

2026. 13 (3)

Asian Journal

"STEPPE PANORAMA"



ISSN 3135-8055

ISSN 3135-8055 (online)

Құрылтайшысы және баспагері: Қазақстан Республикасы Ғылым және жоғары білім министрлігі Ғылым комитеті Ш.Ш. Уәлиханов атындағы Тарих және этнология институты ШЖҚ РМК

Ғылыми журнал Қазақстан Республикасы Инвестициялар және даму министрлігінің Байланыс, ақпараттандыру және ақпарат комитетінде 2025 ж. 5 сәуірде тіркелген. Тіркеу нөмірі № KZ91VPY00116246. Жылына 6 рет жарияланады (электронды нұсқада).

Журналда тарих ғылымының *келесі бағыттары* бойынша ғылыми жұмыстар жарияланады: тарих, этнология.

Жарияланым тілдері: қазақ, орыс, ағылшын.

Редакция мен баспаның мекен-жайы:

050010 Қазақстан Республикасы, Алматы қ., Шевченко көш., 28-үй

ҚР ҒЖБМ ҒК Ш.Ш. Уәлиханов атындағы Тарих және этнология институты ШЖҚ РМК

Тел.: +7 (727) 261-67-19, +7 (727) 272-47-59

Журнал сайты: <https://ajspiie.com>

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Тарих және этнология институты 2026
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ISSN 3135-8055 (online)

Учредитель и издатель: РГП на ПХВ «Институт истории и этнологии им. Ч.Ч. Валиханова»
Комитета науки Министерства науки и высшего образования Республики Казахстан

Научный журнал зарегистрирован в Комитете связи, информатизации и информации
Министерства по инвестициям и развитию Республики Казахстан, свидетельство о
регистрации:

№ KZ91VPY00116246 от 03. 04. 2025 г. Публикуется 6 раз в год (в электронном формате).

В журнале публикуются научные работы *по следующим направлениям* исторической науки:
история, этнология.

Языки публикации: казахский, русский, английский.

Адрес редакции и издательства:

050010 Республика Казахстан, г. Алматы, ул. Шевченко, д. 28

РГП на ПХВ Институт истории и этнологии им. Ч.Ч. Валиханова КН МНВО РК

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ISSN 3135-8055 (online)

Founder and publisher: RSE on REM" Ch.Ch. Valikhanov Institute of History and Ethnology" of the Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan

The scientific journal is registered at the Committee for Communications, Informatization and Information of the Ministry for Investments and Development of the Republic of Kazakhstan, registration certificate: No. KZ91VPY00116246 dated 03. 04. 2025. The journal is published 6 times a year (in electronic format).

The journal publishes scientific works in the *following areas* of historical science: history, ethnology.

Publication languages: Kazakh, Russian, English.

Editorial and publisher address:

28 Shevchenko Str., 050010, Almaty, Republic of Kazakhstan

RSE on REM Ch.Ch. Valikhanov Institute of History and Ethnology CS MSHE of the Republic of Kazakhstan

Tel.: +7 (727) 261-67-19, +7 (727) 272-47-59

Journal website: <https://ajspiie.com>

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of History and Ethnology, 2026
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ТАРИХ / ИСТОРИЯ / HISTORY

Published in the Republic of Kazakhstan
Asian Journal "Steppe Panorama"
Has been issued as a journal since 2014
ISSN 3135-8055 .
Vol. 13. Is. 3, pp. 753-771, 2026
Journal homepage: <https://ajspiie.com>

FTAXP / MPHTH / IRSTI 03. 20
https://doi.org/10.51943/3135-8055_2026_13_3_753-771

ACTIVITIES OF SECULAR AND MUSLIM EDUCATIONAL INSTITUTIONS IN THE SEMIRECHYE REGION AT THE TURN OF THE XIX–XX CENTURIES (INTERDISCIPLINARY ANALYSIS BASED ON ARCHIVAL DOCUMENTS)

