way to other languages; from Latin the word «intelligentsia» means understanding, cognitive power, knowledge; from the word «intelligent» it means understanding, knowing, and thinking. The intelligentsia is also called the spiritually leading segment of society. The intelligentsia includes people who have a spiritual and rational ability, mental curiosity, ability to think quickly and to make conclusions. They are the “experts”, who have a critical view of all aspects of life. The concept of “intelligentsia” is practically never used abroad; instead they use such words as «elite» (the most prominent representatives of any part of society) and «intellectual» (a person with high intelligence, reason, mental abilities, i.e. a person with advanced intelligence), “professional”.

An important aspect of the study is the participation of the intelligentsia of Kyrgyzstan in the Great Patriotic War. The intelligentsia of Kyrgyzstan during the Great Patriotic War was also defined by the choice of the most significant conditions, factors, problems and ways of their solution. This experience can be used in the future to develop society and build relations based on common interests in the post-war period. It is also important to emphasize the relevance of relations between the intelligentsia and the authorities in general. The study of this relationship makes it possible to identify the most relevant conditions and factors, as well as to find ways of their solution, contributing to a new format of development of society in the post-war period. The war also had an impact on the country’s industry and agriculture, which became an important factor in the study of the topic.

The topic of the intelligentsia of Kyrgyzstan during the Great Patriotic War includes the works of such researchers as S.Daniyarov [3], A.Kanimetov [6], I.A.Soktoev [13], E.J.Maanaev [9] and others, each of whom addressed the issue of the intelligentsia during the Great Patriotic War of 1941–1945. During the Soviet era, the study of formation of the intelligentsia of Kyrgyzstan and its development were inextricably linked to the development of secondary and higher education in the Republic. Changes in the social structure of the population of Kyrgyzstan were considered in the works of J.D.Samieva [12], E.Z.Maanaev, J.S.Baktygulov [1], and V.A.Voropaeva [2]. During the Soviet era, a number of works addressing the history of the formation of the intelligentsia of Kyrgyzstan was published. The above-mentioned authors studied the actual problems of the history of the intelligentsia of Kyrgyzstan during the stated period.

The relevance of the study lies in the consideration of a number of specific issues, the identification of new facts and the deepening of understanding of the development of the intelligentsia, new sources and materials were considered.

The article aims to study the participation of the intelligentsia of Kyrgyzstan in the Great Patriotic War (1941–1945) and to identify important conditions and factors of the development of the society in the post-war period.

Material and methods

To achieve this aim, various data sources were used, including published documents, archival materials, historical documents and monographs. Theoretical and methodological

foundations of the study are the principles of historicism and objectivism, the principle of unity and interrelation of the general and special past and present, as well as such research methods as historical and cultural, systemic, contrastive and comparative, biographical and others accepted in humanitarian studies.

Various research methods were used to study the intelligentsia of Kyrgyzstan during the period of the Great Patriotic War. The historical and cultural method is reflected in the analysis of cultural, social and historical aspects of this period, the consideration of the role and contribution of the intelligentsia to military events, its interaction with other segments of the population, its reaction to the war and its consequences, as well as their cultural manifestations.

The system method involves examining intelligence in the context of the system in which it operates. The system method allowed an analysis of the structure of the intelligentsia, its relations with other social groups, organizations and institutions that influence its activities and behavior during this period.

The comparative method allowed analysis and identification of similarities and differences with other social groups and actors from other regions or countries. It also allowed to analyze the role and status of the intelligentsia in Kyrgyzstan and compare it with similar groups in other regions and countries during the war.

The biographical method is based on the study of the life descriptions of individual intellectuals. It allowed the analysis of their biographies, their contribution to military events and their interaction with other personalities of the time. This allowed a more detailed understanding of the role and importance of the intelligentsia in this period.

Results

The problem of the intelligentsia in the republic became extremely acute with the outbreak of war and the conscription of numerous intelligentsia representatives into the Red Army. There was a great lack of specialists in all branches of the economy and culture.

One of the most difficult problems in the conditions of the Great Patriotic War was providing the national economy with workforce, the systematic replenishment by people, personnel [5:218].

In order to accelerate the replenishment of the intelligentsia members, party and Soviet bodies applied the method of promotion, especially the nomination of women for leadership and organizational positions.

On May 7, 1942 the Central Committee of the Communist Party (B) of Kyrgyzstan discussed the issue of «The nomination of women for leading Party, Soviet and economic work» and adopted a detailed resolution on the accelerated training and preparation of senior women cadres, especially of Kyrgyz women, aimed at the radical improvement of the Republic’s Party organizations [13:16].

The special departments for the work with women created during the war under the district committees, city committees, regional committees and central committees of the Communist Party of Kyrgyzstan played a role in increasing the activity of women and promoting

them to leadership work. Women's councils were established in large enterprises, under village councils and military recruitment offices, the positions for female organizers were introduced in the collective farms and institutions.

