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FROM THE PRACTICE OF ORGANIZATION AND MANAGEMENT OF PROFESSIONAL EDUCATION IN TURKESTAN (Second half of the XIX century early XX century)

Keywords: vocational education, local population, educational institution, Turkestan region, colonial system, tsarist officials

Açar sözlər: peşə təhsili, yerli əhali, təhsil müəssisəsi, Türküstan bölgəsi, müstəmləkə sistemi, çar məmurları

Ключевые слова: профессиональное образование, местное население, учебное заведение, Туркестанский край, колониальная система, царские чиновники

To analyze the organization of vocational education in the process of educating the people of Turkestan in the late 19th and early 20th centuries, it is necessary, first of all, to study the existing political, socio-economic situation in the country. With the transformation of Turkestan into a colony of the Russian Empire, the existing public education institutions and vocational schools in Turkestan were adapted to the requirements of capitalist production. New ones were established, primarily based on the interests of Tsarist Russia.

In 1886, there were 9 educational institutions operating in Tashkent itself, and by 1889, there were 14.

From the establishment of the Turkestan Governor-General (1867) until the establishment of the Regional Directorate of Educational Institutions (1876), the organization and management of public education in Turkestan was carried out mainly on the personal understanding and initiative of the regional Governor-General Konstantin Petrovich von Kaufman (1867-1882). From the first years of his administration, Kaufman paid special attention to the organization and targeted management of public education, especially vocational education.

In accordance with the Regulations of the Directorate of Educational Institutions of the Turkestan Region, which came into force on January 1, 1876, the first men's progymnasiums were opened on July 1, 1876 in the cities of Tashkent and Verny (now Alma-Ata).

The "Plan for the Organization of the Educational Process and Public Education in the Turkestan Region" [1] reflected the following sections on the organization of vocational education in the region:

- 1) the establishment of 2 men's gymnasiums (in Tashkent and Verny) under the Ministry of Education;
- 2) the admission of not only Russian children, but also representatives of other nationalities to the gymnasium;
- 3) the establishment of public educational institutions in addition to the gymnasiums established in the region;
- 4) to establish a Tashkent Teachers' Seminary to train teachers for public schools;
- 5) to open a model school under the teachers' seminary and organize preparatory courses for public schools at the school;
- 6) to ensure that the model school opened under the TOS will serve as the basis for the subsequent establishment of local schools;
- 7) to allocate 50 places at the model school, 20 of which will be for Russian children and 30 for teachers of foreign nationality who will be teaching in primary schools;
- 8) to ensure that seminary students complete their internship by attending classes at the model school at the seminary;
- 9) to ensure that study at the seminary lasts 3 years;
- 10) to stipulate that graduates of the 20 budget places allocated at the seminary will work in local public schools for 3 years;
- 11) Seminary graduates should later establish and operate local public schools;
- 12) local public schools should be planned to consist of 2 sections (higher and lower sections and vocational classes);
- 13) teaching primary knowledge in lower sections;
- 14) teaching general education subjects in higher sections and training teachers for primary sections from them;
- 15) vocational classes should provide vocational training according to the wishes of schoolchildren. The profession to be taught should be selected based on local needs;
- 16) the term of study in folk schools in remote areas is set at 4 years. For those who are later scheduled to teach in small departments, the term of study is set at 5 years;
- 17) to allow those who have graduated from the seminary with excellent grades to open folk schools for children of nomadic peoples living in the steppes;
- 18) to allocate funds and necessary textbooks from the treasury to this school if the number of students in schools opened in the steppes by a seminary graduate exceeds 10 rubles;
- 19) to establish a reward of 20 rubles for teachers who, if their locally trained students pass the exam and enter the higher education department of public schools;
- 20) to establish the position of inspector of public schools to supervise the activities of public schools in the country [1].

K. P. Kaufman was generally against the education of children of the “lower class”. In his opinion, children of the “lower class” should acquire a profession in order to live, serve society, work as ordinary workers in production organizations.

According to the instruction No. 9255 of June 18, 1887, it was established that the head of each educational institution should collect information about the social status (origin) of the applicant who submitted documents for study.