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Abstract. Introduction. In the late XIX – early XX centuries, secular and Muslim educational institutions developed simultaneously in the Semirechye region, becoming an important component of education in the region. The colonial educational policy of the Tsarist authorities, the activities of Russian-Correctional schools and the formation of Muslim Jadid educational institutions had a significant impact on the cultural and spiritual development of the region. In this regard, a comprehensive study of the activities of these educational institutions on the basis of archival documents is of scientific relevance. *Goals and objectives.* The goal of the study is to analyze the activities of secular and Muslim educational institutions in the Semirechye region at the turn of the XIX – XX centuries on the basis of archival documents and determine their place and features in the education system. In accordance with this goal, the tasks were set to study the prerequisites for the formation of educational institutions, the content, financing, social composition of the educational process and the impact on the socio-cultural development of the region. The authors analyzed documents from the Central Archive of the Republic of Kazakhstan, the State Archival Fund of the Republic of Tatarstan, and periodical materials using comparative historical and structural-functional methods. The study used an interdisciplinary approach combining history, sociology and pedagogical analysis. *Results.* In the course of the study, it was found that Russian-Correctional schools, gymnasiums, Parish Schools, Muslim schools and madrasas existed in the Semirechye region in parallel. Archival documents indicate that the Tsarist administration pursued the goal of spreading the Russian language among the local population and training the personnel necessary for the colonial system of government. It was also revealed that Muslim educational institutions played an important role in preserving national cultural values, as well as increasing the religious literacy of the population. Schools of the Jadid direction combined elements of traditional and secular education and

contributed to the formation of the National intelligentsia. *Conclusion.* Secular and Muslim educational institutions in the Zhetysu region, although they are based on different goals and educational models, have made a significant contribution to the development of education in the region. Russian-Correctional schools served as an instrument of colonial policy, while Muslim and Jadid educational institutions were aimed at preserving national spiritual values and educating a new generation of intellectuals. Therefore, the interrelated consideration of their activities allows us to more deeply understand the complex and multifaceted nature of the history of education in Kazakhstan.

Keywords: Zhetysu Region, Public Education, Muslim schools, madrasahs, Jadid education, secular education, Russian-Correctional schools, educational policy of the Tsarist government, educational institutions, cultural development, late XIX, early XX century

Acknowledgment. The article was prepared as part of the grant-funded project of the Ministry of Science and Higher Education of the Republic of Kazakhstan "Interdisciplinary study of the history of the activities of secular and Muslim educational institutions in Kazakhstan at the turn of the XIX–XX centuries (based on new archival documents)" (Grant Registration No. AR26105033).

For citation: Ospanova R.R., Murzakhodzhaev K.M., Activities of secular and muslim educational institutions in the Semirechye region at the turn of the XIX–XX centuries (interdisciplinary analysis based on archival documents) // Asian Journal "Steppe Panorama". 2026. Vol. 13. No. 3. Pp. 753–771. (In Eng.). DOI: 10. 51943/3135-8055 _2026_13_3_753–771

XIX–XX ҒАСЫРЛАР ТОҒЫСЫНДА ЖЕТІСУ Өңіріндегі Зайырлы және Мұсылмандық Оқу Орындарының Қызметі (Архивтік Құжаттар Негізінде Пәнаралық Талдау)

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Аңдатпа. *Kіріспе.* XIX ғасырдың аяғы – XX ғасырдың басында Жетісу аймағында бір мезгілде зайырлы және мұсылмандық оқу орындары дамып, аймақтағы білім берудің маңызды құрамдас бөлігіне айналды. Патша өкіметінің отаршылдық білім беру саясаты, орыс-түзем мектептерінің қызметі және мұсылман жадид білім беру мекемелерінің құрылуы аймақтың мәдени және рухани дамуына айтарлықтай әсер етті. Осыған байланысты архивтік құжаттар негізінде осы оқу орындарының қызметін жан-жақты зерделеу ғылыми өзектілікке ие. *Зерттеудің мақсаты мен міндеттері* – XIX–XX ғасырлар тоғысындағы Жетісу облысындағы зайырлы және мұсылман оқу орындарының қызметін мұрағат құжаттары негізінде талдау және олардың білім беру жүйесіндегі орны мен ерекшеліктерін анықтау. Осы мақсатқа сәйкес оқу орындарын құрудың алғышарттарын, оқу процесінің мазмұнын, қаржыландырылуын, әлеуметтік құрамын және аймақтың әлеуметтік-мәдени дамуына әсерін зерттеу міндеттері қойылды. *Материалдар мен әдістері.* Авторлар Қазақстан Республикасының Орталық мемлекеттік архиві, Татарстан Республикасының мемлекеттік архив қорынан алынған