As a result, within three years (from July 1941 to July 1944) only according to the nomenclature of the Central Committee of the Communist Party of Kyrgyzstan (b) 3,135 new personnel were nominated for leadership positions, and according to the nomenclature of the Frunze Regional Committee there were about 2 thousand people. There were many women among those nominated. They worked as heads of departments of regional committees, secretaries of city committees, and district committees of the Party, heads of industrial enterprises, chairmen of district executive committees, village councils, collective and state farms [13:109].

Accelerated training of the cadres of the intelligentsia in the years of the war was carried out through the system of courses as well. Five-month training courses for primary and seven-year school teachers with a total enrolment of up to 1,300 students were organized in all regional centres. People with education not less than 7 and 8-9 classes were enrolled [13:111].

In 1942–1944, 4,120 teachers, including 405 Kyrgyz people were trained at the pedagogical courses. Training and retraining of personnel and some other groups of the intelligentsia, in particular, industrial and technical intelligentsia was carried out at various courses and at school [13:123].

The issue of technical personnel in the republic was particularly acute in connection with the evacuation of more than 30 large industrial enterprises from the front line, as well as in connection with the mobilization of a significant number of agricultural specialists together with collective farmers to work deep behind enemy lines at industrial enterprises in the central regions of the country, which was essential for the defence. It should be noted that with the evacuation to Kyrgyzstan of a big amount of large industrial enterprises, workers arrived as well, but there was a small number of them. So, only 19% of workers arrived with the agricultural machinery plant, relocated from Ukraine, and only 3 people came with the shoe factory, evacuated from Rostov [4:167].

The Soviet Government took special legislative measures to address the problem of workforce in key industries, particularly the military. The decree of the Presidium of the Supreme Soviet of the USSR of June, 26 1941 "On working hours of workers and employees in wartime" abolished working holidays, the heads of enterprises were given the right to increase the workday by 1–3 hours [8:94].

The introduction of compulsory overtime work and the cancellation of working holidays dictated by the military situation made it possible to increase the factories' capacity by one third without increasing the number of workers. The Resolution of the Council of People's Commissars of the USSR was adopted on July 23, 1941 "On granting the Councils of People's Commissars of the republics and regions the right to transfer workers and employees to another job". According to this resolution, the Council of People's Commissars of Kyrgyz Republic and the executive committees of the regional Councils of the Deputies of the Workers' – workers in the light, textile, local and food industries, and the administrative apparatus were sent to enterprises implementing the state defense order [8:96].

With the aim of eliminating staff turnover, the workers and specialists in the crucial industries were declared mobilized during the war and fixed for permanent work in these

enterprises by the Decree of the Presidium of the Supreme Council of the USSR of December 26, 1941, «On the responsibility of workers and employees of military industry enterprises for willfully abandoning the workplace» [8:98].

From June 1942, this Decree covered workers and employees of the coal industry. Unauthorized abandonment of the workplace was regarded as desertion and criminal offence.

On February 13, 1942 the Decree "On mobilization of the working age urban population for work in manufacture and construction for the period of wartime" was issued. Men between 16 and 55 years of age and women between 16 and 45 years of age who were not employed in enterprises and institution were the subject to mobilization, except for boys and girls between 16 and 18 years of age enrolled in State labour reserve schools and women with children under 8.

The resolution of the Council of People's Commissars of the USSR of May 21, 1942 "On the organization of individual and team apprenticeship at enterprises" became an important part of the training of young workers. Heads of enterprises were allowed to recruit people who had reached the age of 14 for individual and team training. A six-hour working day was set for the students, as well as salary, and tuition was paid to experienced masters to increase their material interest.

In connection with the urgent need for trained workers and with the aim of systematic training of specialists for industry, transport and communication, by the order of the Main Department of Labour Reserves of the Council of People's Commissars of the USSR of July 16, 1942, the Department of Labour Reserves was established under the Council of People's Commissars of the Kyrgyz Soviet Socialist Republic. In the same year, a network of factory training schools, 3 vocational schools and 1 railway school were established [2:45].

A lot of work on training scientific intelligentsia began in Kyrgyzstan during the war. This was facilitated by the evacuation of the Biological Department of the Academy of Sciences of the USSR, other research institutions to the republic and the arrival of many scientists and qualified specialists with them. The creation of the Kyrgyz branch of the Academy of Sciences of the USSR in August 1943 was of a particular importance in this regard.

Postgraduate schools were established at the institutes of the Kyrgyz branch of the Academy of Sciences, training of qualified scientific personnel in chemistry, biology, geology and humanities began. In 1945, 57 people studied at the graduate schools of the Kyrgyz branch of the Academy of Sciences and universities of the republic [14:4].

