



## Priority Directions of the Organization and Management of Public Education of Turkestan (Second half of the 19th century - beginning of the 20th century)

**Juraev Dusmurod Uralovich**

Associate Professor at pedagogy and psychology department at UzSWLU

**Nazarov Alisher Abdusamatovich**

Doctoral student at UzSWLU

ABSTRACT

The article analyzes the priorities of the organization and management of Turkestan people's education. Tsarist Russia, interested in the rapidly developing industry and the use of Turkestan for economic development, planned to conquer the country and expand the foreign market primarily to sell light industrial products and obtain cheap raw materials. The organization and management of public education in the country relied on these goals.

**Keywords:**

Turkestan, tsarist Russia, tsarist officials, colonialists, interests, raw materials, interests of the empire, governor general, khanates, priorities, public education

**Introduction.** It is known that by the 19th century, Turkestan, which once made a great contribution to the development of world civilization, faced a socio-economic, cultural and spiritual crisis due to the rise of territorial disputes, the rise of territorial disputes, and the neglect of public education by the 19th century. Our country, which is of strategic importance due to its geographical location and riches, began to be considered as a useful prey. The struggle for the ownership of the land started the period of the rule of Tsarist Russia in our country. Czarist Russia, interested in the rapid development of its industry and the use of the Central Asian territories for economic development, conquered Turkestan and made a plan to expand the foreign market mainly to sell light industrial products and obtain cheap raw materials.

Relevance of the topic. The rule of Tsarist Russia determined a unique direction of

the organization and management of public education in Turkestan, which lasted for several decades.

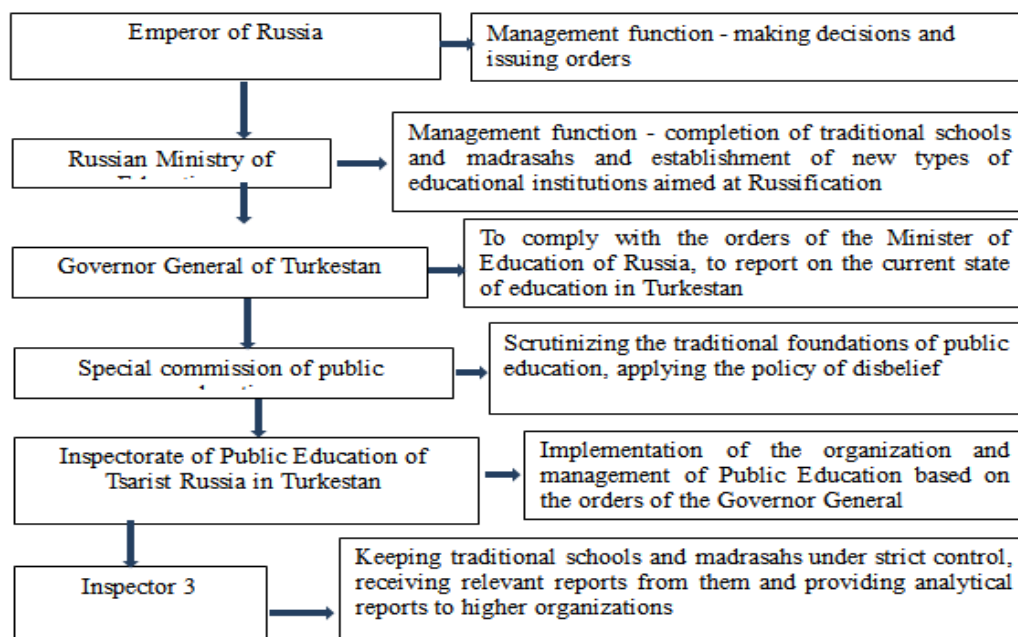
In order to create a strong foothold in the country and fully master the territory of the country, Tsarist Russia conducted extensive negotiations with the clergy and merchants, who were respected among the local population, and did a lot of work through them for its own interests. As a result of the policy carried out in the country, the fertile lands near the city were occupied by immigrants, mainly Russians. The local population of the country was deprived of fertile lands, and the nomadic population was deprived of most of the pastures.