In 1871, the first Russian primary school in Tashkent was transformed into a “folk-craft” school. In 1873, the “Turkestan Silk School” was opened in Tashkent. V.F. Oshanin was appointed head of the school. During the 10-year operation of the school, 2 Italian types of silk were put into practice. 4 Uzbek students learned the process of winding silk on the latest European looms. Another obstacle to the rapid development of the school was that the centers of silk production, not Tashkent, where the school was located, but the Fergana and Zarafshan valleys [2; P.143]. By 1882, the next governor-general of the country, M. G. Chernyayev (1882-1884), closed the silk school, citing a lack of students.

As a result of analyzing the activities and orientations of these two established schools, we can conclude that the vocational schools established in the country were established and managed in the interests of the Russian Empire, based on the needs of the owners of large production, industrial and trade organizations of the empire.

In accordance with the Law of 1878, the Ministry of Public Education developed a plan for improving the activities of industrial schools. Since 1881, when this plan was approved, the organization of industrial schools, vocational schools and manual labor courses at city schools was established in the Russian territories, including Turkestan, at the expense of state and private funds. This was one of the first planned steps taken to train qualified workers, craftsmen and technicians for the needs of the country (based on the interests of Russia). One of the reasons for the rapid establishment of vocational schools in Turkestan was the rapid development of huge capitalist industry and railway construction in Russia.

In Turkestan, in order to meet the need for workers and employees, special lands were allocated under urban educational institutions for vocational schools (tailoring, weaving, craftsmanship and turning) and rural schools, where students would conduct practical training in gardening and farming. For this purpose, funds in the amount of 50 rubles were allocated from the treasury to these schools [3; 1887 No. 5, 1888 No. 17-18].

In general, the work on improving agriculture, accelerating production, and training qualified workers and employees for processing primary products in the country was carried out very slowly, in most cases only at the initiative of some wealthy and intelligentsia.

The issue of opening a technical school in Tashkent began to be publicly discussed since 1887 [3; 1887 No. 42-43]. Only by 1896 was the Tashkent Vocational School opened. It was intended to train employees who would mainly provide technical service to equipment in cotton ginning factories and plants, as well as large manufacturing enterprises. The school, which was designed for 100 students, was not properly organized, and during the first fifteen years, only 10 students graduated from it per year.

By 1897, courses were organized in Tashkent to train watermen. The curriculum of the course provided for classes to be conducted mainly in combination with practical training. The position of a judge was established to

supervise the progress of practical training in horticulture, sericulture, and agricultural work in vocational schools established in the region. In 1902, a school was established near Tashkent to train junior technicians to provide technical service to existing irrigation structures [3; 1902, No. 5].

Agricultural schools were established throughout all regions of the Turkestan region, mainly in the field of agriculture. In particular, in 1887, gardeners were established in Verny, in 1904, a school of gardening and winemaking was established in Samarkand, in 1887 in Kokand, in 1898 in Przhevalsk, in 1890 in Pishpek, in 1896 in Zharkent, and in 1897 in Ashgabat.

The next governor-general of the country, N. O. Rosenbach (1884-1889), also considered it necessary to act with “extreme caution” in relation to local public education institutions from the first years of his reign. To this end, starting in 1884, a serious attempt was made to organize Russian-local (rus-tuzem) schools consisting of Russian and Muslim classes, along with Muslim schools.

In 1884, an instruction was issued for the inspectors of public educational institutions in the Turkestan region, approved by the Ministry of Education. In § 3 of the instruction, it was determined that all educational institutions, schools and madrasas in the region, regardless of their religious orientation, would be under the control of the inspectors of educational institutions. Thus, the policy of “neglect” regarding local public education was officially abandoned. However, the implementation of the instruction was not carried out uniformly in all regions and stopped. In accordance with the instruction, first of all, the waqf properties and the economic aspects related to them were taken under control. At the same time, starting from 1885, Rosenbach demanded that all “Muslim schools in the region be under full government control and that constant supervision be organized over them.”

Since the establishment of the position of special inspector of educational institutions, only the "Worship of the Tsar" has been taught in Muslim madrasas in Uzbek instead of Tatar, and the endowment economy has been somewhat regulated.

