

**FROM THE HISTORY OF PRIMARY EDUCATION  
OF THE RUSSIAN SAMPLE IN THE FERGHANA REGION IN THE SECOND HALF OF THE  
XIX - BEGINNING OF THE XX CENTURY**

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**ABSTRACT:** The article reveals the history of the formation and opening of the first educational institutions of Russian type in the Ferghana region in the second half of XIX - early XX centuries. On the basis of archival documents and a collection of resolutions on management of educational institutions of Turkestan region the position of educational institutions in Margilan, Kokand, Andijan is considered. An attempt has been made to generalize the data of the curriculum for the districts of the Ferghana region. The analysis of the report of the inspector of national schools is presented.

**Key words:** Turkestan region, Ferghana region, public education, educational institutions, management of educational institutions, elementary school, inspector of public schools, Russian-Turkish schools, curriculum, statistical data, reports

## Introduction

After the conquest of Central Asia by the Russian Empire, Russian culture and secular education began to penetrate into the life of the local population. Attention to the history of formation and development of the education system has not weakened for a long time. Changes in the political situation in the country and modernization of education actualized the comprehensive study of the education system. But the history of the formation and development of the Russian education system in Turkestan region, in particular the Ferghana region, has still not been sufficiently analyzed.

This territory was formed in 1876 and here, as well as in other regions, elementary school, city and district schools, Russian-Turkish schools and a number of other educational institutions were opened by the Russian administration. In 1876, for the organization and general management of these educational institutions, the Directorate for the educational part of Turkestan region was established, headed by a chief inspector, and for elementary school the posts of district inspectors of national schools were introduced. According to the order of Turkestan region of educational department No. 27 dated July 8, 1896, all elementary schools of Ferghana region entered the II district with a location of the inspector in Margelan [4:2-2 vol.] The main task was to organize and supervise the educational process [14:92].

### **Main part**

By order of Turkestan governor-general K.P. Kaufman from July 1, 1878 Administration of educational institutions of Turkestan region in Fergana region opened 8 educational institutions, namely: in Margelan a four-class city school and a female church school, and in each of the following cities: Kokand, Osh and Namangan one two-class school and one female two-class church school [6: 38-38 vol.]. Later, one city school for boys and one parish school for girls were opened in Andijon [13:179]. Thus, by July 1879 in the Ferghana region were opened ten schools: five for girls, which were established on the basis of the Statute of 8 December 1828 on parish schools, and the same number for boys, according to the Regulations of 31 May 1872 on city schools. For women's parish schools, certain states were not specified. K.P. Kaufmann approved the temporary staff of a two-class female school, which cost 1985 rubles per year. The schools were in their own room with two apartments for teachers, two rooms for each, with a common hallway and kitchen. And in the schools for boys there were defined the states attached to the above mentioned Regulation with a 50% increase in the maintenance of each school [6: 171-172 vol.]. The regional administration understood that without this measure it was impossible to expect to attract experienced teachers to the region who were provided with good maintenance by having classes at several educational institutions.

The schools of Ferghana region were financed by the State Treasury, land fees, public and class fees, donations of individuals and societies, city sums and other sources [10:7]. The lack of funds allocated for the maintenance of schools was reflected in the arrangement of premises for them. Some

schools had their own buildings built with city funds, which required major repairs or expansion. Others were in rented premises that were paid for from city funds [2:4-5].

All schools taught subjects such as the Law of God, arithmetic, reading and writing, Russian, geometry, geography and Russian history, drawing or painting, natural sciences, singing, gymnastics, and needlework. Additional subjects were also taught with the permission of the Ministry of National Education. For example, at the Kokand female parish school, German and French were taught for a fee outside school hours [8:189].

The report of the inspector of public schools of the 1st district of the Ferghana region F. Egorov gives detailed information about the educational process, learning of the curriculum by pupils, level of qualification of teachers and knowledge of pupils. Analysis of this document highlights a number of problems:

- low teaching level: *"In Kokand city four-grade school, at the arithmetic lesson, students found it difficult to make calculations, the geography teacher could not interest students, and at the Sartovian language lesson, instead of teaching children the "local language", the teacher used Russian speech;*

- Lack of visual aids for classrooms;

- Need to improve the economic part (replacement of asphalt floors with wooden ones, repair and expansion of premises), etc.