құжаттарға, мерзімдік баспасөз материалдарына салыстырмалы-тарихи, құрылымдық-функционалдық әдістер арқылы талдау жасаған. Зерттеуде тарих, әлеуметтану, педагогикалық талдауды біріктіретін пәнаралық тәсіл қолданылды. *Нәтижелер.* Зерттеу барысында Жетісу облысында орыс-түземдік мектептер, гимназиялар, приходтық мектептер, мұсылман мектептері мен медреселер қатар өмір сүргені анықталды. Архивтік құжаттар патша әкімшілігінің орыс тілін жергілікті халыққа тарату және отарлық басқару жүйесіне қажетті кадрларды даярлау мақсатын көздегенін көрсетеді. Сондай-ақ, мұсылман оқу орындарының ұлттық мәдени құндылықтарды сақтауда, сондай-ақ халықтың діни сауаттылығын арттыруда маңызды рөл атқарғаны анықталды. Жадид бағытындағы мектептер дәстүрлі және зайырлы білім беру элементтерін біріктіріп, ұлттық интеллигенцияның қалыптасуына өз үлестерін қосты. *Қорытынды.* Жетісу облысындағы зайырлы және мұсылмандық оқу орындары әртүрлі мақсаттар мен білім беру модельдеріне негізделгенімен, аймақтағы білім беруді дамытуға айтарлықтай үлес қосты. Орыс-түзем мектептері отаршылдық саясаттың құралы ретінде қызмет етті, ал мұсылман және жадид білім беру мекемелері ұлттық рухани құндылықтарды сақтауға және зиялы қауымның жаңа буынын тәрбиелеуге бағытталған. Сондықтан олардың қызметін өзара байланысты қарастыру Қазақстандағы білім беру тарихының күрделі және көп қырлы сипатын тереңірек түсінуге мүмкіндік береді.

Түйін сөздер: Жетісу өңірі, халық ағарту ісі, мұсылмандық мектептер, медреселер, жадидтік білім беру, зайырлы білім беру, орыс-түзем мектептері, патша өкіметінің ағарту саясаты, оқу орындары, мәдени даму, XIX ғасырдың соңы, XX ғасырдың басы.

Алғыс. Мақала Қазақстан Республикасы Ғылым және жоғары білім министрлігінің ЖТН АР26105033 «XIX–XX ғасырлар тоғысында Қазақстандағы зайырлы және мұсылмандық оқу орындарының қызметінің тарихын пәнаралық тұрғыда зерттеу (жаңа архивтік құжаттар негізінде)» гранттық қаржыландыру жобасын іске асыру шеңберінде дайындалды.

Дәйексөз үшін: Оспанова Р.Р., Мурзаходжаев Қ.М. XIX–XX ғасырлар тоғысында Жетісу өңіріндегі зайырлы және мұсылмандық оқу орындарының қызметі (архивтік құжаттар негізінде пәнаралық талдау) // Asian Journal «Steppe Panorama». 2026. Т. 13. № 3. 753–771 бб. (Ағылш.). DOI: 10.51943/3135-8055_2026_13_3_753–771

ДЕЯТЕЛЬНОСТЬ СВЕТСКИХ И МУСУЛЬМАНСКИХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ В РЕГИОНЕ СЕМИРЕЧЬЕ НА РУБЕЖЕ XIX И XX ВЕКОВ (МЕЖДИСЦИПЛИНАРНЫЙ АНАЛИЗ НА ОСНОВЕ АРХИВНЫХ ДОКУМЕНТОВ)

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Аннотация. Введение. В конце XIX-начале XX века в Семиречье параллельно развивались светские и мусульманские учебные заведения, которые стали важной составляющей просвещения в крае. Колониальная образовательная политика царской власти, деятельность русско-исправительных школ и становление мусульманских джадидийских учебных

заведений оказали значительное влияние на культурно-духовное развитие региона. В этой связи комплексное изучение деятельности данных учебных заведений на основе архивных документов имеет научную актуальность. *Цель и задачи исследования.* Цель исследования – проанализировать деятельность светских и мусульманских учебных заведений Семиречья на рубеже XIX–XX веков на основе архивных документов и определить их место и особенности в системе образования. В соответствии с этой целью поставлены задачи изучения предпосылок формирования учебных заведений, содержания, финансирования, социального состава учебно-воспитательного процесса и влияния на общественно-культурное развитие региона.. Авторы проанализировали документы из Центрального архива Республики Казахстан, государственного архивного фонда Республики Татарстан, материалы периодической печати сравнительно-историческими и структурно-функциональными методами. В исследовании использовался междисциплинарный подход, сочетающий историю, социологию и педагогический анализ. *Результаты.* В ходе исследования было установлено, что в Семиречье параллельно функционировали русско-коррекционные школы, гимназии, приходские училища и мусульманские школы, медресе. Архивные документы показывают, что царская администрация преследовала цель распространения русского языка среди местного населения и подготовки кадров, необходимых для колониальной системы управления. Также было отмечено, что мусульманские учебные заведения, наряду с повышением религиозной грамотности населения, сыграли важную роль в сохранении национальных культурных ценностей. Школы джадидистской направленности сочетали в себе элементы традиционного и светского образования, способствовали формированию национальной интеллигенции. *Заключение.* Светские и мусульманские учебные заведения Жетысуского региона, хотя и основаны на различных целях и образцах образования, внесли значительный вклад в развитие просвещения в регионе. В то время как русско-исправительные школы служили инструментом колониальной политики, мусульманские и джадидийские учебные заведения были направлены на сохранение национальных духовных ценностей и воспитание нового поколения интеллигенции. Поэтому рассмотрение их деятельности во взаимосвязи позволяет глубже понять сложный и многогранный характер истории образования в Казахстане.

