

THE STUDY ISSUES ON EDUCATION SYSTEM OF THE KOKAND KHANATE IN THE WORKS OF RUSSIAN ORIENTALISTS IN THE SECOND HALF OF 20th CENTURY

Muhammadjon Odiljon ugli Alikhojiev

Candidate of Historical Sciences (PhD), Assistant Professor at the Department "History of Uzbekistan" of Andizhan State University, Republic of Uzbekistan, Andizhan Region

E .mail: Mualtfn@mail.ru

ABSTRACT:

The article analyzes the works of Russian orientalists who made a significant contribution to the study of the education system in Kokand Khanate. In the research also shown that the moment there is no reason to assert that all studies conducted at various socio-political stages provided an objective assessment of the activities of the main stages of the traditional education system as schools and madrassahs in Kokand Khanate.

Keywords: Kokand Khanate, traditional education, educational system, maktab, madrassahs, mudarrises, waqf property, socio-political stages.

Introduction

Speaking about the problems and state of cultural life of the Kokand Khanate of the 19th century and analyzing its position in society, it should be noted that a number of written sources, historical documents and studies related to this topic have already been published. However, at the moment there is no reason to assert that all studies conducted at various socio-political stages provided an objective assessment of the activities of the main stages of the traditional education system - schools and madrassahs.

During the period of colonization of Turkestan by the Russian Empire (1867-1917), the work was mainly carried out by orientalist and local historians operating in the region, whose main goal was to study the education system and regulate it through reforms. For this reason, research of this period is more appropriate to be assessed as work of a practical nature, aimed at obtaining accurate results.

RESEARCH METHODS

This article was written based on methods of historical research such as scientific objectivity, logical consistency, comparative analysis, chronological consistency and main historical sources as well.

RESULTS AND DISCUSSIONS

In particular, the works of Academician of the St. Petersburg Academy of Sciences V.V. Velyaminov-Zernov provide the most important information on the study of various aspects and features of the Kokand Khanate. His work "Information about the Kokand Khanate" examined the activities of Kokand madrassas and determined the state of their material and technical support, as well as the features of the educational process and educational work [1.328 – 456].

One of the Russian officials who arrived in the region in the first years of the rule of the Russian Empire, A.P. Khoroshkhin, while traveling around Turkestan, did not ignore the situation and condition of educational institutions in Tashkent and Samarkand. Without sufficiently in-depth studying the activities in this area, he, as an observer of schools and madrassas in Tashkent during the reign of the Kokand Khanate, based on the collected materials, analyzed the state of these institutions after 1865 and expressed his opinions and judgments [2. 86 – 92].

Serious study of the educational system in Turkestan began after the creation of the Turkestan Governor-General in 1867 and the liquidation of the Kokand Khanate in 1876.

This work was not limited to the usual inspection of the condition of schools and madrassahs; on the contrary, a serious and in-depth examination of two areas of education began - secular and religious education. This is evidenced, in particular, by the information given in the article "Orta Osiyo musulmonlarining maktab talimi hakida" ("On school education among the Muslims of Central Asia"), published in the newspaper "Turkestan Gazette" (No. 48 for 1876) [3].

Inspector for Muslim schools of the Turkestan region V.P. Nalivkin, while monitoring the condition of schools and madrassas, got acquainted with the educational process in these institutions. Based on the collected materials, he made a conclusion about the role and significance of the property of madrassas - waqf, which had a large role in the activities of these institutions, received information about their essence, about the procedure for providing this property to mosques, madrassas and other religious organizations, as well as about the history of their origin, prepared official reports and notices, published books and articles [4].

One of the representatives of the new government, F.M. Kerensky, unlike his previous colleagues, was among the first to pay special attention to the study of the local education system [5]. In particular, F.M. Kerensky in his article "Madrasah in the Turkestan region" made an attempt to analyze the activities of Turkestan schools and madrassahs, the educational process, textbooks, the state of educational premises, the work of mudarris (teachers) and students, and also gave a legal assessment of the property of the madrasah - waqf. Thus, he provided a lot of accurate information about the leasing of madrasah property and the rules for distributing the proceeds from the rental of funds in a number of madrasahs in large cities of the Kokand Khanate - Tashkent and Margilan - during the era of the Khanate and the rule of the Russian Empire.

The leadership of the Turkestan General Government, which had established itself administratively and territorially, at the end of the 19th - beginning of the 20th centuries began to carry out a number of reforms in the education system. Imperial administrators began a more in-depth study of the activities of these schools and madrassas during the period of increasing the number of non-traditional educational institutions - Russian-native schools, opened by supporters of Jadidism. In this regard, noteworthy is the interest in the education system shown in the reports and studies of such specialists as S.M. Gramenitsky, K.K. Palen, N.A. Bobrovnikov [6]. Of particular note are the studies conducted by S.M. Gramenitsky (director of the public educational institution of the Syrdarya region) and N.P. Ostroumov, who collected material about schools and madrassas of Kokand, Namangan, Andijan and Tashkent; they assessed the educational activities of these institutions.

The book by V.I. Kushelevsky "Materials for medical geography and sanitary description of the Fergana region" provides a comparative analysis of the activities of traditional and Russian-native schools. It also talks about the attitude of the local population towards Russian-native schools [7. 361-370].

Some views on this issue were reflected in works devoted to the population of the former territory of the Kokand Khanate, its socio-economic and cultural life. For example, A.L. Kun in his work pays great attention to the issue of education in the Khanate and collects statistical material on schools and madrassas in large cities of the Kokand Khanate, including considering the specifics of the property of madrassas, which plays an important role in their activities [8].

In the final report "Public primary education in Turkestan in 1881", published by Governor General K.P. von Kaufmann, reflected important information about the local education system [9]. The book by N.S. Likoshin (who worked in various responsible positions in the administration of the Turkestan General Government and taught ethnography and Turkic languages at the Turkestan People's University in Tashkent) "Half a Life in Turkestan" assesses the activities of schools and madrassas that functioned in the Kokand Khanate [10]. P.V. Znamensky, who directly observed the abilities of the students of the madrasah of the Khanate, their success in mastering Arabic and Persian languages, gave a positive assessment of the activities of these educational institutions [11]. E.S. Wulfson, who studied the lifestyle and living conditions of the peoples of Turkestan, in his popular science book "How the Sarts Live," pays attention to the educational work carried out by the indigenous population and provides valuable information about the school education system [12. 96-103]. It should be noted that some aspects of this problem are discussed in articles, memoirs and diary entries of a number of officials, such as M.N. Rostislavov, N.N. Pantusov, N. Emelyanov [13].

CONCLUSION

Based on the above, we can conclude that in the first years of the reign of the Russian Empire in Central Asia, with the main focus on the unitarization of administrative management and the economic system, after the process of establishing full administrative-territorial control

over the region, ideological work was gradually strengthened. This work is characterized by the fact that it was aimed at reforming and regulating the education system.

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