The addition to the ranks of the artistic intelligentsia of Kyrgyzstan was due to the arrival of the graduates of the Kyrgyz Studio of the Moscow Institute of Theatre Art named after A.V.Lunacharsky in Frunze in July 1941. The students of the Kyrgyz Department of the Moscow Conservatory and of the Leningrad Choreographic School, as well as art and literature workers arrived in Frunze together with the cultural institutions evacuated to the republic [10:69].

The Kyrgyz State Drama Theatre was established in the Republic in July 1941, in the August of 1942, the Musical and Dramatic Theatre was reorganized into the Kyrgyz State Opera and Ballet Theatre [7:54].

A significant part of the country's rural intelligentsia was involved in the study at the district Sunday party schools created during the war. They included classes on Party History, Political Economy, current issues, and international situation. In 1944, about 2 thousand leading

employees, industrial specialists, agricultural workers, teachers and other intellectuals studied at those schools. The most prepared part of the intelligentsia studied at the evening universities of Marxism-Leninism, created in all regional centers of the republic.

The ever-increasing tasks in the development of the economy, science and culture required numerous qualified intelligentsia cadres in all branches and knowledge. The foundation of the Kyrgyz State University in 1951 was of great importance in the training of highly qualified intelligentsia cadres. The University was opened on the basis of the Kyrgyz Pedagogical Institute, consisting of five faculties: Historical, Philological, Physical and Mathematical, Geological and Geographical and Biological, with a plan for the admission of 500 students to the first courses. The Kyrgyz State University grew and developed rapidly. In 1953, two new faculties were opened – legal and technical – with four departments: mining, energy, chemical and technological and building [6].

Two more faculties were organized on the basis of the Kyrgyz State University: the Economics Faculty with the Departments of Industrial and Agriculture Economics and the Foreign Language Faculty for training secondary school teachers, university lecturers and other specialists in English, French and German. Within the first ten years of its work, the Kyrgyz University became one of the largest universities in the country and a leading university of the republic. In 1951–1960 the university trained about 6.3 thousand specialists in 25 specialties, including 2,670 Kyrgyz people. Graduates of the university were sent to work in general education schools, vocational schools and technical colleges, universities and scientific institutions, various branches of the national economy, Party and Soviet bodies [5:67].

On October 24, 1950 Frunze Women's Pedagogical School was transformed into the Kyrgyz Teachers' Institute with a five-year training period. On August 5, 1952, The Kyrgyz Women's Pedagogical Institute named after V.V. Mayakovsky was organized on its basis, with a plan for the admission of 100 people to the first course. Kyrgyz women and women of other nationalities with 10 years of education went to the university. They studied there for four years as at any other ordinary Soviet pedagogical higher education institution.

In 1951, the Osh Teachers' Institute with a two-year training period was reorganized into a pedagogical institute with a four-year training period. It consisted of five faculties: Faculty of History and Philology, Natural Geography, Physics and Mathematics, Foreign Languages and Physical Education, with a general plan for the admission of 200 people to the new course. In 1959, the Faculty of Education was additionally opened.

Back in the 50s of the XX century due to the great goals in the field of capital construction, the rapid development of industry and transport on the one hand, an acute shortage of engineering personnel on the other hand, the question of the opening of a higher technical educational institution in the republic became urgent. By the decision of the Bureau of the Central Committee of the Communist Party of Kyrgyzstan of April 12, 1954, it was decided to open a polytechnic institute in the academic year of 1954–55 in Frunze. It included the mining, energy, technology and construction faculties.

Frunze Polytechnic Institute began to train engineering personnel in six specialties essential for the republic's industry: mining, industrial and civil construction, electrification of industrial enterprises and plants, electrical stations, networks and systems, meat and dairy technology, canning technology.

In the post-war period, one of the oldest higher education institutions of the republic, the Kyrgyz Agricultural Institute named after K.I. Skryabin strengthened considerably and expanded the training of qualified specialists.

From 1949 to 1950, in addition to the three existing faculties, two new faculties were opened. The Hydromeliorative Faculty to train hydraulic engineers for the design, construction and operation of irrigation systems and hydraulic structures, and the Faculty of Agricultural Mechanization for the training of mechanical engineers.

Big and complicated tasks arose in the field of national education and culture in 1950s. Conditions had to be prepared for the full implementation of universal secondary education in the remaining cities and rural areas in the next five-year plan. The implementation of those tasks required numerous teachers with specialized higher education. The system of teacher training was reorganized in the direction of expanding higher teacher training [7:146].

From 1951 to 1953, on the basis of two-year teacher training institutes, four new pedagogical institutes were established - Osh, Przevalsk, Frunze (distance learning) and Kyrgyz Women's Institute named after V.V. Mayakovsky.