Ключевые слова: Жетысуский регион, народное просвещение, мусульманские школы, медресе, джадидское образование, светское образование, русско-исправительные школы, просветительская политика царской власти, учебные заведения, культурное развитие, конец XIX- начало XX века

Благодарность. Статья подготовлена в рамках реализации проекта грантового финансирования Министерства науки и высшего образования Республики Казахстан ИРН AP26105033 «Междисциплинарное исследование истории деятельности светских и мусульманских учебных заведений в Казахстане на рубеже XIX–XX веков (на основе новых архивных документов)».

Для цитирования: Оспанова Р.Р., Мурзаходжаев К.М. Деятельность светских и мусульманских образовательных учреждений в регионе Семиречье на рубеже XIX–XX веков (междисциплинарный анализ на основе архивных документов) // Asian Journal «Steppe Panorama». 2026. Т. 13. № 3. С. 753–771. (На англ.). DOI: 10. 51943/3135-8055 _2026_13_3_753–771

Introduction. The history of public education in Kazakhstan in the late XIX – early XX centuries is among the problems studied to some extent in domestic historiography. However, the features of the development of the education system at this stage, especially the activities of secular and Muslim educational institutions, their relationship and place in the life of society, still require deep study. Despite the fact that earlier works considered certain areas of the educational sphere, a comparative analysis of regional features and the activities of educational institutions of various types was insufficiently carried out. The colonial educational policy of tsarist Russia had a significant impact on the traditional educational system of the local population. On the one hand, Russian-Kazakh and Russian-native schools were opened and a secular education system began to take shape,

and on the other hand, Muslim schools and madrasahs retained an important place in the spiritual and cultural life of the people. Therefore, it is scientifically important to consider the trends in the development of education at this stage not only unilaterally, but also in the continuity of the activities of secular and Muslim educational institutions. Zhetysu region is a special historical region for studying these issues. The ethnodemographic composition of the region, socio-cultural features and the system of administrative management created conditions for the parallel functioning of various educational institutions here. Nevertheless, the activities of secular and Muslim educational institutions in Semirechye have not yet become the subject of special research in a comprehensive manner on the basis of archival documents. In this regard, an interdisciplinary analysis of the activities of secular and Muslim educational institutions in the Semirechye region at the turn of the XIX–XX centuries on the basis of archival data makes it possible to identify the features of the development of public education in the region, reveal the place of the education system in the social and cultural development of society, and the relevance of the research topic follows from these needs.

Materials and methods. The history of public education in Kazakhstan in the late XIX – early XX centuries has been studied in domestic historiography at various stages. In the first works, information on the socio-economic and cultural development of the Semirechye region was reflected in the notes of travelers and researchers. A special place among them is occupied by the work of P.P. Semenov-Tian-Shansky (Semenov-Tian-Shansky, 1948), who left valuable data on the nature, population and way of life of the Semirechye region. The works of Sh. Valikhanov also contain important information related to the traditional education system and spiritual culture of the Kazakh society (Valikhanov, 1991). During the Soviet period, the history of public education was considered mainly within the framework of the concept of the Cultural Revolution. In studies of this area, the formation and development of the education system was assessed as an achievement of socialist construction. In the works of R.B. Suleimenov (Suleimenov, 1972), R.B. Suleimenov and H.I. Bisenov (Suleimenov, Bisenov, 1967), A.K. Kanapin (Kanapin, 1964), the issues of cultural construction, the elimination of illiteracy and the development of public education were considered. However, in these studies, Muslim educational institutions of the tsarist era were often described as remnants of the old educational system, and their role in preserving national culture was not fully disclosed. The problems of the formation of the Kazakh intelligentsia were also widely studied in historiography. The works of Sh. Tastanov (Tastanov, 1982), H. Abzhanov (Abzhanov, 1988), S. Abubakirov (Abubakirov, 1989), A.T. Kapaeva (Kapaeva, 1989) are of great importance in this direction. Although these authors analyze the sources of formation, social composition and social activities of the national intelligentsia, they do not specifically focus on the regional characteristics of the educational institutions in which they studied. The problems of the system of higher education and training of pedagogical personnel were considered in the works of K. Zhamanbayev (Zhamanbayev, 1972), K.D. Zhulamanov (Zhulamanov, 1981), L.Z. Rustemov (Rustemov, 1985), T.K. Kataev (Kataev, 1986) and I. Mechtova (Mechtova, 1990). Although these studies were mainly devoted to the formation and development of the higher school in the Soviet period, they formed an important scientific basis in understanding the evolution of the education system in Kazakhstan. At the same time, the documents of the Central State Archive of the Republic of Kazakhstan allow a comprehensive study of the activities of Muslim schools, madrasahs, Russian-native schools and gymnasiums in the Zhetysu region. In the studies of the last period, the problems of the colonial nature of the educational policy of the tsarist authorities, the activities of Russian-native schools and the influence of the Jadid movement on the education system began to be considered on the basis of new methodological positions. However, there are few special studies that comprehensively analyzed the activities of secular and Muslim educational institutions in the Semirechye region in relation to each other, based on archival documents. In this regard, an interdisciplinary study of the activities of secular and Muslim educational institutions in the Semirechye region at the turn of the XIX–XX centuries is one of the most pressing problems in domestic historiography.