The purpose of the study is to analyze the reasons and consequences of the development of the administrative-conservative management model of the educational structure in the vast territory of

Turkestan due to the priority state policy, which played an important role in the organization and management of Turkestan

public education, and the mechanisms of efforts to weaken the traditional educational foundations through this movement.

**The model of administrative-conservative management of the educational structure of Tsarism in the territory of Turkestan [1]**



In this structure of public education management, the top-down principle was followed, and great attention was paid to restricting and curbing public education as much as possible.

The scientific novelty of the research is that the structure of educational institutions of the Turkestan region is organized and managed on the basis of the administrative-conservative model, the "neglect" of the education of the local population has caused the limitation of the harmony between the number of schools and the literacy level of the population. It was highlighted that the public education of Turkestan was organized and managed in the interest of the policy of the tsarist system, the educational process was conducted on the basis of the principles of social stratification, and the local people's educational opportunities were reduced, and the stigma of dependence and illiteracy was instilled in the minds of the local population through the educational process.

The scientific significance of the research is that the tsarist administrators, including the governors-general of the country, who were well aware of the inevitability of secular education sooner or later help the

indigenous peoples of dependent Turkestan to realize their identity and take them to the field of political struggle to protect their rights based on the principle of serving one's interests.

In the first years of colonialism, the full capture of the process of public education in the country caused a number of difficulties for the tsarist authorities. Because keeping the peoples of a huge area dependent on centuries-old Islamic and spiritual-ethical values, which at one time made a significant contribution to the development of world civilization, required a lot of planned actions from the tsar's authorities.

The Governor-General adopted a policy of brutal harshness towards the native population. Traditional Muslim schools, which played a key role in improving the literacy level of the population and had a unique organizational and management experience over the centuries, were completely taken under strict control. In this regard, the leadership of educational institutions, military governors and individual experts worked together. As a result, on March 28, 1898, under the leadership of Sergei Mikhailovich Dukhovskoy, who was appointed to the general

governorship of Turkestan, two opposing groups were formed regarding the organization and management of public education in Turkestan.

The members of the first group (native language specialist V.P. Nalivkin, his student Vyatkin V.L., Virsky M., archaeologist Lapin S.) based on the support of the governor of Samarkand Nikolai Yakovlevich Rostovtsev and the experience of the first head of Zarafshan district Alexander Konstantinovich Abramov, proposed to establish the religious administration of Muslims of Turkestan (such administrations existed in Ufa and the Caucasus) in order to take full control of the country's Muslim educational institutions. Ostroumov Nikolay Petrovich, who was considered an expert in the organization of public education, was also in favor of establishing complete control over Muslim schools.

The members of the second group, one of the well-known representatives of the opposing group headed by the chief inspector of educational institutions Kerensky Fyodor Mikhailovich, the head of educational institutions of the Syrdarya region, Gramenitsky Sergey Mikhailovich, were supporters of the policy of "neglect", i.e. strict "non-interference" in relation to Muslim schools.

Muslim religious authorities were required to study the traditional education, religious views and activities in the country, and in order to bring it under strict control, there was a certain ambitious plan of the inspectorate of public education. At the same time, a certain possibility was created for Muslim agencies to have a single center. The General-Governorship was surprised that by creating a Muslim religious administration, it was possible to create conditions for the Muslims of the country to unite in the pursuit of freedom, and took measures to create a conflict between them for various reasons. In particular, Dukhovskoy Sergei Mikhailovich, noting that the local priests will unite with foreign Pan-Islamists and become a great power, rejects the proposal to establish a religious administration of Turkestan Muslims

in the country and suggested to gradually and cautiously "cool down the Muslim brotherhood and their solidarity" [2].