From 1951 to 1960 Pedagogical and Teachers' institutes of the republic trained more than 10 thousand teachers with higher and incomplete higher education, which allowed a significant increase in the number of teachers.

In mid-1953, the Ministry of Education of the Kyrgyz Soviet Socialist Republic supervised 7 pedagogical schools, including 3 higher pedagogical institutes: Kyrgyz Women's Institute, Kyrgyz Correspondence Institute and Osh Institute; 4 two-year teachers' institutes – Frunze, Przevalsk, Jalal-Abad and Naryn. 287 teachers, including 1 Doctor of Sciences, 34 Candidates of Sciences taught there, and The Doctor of Sciences and 16 Candidates of Sciences arrived within a year 1952. There were 2,230 students, including 1,603 Kyrgyz students, or 70 %, studying at stationary pedagogical and teaching institutes. Kyrgyz groups have been established in almost all faculties of teacher training institutes to teach Kyrgyz female students in their mother tongue. However, the teaching of basic subjects in the mother tongue was hampered by the lack of qualified Kyrgyz teachers or Kyrgyz speaking teachers, as well as relevant textbooks and teaching aids in the mother tongue [5:156].

In 1955, the two remaining teachers' institutes in Kyrgyzstan (Jalal-Abad and Naryn) were closed down with the transfer of students (second year students) to Osh and Przevalsk Pedagogical Institutes for the completion of studies under the teacher's institute [12:57].

In the post-war period, the country's health authorities suffered from an acute shortage of doctors. Three new faculties were established at the Kyrgyz Medical Institute: Sanitary and Technical (1953), Paediatric (1956) and Dental (1960).

The Soviet Government attached great importance to the physical education of the younger generation and all workers. In 1955, the Kyrgyz State Institute of Physical Culture was opened – a higher education institution for the training of qualified specialists in physical culture and sports. The Kyrgyz Institute of Physical Education was founded in Kyrgyzstan. The Institute received a well-organized and well-equipped educational and production base, which was of great importance in improving all educational, and scientific research work, the quality of training specialists.

Not only did The Kyrgyz Institute of Physical Culture train qualified specialists, but it also became a center of scientific and scientific-methodical work on physical culture and sports in the republic.

So in 1950s a solid educational and scientific base for training specialists with higher education in many fields was established in Kyrgyzstan by opening new universities and expanding existing ones.

In the course of the profound agrarian reforms in Kyrgyzstan, agricultural personnel were created, training, distribution and further training were improved, and various specific tasks and personnel policies in rural areas were given priority.

The working practice of many agricultural holdings in Kyrgyzstan showed that one of the decisive factors for the successful implementation of the plans of the Government and its agricultural bodies for continuous recovery was the strengthening of production cooperatives and State-owned agriculture holdings with highly qualified personnel. In addition, scientific and technical progress in collective farm production (with all the costs of the Soviet agricultural system) was inextricably linked to the issues of improving the training, placement and education of modern agricultural personnel, which could successfully apply the achievements of science and best practices in practice. In this connection, the role of rural industrial intelligentsia in the production of agricultural goods and in the rise of rural culture constantly increased.

The rural industrial intelligentsia is one of the groups of national intelligentsia, a social group that is professionally engaged in skilled work in agricultural production, which required special secondary or higher education.

From 1951 to 1960 the higher educational institutions of the republic gave 20,2 thousand engineers, agronomists, zoo engineers, doctors, teachers, lawyers and other specialists of higher qualification to the national economy [1:7].

Conclusion

In the post-war period, the training of specialists with higher and secondary on-job education through the system of correspondence and evening education increased significantly. Two evening technical colleges - machine-building (1951) and light industry (1954), a pedagogical institute of distance learning in Frunze (1951), and a faculty of distance education with four branches (1952) were established in the Kyrgyz Agricultural Institute named after K.I. Skryabin, evening department – at the Frunze Polytechnic Institute, educational advisory centers of the All-Union Correspondence Institute of Soviet Trade were established, and student admissions to existing correspondence and evening departments of universities and technical colleges were significantly expanded.

Significant positive changes took place in the development of the intelligentsia of Kyrgyzstan in the post-war period. First of all, a rapid increase in its number was achieved - from 84,700 in 1939 to 152,100 in 1959.

The educational level of the intelligentsia increased significantly during the Great Patriotic War. The number of people with higher, secondary and lower secondary education

in intellectual work rose from 33.8 % in 1939 to 82.7 % in 1959, compared with the national increase from 49.8 % to 88.4 % over the same period.

The number of teachers of general education day schools increased from 12.700 in the school year 1939–40 to 21.600 in the school year 1959–60. 82% of the total number of teachers in the schools of the republic had higher and secondary pedagogical education.

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