The study was guided by the principles of objectivity, consistency, concreteness, and the relationship between national and universal values. The priority of primary data, as well as theoretical

and methodological problems of history, was considered with reference to the views of domestic and foreign scholars, which made it possible to examine the topic under consideration from a new perspective. Comparative, structural-functional, retrospective, comparative-historical, and descriptive methods were used in the research. The main focus was on ensuring that the conclusions and findings drawn from these approaches were logically consistent with each other.

Results and discussion. Since the middle of the XIX century, the Semirechye region has been one of the most densely populated regions of the country, distinguished by its favorable natural and climatic conditions. The trend towards population growth and permanent settlement in the region has created objective prerequisites for the formation of educational and cultural and educational institutions. Since the formation of the Zhetysu region, the first educational institutions began to appear on its territory. In particular, there was one parish school and seven stanitsa schools, which were opened at the expense of the local stanitsas themselves. These educational institutions were mainly aimed at teaching the children of the displaced Russian population. Since the middle of the XIX century, the intensification of the migration of the Russian population to the Semirechye region has contributed to the expansion of the education system. As a result, educational institutions of a new type for the Russian population were opened in the region, and their activities were established. One of the first Russian educational institutions in Semirechye was the school, which was opened in 1852 in Sergiopol stanitsa, where the Cossacks settled. This educational institution stands out as an important institution that stands at the origins of the secular education system in the region. In general, the development of education in the Semirechye region was inextricably linked with the colonial administrative policy. Through educational institutions, the tsarist authorities intended to simplify the management of the local population, as well as strengthen their influence through cultural and educational work. In addition, this process laid the foundation for the formation of a new cultural space in the region, an increase in the level of literacy and the implementation of social changes (CSA RK. F. 44. Inv. 15. C. 21463. P. 3).

In the second half of the XIX – early XX centuries, the formation and development of the education system in the Semirechye region was inextricably linked with the colonial administrative policy. As of January 1, 1884, one men's and one women's gymnasium, five city schools, twenty-three parish men's schools and five mixed parish schools operated in the region under the Ministry of public education¹. In these educational institutions, mainly Russian children received education. Education among the Kazakh people was traditionally religious in nature. Children received education from mullahs, who conducted instruction while traveling through villages under nomadic conditions. Administrative and police reports of 1907 show that thousands of children were educated in such educational institutions². In 1908, 124 educational institutions operated in the Zhetysu region, where 9, 555 students studied, of whom 3, 995 were girls. Nevertheless, the educational process was conducted entirely in Russian, and access to education for the local population was limited. In total, of more than 300 thousand school-age children, only about 14 thousand were covered by education. At the end of the XIX century, due to the development of capitalist relations in the region, the demand for agricultural specialists increased. In this regard, agricultural schools were opened in Zharkent, Pishpek, Przhevalsk and Kapal in the Zhetysu region. In 1887, an agricultural school for Kazakh children was opened in Kapal, and 16 students were enrolled in the first year. The training was conducted in Russian, and along with general education subjects, students mastered special agricultural subjects. At the same time, craft workshops were opened at the school and practical skills were developed. However, these educational institutions did not give full-fledged results. In 1903, the Kapal school had 23 students, but the lack of teaching staff had a negative impact on the quality of education. In conclusion, education in Semirechye developed within the framework of colonial policy, as well as laid the foundation for the formation of cultural and educational processes.