Besides the problems, there were some achievements in the educational process: *"...Science education was conducted with great skill, which indicates good knowledge among students. Singing and gymnastics in the school were conducted properly" [9:60-85].*

Thus, the program at Kokand Women's School was successfully implemented: *"...The students had good knowledge in etymological and syntactical parse of the Russian language. Written work was done carefully".*

In 1886, the Andijan Parish School was opened for joint training of boys and girls of the Russian population. *"In high school, learning to read and write,"* the inspector wrote in 1888, *"goes simultaneously and is not limited to mechanical reading and writing. Children acquire a lot of knowledge that develops them in a variety of ways".* Pupils of the junior department read sluggishly and inaudibly through the fault of the teacher; the handwriting is not tidy enough [7: 278-283]. In a report for 1893, senior classes were described positively in terms of literate writing and handwriting. Not a

single critical remark was made about teaching arithmetic. The situation was much worse with singing instruction. Teachers did not have the necessary training, and inspectors were not interested in this subject until 1890. The situation was better with the training of military gymnastics and needlework. The teachers who worked at the school taught girls how to knit, embroider, cut, sew for 2 hours a week, while a local officer diligently muzzled boys in military gymnastics.

As the Russian population increased, the number of schools and students increased. Based on data collected from reports for 1917 for three districts of the Ferghana region, we can conclude that there were 64 primary schools of all types in the region, of which there were 40 rural and 24 urban [10:5; 11:24; 12:2]. It should be noted that at the request of residents, educational institutions were opened in rural areas, which were in demand [5:11 vol.] The total number of students was 5058, of which 1896 were girls. Teaching staff in Ferghana region included 179 people, 88 of them were men and 91 women [10:5 vol.; 11:24 vol.; 12: 2 vol.]

In Fergana region there was interest in Russian language and Russian culture among the local population; in this connection Russian language courses were opened and grew into Russian-Turkish schools [3:205]. One half of the teaching time in them was devoted to studying the Russian language, history, geography, and the other half to mastering the old school curriculum. Here they studied "The Book of Reading" by S. Gramenitsky, works by the classics of Russian literature I. Krylov, A. Pushkin, M. Lermontov, etc. [1:29].

Evening courses for adults were opened at Russian-Turkish schools. These courses were attended not only by people engaged in trade or craft, but also by people of different classes. Lessons were held in the evenings, daily for 2 hours, except for holidays. Training was conducted in the following subjects: arithmetic, reading, writing, Russian speaking. In 1913, in his reports F. Egorov wrote in his reports: *"...There are so many people willing to attend courses at the first Kokand school that it was necessary to allow additional private courses for a fee. Paid courses are also allowed at the Skobelevsky Russian-Turkish School"* [9:83]. Below is a table of evening courses for adults, based on information collected from 1916 reports for three districts of the Ferghana region.

	Total number of teaching hours	Number of male students
Schools of the 1st district of Ferghana region [10:7 vol., 23].		
Skobelevskoye	240	24
Staro-Margelanskoe	250	15
Queenskoe 254 13	254	13
Kanibadamskoye	210	7
Alty-Arykskoe 248 20	248	20
Sharikhanske 280 37	280	37
Total:	1482	116
Schools of the 2nd district of Fergana region [11:26 vol.]		
Kokandsky 1 st	300	25
Kokandsky 2nd	230	27
Namangan	262	15
Chustskoye	292	12
Yangi Kurgan	340	8
Totally:	1424	87
Schools of the 3rd district of Fergana region [12:4 vol.]		
Andijan	256	17
Oshskoe	252	25
Kurganttepinsky	262	20
Total:	770	62

The general situation of primary schools in Ferghana region could not be considered favorable and their success was not sufficient, because the level of development of students, especially in rural schools, was very low and the number of graduates was insignificant. There were several reasons for this: teachers were poorly prepared for classes, as well as lack of teachers, failure to perform their duties, and "absenteeism" of students.

Regarding some remarks in the activity of Russian-Turkish schools, the governor-general A.V. Samsonov wrote in his orders that Russian-Turkish schools and colleges should serve as a means to bring the indigenous population closer to Russians. That is why the teachers, leading these schools, had to understand the importance and responsibility entrusted to them - to take care of development in students not only mental abilities, but also moral qualities.

### **Conclusion**

In general, primary education in the Turkestan region was undoubtedly of great importance. Of course, all activities designed in detail for the development of schools in Ferghana region were not implemented, but the main provisions were implemented. There were some instructive moments in the staging of the educational work: permanent strict regime, common and clear requirements, uniforms, needlework lessons, gymnastics and others. It is unequivocally that Russian schools were a new phenomenon in the educational system of Turkestan region, contributing to the spread of literacy, culture and language of Ferghana region among the Russian population. However, the study of the formation and development of Russian-style education is still insufficient. Therefore, the urgency and necessity to continue extensive and multidimensional study and comprehension of the historical way of education formation in the region is obvious.

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#### **APPENDIX**

1. NAUz       /(*Nasional'nyj Arhiv Uzbekistana*)       –       NAUz       /  
National Archives of Uzbekistan
2. f. (*fond*) – fund
3. op. (*opis*) – inventory
4. d. (*delo*) – file
5. s. (*stranisa*) – page
6. ob. (*obratnaya storona*) – rev (reverse)