In the last decade of the 19th century and the first years of the 20th century, the branches of the Russian education system in Turkestan developed relatively well. These changes, of course, were associated with several factors. First, there was the strengthening of the tsarist administration in the country, the widespread consolidation of imperial power, and the desire to know the Russian language among the local population. Secondly, the implementation of measures aimed at improving the quality of education in Russian educational institutions by the administrators of the Main Department of Educational Affairs, in particular, the Governor of the Syrdarya region, Head of the Syrdarya Department of Educational Affairs Gramenisky S.M., as a result of the promotion of the project and the support of the Head of the Department of Educational Affairs Kerensky F.M. Thirdly, the growing need for a large number of qualified personnel working in small positions in the production sectors, enterprises and organizations established in the country led to the establishment of not only public schools in Turkestan, but also many vocationally oriented educational institutions. In particular, as a result of the development of the law on the establishment of industrial schools adopted by the Ministry of Public Education of the empire in 1878 and its approval in November

1881, and the approval of the Regulation on industrial schools on March 7, 1888, the establishment of industrial schools, craft schools, and manual labor classes at city schools at the expense of state and private investments not only in Turkestan, but throughout the empire became widespread.

First of all, in order to protect the interests of tsarism in the country, a project to establish a technical school in Tashkent was put forward as early as 1887. By 1896, the Tashkent Crafts School was established in Tashkent, which trained qualified carpenters, craftsmen, and blacksmiths to repair equipment for cotton ginning and other industrial enterprises. In 1897, the "Lower Geodesy Courses" were opened in Tashkent, designed to train watermen. In 1902, the Agricultural Hydrotechnical School was established in Tashkent, which also trained specialists in the agricultural sector. Its main goal was "to teach students how to build irrigation equipment and structures, as well as to properly conduct agriculture in general and its individual sectors in the conditions of the Turkestan region." Although it has been suggested that these educational institutions were established to meet the needs of the local population and to make them skilled, they were primarily established due to the need for servants to serve the interests of tsarism in the country.

Vocational education developed widely in Turkestan, especially since the beginning of the 20th century. In the city of Tashkent alone, educational institutions and private educational courses were established that trained many types of specialists. In the early years of the 20th century, the system of private educational institutions developed well. The training course for communication workers under the Turkestan Post and Telegraph District Administration was one of them. Private decoration and general fine arts and music schools, organized by a group of local artists, also operated in Tashkent.

Vocational education in the Turkestan region was on the verge of becoming widespread, initially in the form of courses and educational institutions, mainly among the Russian population. However, the experience accumulated before the 1917 revolution served as the basis for the first years of the organization of the Soviet vocational education system in the country after the 1917 revolution.

Literature:

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Xülasə

TÜRKÜSTANDA PEŞƏ TƏHSİLİNİN TƏŞKİLİ VƏ İDARƏ OLUNMASI TƏCRÜBƏSİNDƏN (XIX əsrin ikinci yarısı – XX əsrin əvvəlləri)

Məqalədə 19-cu əsrin sonu – 20-ci əsrin əvvəllərində müstəmləkə Türküstanda mövcud və yeni yaradılmış peşəkar təhsil müəssisələrinin təşkili və müasirləşdirilməsinin səbəb və nəticələri təhlil edilir. Müstəmləkə ərazisində peşəkar təhsil müəssisələrinin yaradılması, ilk növbədə, çar Rusiyasının mənafeyi nəminə həyata keçirilirdi. Bu planın əsas məqsədi, birincisi, Rusiyanın maraqları əsasında istehsalın təşkil olunduğu istehsal

prosesinə yerli əhalini cəlb etmək, ikincisi, yerli yerlərdə ucuz peşəkar işçi qüvvəsinə olan tələbatı ödəmək, üçüncüsü, yerli əhalini yerli zadəganların və müsəlman dininin təsirindən uzaqlaşdırmaq idi.

Дусмурод Джураев

Резюме

**ИЗ ПРАКТИКИ ОРГАНИЗАЦИИ И УПРАВЛЕНИЯ
ПРОФЕССИОНАЛЬНЫМ ОБРАЗОВАНИЕМ В ТУРКЕСТАНЕ
(вторая половина XIX – начало XX века)**

В статье анализируются причины и последствия организации и модернизации существующих и вновь создаваемых профессиональных учебных заведений в колониальном Туркестане конца XIX – начала XX века. Создание профессиональных учебных заведений на колониальной территории осуществлялось, прежде всего, в интересах царской России. Главной целью этого плана было, во-первых, привлечение местного населения в производственный процесс, где производство было организовано исходя из интересов России, во-вторых, удовлетворение потребности в дешёвой профессиональной рабочей силе на местах и, в-третьих, дистанцирование местного населения от влияния местной знати и мусульманской религии.