At the beginning of the XX century, educational institutions aimed at training agricultural specialists operated in the Semirechye region, but their material and technical base was very weak. For example, in 1904, the Kazakh agricultural school in Kapal was transformed into a lower

agricultural school. However, this reorganization did not significantly improve the conditions of the educational institution. In general, the low level of economic and cultural development of the Semirechye region directly affected the quality of the education system. Within the framework of the colonial policy of tsarist Russia, the education system in Semirechye was organized mainly in accordance with the needs of the Russian administrative structure. With the support of the colonial-command system of government, Russian educational institutions were widely opened in the region – parish schools, station and settlement schools. These educational institutions were created on the basis of the “Statute on parish schools” of the Russian Empire of 1828 and the “Statute on Station schools” of March 15, 1861 and served as the main foci of primary education². Until 1867, the first network of educational institutions began to form on the territory of the Semirechye region. In particular, a two-class parish school operated in the city of Verny. In addition, six station schools were opened in small Almaty, Sergiopol, Urzhar, Lepsy, Sofia and Kapal stanitsa, and one Settlement School was opened in the village of Nadezhda. These educational institutions were mainly aimed at teaching the children of the displaced Russian population. In general, education in the Semirechye region developed in the service of colonial administrative interests. Through educational institutions, the tsarist authorities intended to strengthen the system of government in the region, as well as to reform the local population from a socio-cultural point of view. Nevertheless, these educational institutions to a certain extent became cultural and educational centers, contributing to the spread of literacy in the region. However, access to education for the Kazakh people remained limited, and language and social barriers to the educational process remained for a long time (Kaufman, 1885: 501).

Before the formation of the Turkestan governor-general and the Zhetysu region, educational institutions in the region did not develop administratively as an independent system, but depended on external management structures. In particular, educational institutions on the territory of Zhetysu were under the jurisdiction of the Semipalatinsk regional administration of public education. This situation directly affected the organization and content of educational activities in the region. The subordination of Semipalatinsk regional educational institutions led to the fact that educational institutions in Semipalatinsk were regulated in accordance with the administrative requirements of the region in terms of curricula, personnel and material support. As a result, the specific socio-economic and ethno-cultural features of the Zhetysu region were not fully taken into account. As a result of the Administrative Reforms of 1867–1868, the formation of the Turkestan governor-general and the Semirechye region laid the foundation for the beginning of a new stage in the management of the education system. Since that time, educational institutions in the region have been subordinated to local administrative structures, and a certain degree of centralization has been carried out in the organization of educational activities. These changes made it possible to increase the number of educational institutions, systematize their activities and effectively pursue the policy of the colonial authorities in the field of Education. However, these transformations served mainly the colonial interests of tsarist Russia, pursuing the goal of strengthening administrative control in the region through the education system and the spread of the Russian language and culture (CSA RK. F. 44. Inv. 1. C. 32721. P. 40).

Together with the creation of the Turkestan governor-general, the organization of the Zhetysu region as part of it marked the beginning of a new stage in the management of the education system in the region. Since that time, the management of educational institutions has been transferred to the jurisdiction of local administrative structures. However, the problem of organizing and coordinating the education system in the Turkestan region did not immediately find a systematic solution. A special administrative apparatus was formed only by 1876, carrying out the management of educational institutions in the region, directly subordinate to the Ministry of public education. The first concrete steps to establish education in the Semirechye region were taken in 1867. On October 25 of the same year, Konstantin Petrovich Kaufman, who served as Governor-General of Turkestan, sent special instructions to the military governors of the region on the development of public education. In particular, his letter of instruction №102, addressed to the Semirechye regional military governor Gerasim Alekseevich Kolpakovsky, emphasized the need to consider education as an important tool

of colonial policy. This document shows that the tsarist government paid special attention to education in the development of foreign regions in Central Asia. In his instructions, Kaufman mandated the effective organization of the education system in the Semirechye region for the development of production and educating the population as "citizens useful to the state". In addition, the need to increase the number of parish schools, attract public funds, as well as funds from local societies and individuals to open them was demonstrated. For this purpose, it was instructed to conduct explanatory work among the population. The instruction emphasized the need to open schools mainly in Russian settlements and settlements. It was aimed, on the one hand, at ensuring the educational needs of the resettled Russian population, and on the other, at adapting the local population to the colonial system of government. At the same time, attention was paid to the issue of providing educational institutions with qualified teaching staff, for this purpose it was proposed to establish contacts with inspectors of Public Schools of the Semipalatinsk region. Thus, the organization of educational affairs in the Semirechye region was carried out through specific administrative measures, which developed in close cooperation with the political and social interests of tsarist Russia. Educational institutions became not only the center of enlightenment, but also a means of spreading colonial ideology. Nevertheless, this process to some extent contributed to the formation of cultural and educational work in the region and laid the foundation for a new educational space (Bendrikov, 1960: 61).