In general, it should be noted that although there were some "minor disagreements" between the mentioned groups regarding the educational policy, they were unanimous in the issue of the implementation of the missionary and Russification policy in the country. This goal was to be achieved peacefully, without war and "riots", not to increase protests among the population, to prevent the penetration of Pan-Islamism and Pan-Turkism ideas.

At the beginning of the 20th century, many unsupervised traditional schools appeared in Turkestan, and the number of private schools increased dramatically. Inspector of public schools of the country V.P. Nalivkin stated that at the beginning of 1890, the number of official schools in Turkestan was 5,000, but the number of informal schools was close to 10,000 [3]. The main reason for this was that the public education inspectorate was not interested in the systematic organization of traditional schools, and the opening of schools was left "to its own devices".

The large number of traditional schools did not guarantee that the content of education provided in them was at the required level, on the contrary, the quality of education was at a much lower level. During this period, public education inspectors who inspected traditional schools were not interested in the quality of education provided in the school, and the governor general did not require relevant information from them. In particular, in the report of the public education inspector Nalivkin, which we studied, almost no analytical information was given about the organization of the educational process, the quality of education, and the teaching process. This shows that the inspectorate of public schools did not pay attention to the quality of education provided in traditional schools, and that they were satisfied with the existing unsatisfactory quality of education.

But the Governor General was interested in developing some kind of strict system of administration of schools and

madrasas. Therefore, after many researches, it was found that the only way to manage it is to establish control over the persons who carry out the activities of schools and madrasahs, to establish an administrative system of managing their activities. Governor-General S.M. Dukhovskoy in his special report sent to the military minister of Tsarist Russia on September 6, 1898, stressed the need to take a number of strict measures in order to further strengthen the influence of the Tsarist government in the region and protect the interests of the state, and asked for permission to implement the following:

- strict control over the activities of religious organizations, especially madrasahs, which have a strong influence on the lifestyle and worldview of the local population, that is, full control of the educational process there;
- To prevent the establishment of the Muslim religious administration in the country, which would be the basis for the unification of Turkestan Muslims;
- In addition to taking full control of all existing public education institutions in the country, they will be officially transferred to the control of local authorities;
- Application of the law applied to Jewish schools in Tsarist Russia on March 1, 1893 to traditional schools. That is, teachers working in Muslim schools should receive a new special permit every year to carry out their activities; stipulating that school and kindergarten teachers pay 3 rubles 50 kopecks, and madrasa teachers 7 rubles.

As a result, traditional schools and madrasahs were officially put under strict control by the Commissariat of Public Education. First, concrete plans were drawn up, paying special attention to the literacy of the Russian population, who were voluntarily and forcibly transferred to the country and armed with special rifles for protection against the local population. Some changes have been made to the legislation governing the activities of religious institutions and educational institutions.

The Special Commission of Public Education has been actively opposed to

inculcating Islamic knowledge in young people. In particular, in 1898, a commission was formed under the leadership of the assistant governor-general N.A. Ivanov, and the commission was assigned the task of completely re-examining the ideological direction of the country's Muslim schools, and constantly monitoring the formation of anti-government forces. The heads of the religious administration were appointed by the special offices of the governor general and placed under constant and absolute control.

However, the tsar's government, worried that such actions of the Governor-General could cause a sharp protest in the people and "wake up" them, preferred to postpone this type of strict control a bit, and first of all, to use the method of direct control. Consequently, the activity of the commission headed by Ivanov was suspended, and the local leaders were entrusted with direct supervision of Muslim schools, "without interfering in their educational life".

Although the priority was the education policy aimed at restricting the population of the country from free thought and strictly controlling the activities of schools and madrasahs, it was impossible to block the way of the advanced Russian-European culture entering the country. In these years, the Department of Educational Institutions of the country A.S. Pushkin's "About the Fisherman and the Fish", L.N. Tolstoy's works entitled "People live with what" and other Russian writers' short stories and poems were translated into Uzbek and published in several numbers.