After the governor-general's letter of instruction, in 1868, 5 settlement schools were opened in the Semirechye region and a two-class parish school in Kapal. In 1868, there were two parish schools in the region, where 229 children studied. In total, in 1868, there were 532 students in Russian educational institutions in Semirechye. In Zhetysu region, the number of educational institutions increased every year, but the quality was at a very low level. In 1870, the official M.I., who carried out the special instructions of the governor-general, checked the condition of schools in the Semirechye region. In a report submitted to the regional administration, Brodovsky noted that all schools are in a deplorable state, there is not a single school house that meets the requirements, and most of the teachers at the school have not received proper education (CSA RK. F. 44. Inv. 1. C. 48265. P. 121–122).

In Zhetysu region, there was a shortage of funds for the development of Russian schools and the proper functioning of educational work. Moreover, due to the fact that the monthly tuition fee of 25 kopecks from students did not correspond to the financial situation of the population, some parents did not send their children to school. In this regard, the Semirechye regional military governor Kalpakovsky, in a letter to Kaufman in 1871, made a proposal to abolish the monthly tuition fee of 25 kopecks. At the same time, the need to streamline the educational process was also noted. In his opinion, during the sowing and harvesting campaign, students should have been on vacation and helped their parents in the fields. In order to pay attention to the curricula of Russian schools in the region and bring it into a single system, Kalpakovsky, under his direct supervision, in the program developed in 1871 and approved by his signature, students had to study and master such subjects as religious teaching, Russian language, arithmetic, penmanship for three years in elementary school. Since 1871, state funds have been allocated to schools in the Semirechye region. In 1871, schools received from the imperial treasury 2, 440 rubles for schools, and in subsequent years, the amount of funds increased to 8, 970 rubles by 1876. However, the funds allocated from the state treasury were used to educate the children of residents of Cossack stanitsas and Russian settlements, and the Treasury did not provide for the allocation of funds for the education of local Kazakh-Kyrgyz children. Moreover, at the initial stage, the local population was distrustful of Russian schools and did not give their children to Russian schools. That is why the tsarist administration believed that there was no need to allocate funds for the development of public education among the local population. Although Lieutenant General Kalpakovsky took measures to attract Kazakh children to parish schools, this measure was not successful. The limping of educational activities in the region did not leave the administrative authorities indifferent. In 1873, by the decree of the Governor-General of Turkestan, a commission was created in Tashkent to develop a draft reform of Educational Affairs, and in May 1875, by the decree of the central government, educational institutions in the

Turkestan territory were transferred to the Ministry of public education. After that, on July 1, 1876, the Main Directorate for the Management of Educational Institutions of the Turkestan region was created, which was directly subordinate to the Ministry of public education. Thus, the management of educational institutions in the region was entrusted to the Chief educational inspector under the governor-general. In order to monitor and check the educational process in Russian schools, since 1877, the position of Inspector of people's schools has been introduced. This position was initially held by N.P. Ostroumov. After taking office, N.P. Ostroumov visited the Semirechye region in 1878 in order to conduct inspections of Russian educational institutions. During the visit, they found out that 147 students study at The boys' school in Verny, 73 at the girls' school, 88 at the Kapal school, and 178 at the Sofia station, where they got acquainted with the organization of the educational process. He determined that the educational process and educational work at The Boys' School in Verny was in poor condition and decided that it should be closed. In this regard, this educational institution has ceased to exist since 1879 (Ostroumov, 1899: 32).