Lectures and performances of Russian intellectuals on various topics were organized for Turkestan residents, in particular, progressives, rich merchants, mudarris and mukarris, and other interested people who know the Russian language. Of course, the tsar's officials tried to use these events for their own benefit.

One such event in the form of a popular scientific conference is covered in the 14th issue of 1899 of the Turkestanskije vedomosti newspaper as follows: "On Sunday, February 14, 1899, a lecture was held for the first time in

the hall of activists of the male gymnasium on introducing the local population to the news of European science. At one o'clock Kerensky F.M. came in." The event was attended by the assistant governor-general of the country Ivanov N.A., the governor of Syrdarya Korolkov N.I., directors of Russian educational institutions and other leaders. The topic and essence of the lecture was prepared in Uzbek in advance and distributed to the participants as a brochure. After the lecture, Ivanov N.A. giving a short speech, he spoke about the great progress of European science and its achievements, and about the need to learn Russian in local madrasahs. The judge of the city of Tashkent, Muhyiddinkhoja, emphasizes that there are many positive aspects in the Muslim culture, and in order to expand the mutual relations between the European culture and the culture of the country, on behalf of the representatives of the local population of the city of Tashkent, he asks to accelerate the teaching of the Russian language in madrasahs.

At one of these events, Mullah Olim, an employee of Turkestan local newspaper (Turkestan native newspaper), gave a speech encouraging science. General Ivanov N.A. after the lecture, he called Mullah Olim to his side, awarded him with a "golden shepherd's hat", told his relatives and friends about the importance of learning the Russian language, and stated that he hoped to speak Russian with Mullah Olim at the next meeting [5].

In the Russification policy of the governors-general, special attention was paid to the youth of Turkestan. They relied on young people to govern the local people and tried to educate servants in their image. For this purpose, young students organized a trip to the central cities of the empire. In particular, they organized trips to the cities of central Russia (such as Moscow, Petersburg) to show some of the students who graduated from Russian-local schools how great and glorious the empire is, to demonstrate the prosperity of the capitals, the abundance of factories and factories, and the power of the Tsarist army, thereby cultivating loyal citizens.

In 1898-1899, Governor-General Dukhovskoy S.M. with their initiative and

active participation, they first sent older Turkestans, then schoolchildren, on a trip around Tsarist Russia. About the expected goal, the chief inspector of educational institutions of the Turkestan region, Kerensky F.M. comments: "The children of Sarts and Kyrgyz see the glory, power and wealth of Russia, get acquainted with the occupations, industry and trade of its inhabitants, remember it for a long time and talk about it to others. They witness that not only Russians, but also other nations live peacefully under the powerful protection of the great white king" [1; p. 217].

Based on the above, it can be noted that in the second half of the 19th century - the beginning of the 20th century, the following were the main directions of the priority policy in the management of public education in Turkestan:

1) to completely re-examine the state of Muslim schools in the country and establish strict control;

2) training people who will serve the interests of tsarism from among the representatives of the local people, getting the children of the local people to learn the Russian language, in general, organizing the in-depth teaching of the Russian language in schools and madrasahs;

3) strengthening the education of the children of the Slavic population, training among them personnel to manage Turkestan;

4) such as the introduction of missionary and Russification policies to the country through the educational system.

As a result of the analysis of the above-mentioned points, it can be concluded that under the influence of the colonialists and khanates, the educational process was not organized on the basis of a single, clear curriculum, not only in the territory of Turkestan, but also in schools and madrasahs in the territory of individual khanates. The control carried out over them had a general tone and did not have a clear system. The content of the teaching process has been neglected in most cases. As a result of the purposeful policy applied by the tsar authorities to the organization and management of local public education, the

harmony between the number of Muslim educational institutions and the quality of education provided in them was completely lost. In the early years of colonialism, the policy of "neglect" applied to indigenous educational institutions had a severe negative impact on the education system. As a result, everyone started opening schools wherever they wanted. As a result of schools being left completely unsupervised, the correlation between the number of schools and the quality of education provided there has been completely lost.

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