In 1878–1879, the reconstruction of parish schools and station and settlement schools took place in Zhetysu region. As a result, parish schools were reorganized into city schools in accordance with the regulations of the Ministry of public education of 1872. From June 1, 1879, the station and settlement schools became parish schools, based on the Statute of 1828. Since 1876, secondary educational institutions that began to be built in Zhetysu were gymnasiums. The first gymnasium in Zhetysu was opened on July 1, 1876, in Verny in the form of a 4-class progymnasium, in 1879 it was transformed into a 6-class progymnasium, and then, since 1881, into an 8-class gymnasium. Requirements were imposed on those who wished to study at the boys' gymnasium in Verny in accordance with the regulations approved by the Ministry of public education. According to the gymnasium curriculum, considerable attention was paid a lot of attention to Latin and Greek. The heads of the gymnasium advocated that instead of these subjects, Kazakh children should be taught the Russian language. In 1880, Kaufman approved the regulations for the girls' gymnasium and progymnasium in the Turkestan territory. The rules stated the issues of attendance, dress code, discipline of girls studying at the gymnasium. This provision consisted of 46 points. The following subjects were required to be taught in the girls' gymnasium: religious teaching, Russian language, arithmetic, geography, history, physics, biology, German, French, singing, handicrafts, Gymnastics. At the beginning of 1869, Governor-General G.A. Kalpakovsky decided to open his own printing house in the region, to buy the necessary equipment in St. Petersburg. He entrusted the work to the headquarters-captain Kremkov and allocated 1000 rubles from state funds. The headquarters captain soon brought the necessary equipment from St. Petersburg. On November 9, 1869, the first printed page from the first Russian printing house was born in the Semirechye region. Editor A. Kremkov said about this: "I was lucky enough to organize the printing house. The intelligentsia in the region, with the help of a printing press, was able to promote morality with the truth of the nomadic and sedentary population." Soon, the first newspaper in Russian appeared in Semirechensky district "publications in Semirechensky region".

The first issue of "Publications in the Semirechensky Region" was published in 1870. At first, the newspaper was published weekly, and the annual cost was 3 rubles. On March 1, 1877, the girls' progymnasium of 3 classes was opened (CSA RK. F. 33. Inv. 1. C. 2. P. 1).

In total, 29 schools were opened in the Zhetysu region at the beginning of 1880. Among them, there was a boys' school – 5, girls' – 5, a mixed school for both – 1 (in the city), and at the stanitsas for boys – 11, for girls – 3, for both sexes – 4, in total there were 29. As a rule, on May 31, 1872, the vast majority of schools were opened in the cities of Verny, Kapal, Karakol, Kulzha. In the schools of kapal and Karakol, there were special places for students studying from outside. The remaining 25 parish schools were founded according to the educational and administrative regulations of the Turkestan region dated December 8, 1828. If we consider the number of schools by county on January 1, 1879, a total of 27 schools, the number of which did not change significantly in 1879.

Table – 1. Number of schools by county (1879)

Counties	Number of schools	Men	Girls
Verny	8	14197	9867
Tokmak	1	2121	1238
Issyk-Kul	3	1456	1749
Kapal	6	4547	4080
Sergipol	9	3255	2751
Kulja district	3	2182	488
Total	29	27758	20173

On July 1, 1879, the schools carried out work in the following directions. In the Verny uyezd-the district and rural Lyubovinskaya school, Maloalmatinskaya, Nadezhda parish schools worked for children, Sofia and Ili parish schools for boys, Sofia parish school for girls. In Tokmak County, the Tokmak school for men was re-established as a parish school for both sexes and transferred to Bishpek. Karakol schools for boys and girls, two-grade parish school for men and girls was reopened in Issyk-Kul County. Thus, in the article of the newspaper "Turkestansky Vedomosti", published in Tashkent on September 16, 1880, No. 37, referring to each district of the Semirechye region, wrote: the staff of all schools: honorary supervisors – 2, religious-law teachers – 16, teachers – 24, teachers – 12. the position of one religious-law teacher, two auxiliary teachers who teach men and girls, is still vacant. The total number of students is 956 boys and 278 girls. Among them in the city: men – 342, girls – 172, station boys – 613, girls-106. in comparison with the table above, we see a decrease in the number of students. The decline in the number of boys among students in 1878 is explained by the fact that the number of boys in the Gerasimov and Konstantinovskiy schools was not included. At the same time, according to the reform carried out, many schools were opened at the end of the year, in particular in Karakol, city, Kapal, Leps. Arasan did not even open, so at the beginning of the year everyone who intended to study had not yet had time to enroll. The number of schools in many localities did not provide for the interests of applicants for admission, there was a shortage, and not everyone could be admitted equally, only two teachers taught 138 students in the Verny city school, 1 teacher in Kapal – 91 students, on average, 42 students came to each school, and 34 students for each teacher. The social composition of students at the school was diverse, there were Russian and Kazakh children, peasant children and representatives of other groups. The number of children of other nationalities was 75 boys and 22 girls, of which 43 boys and 22 girls were Chinese emigrants, exiles to Sarkand. 25 Kyrgyz Kapal city schools, 5 different nationalities in Kulzha, 16 in Leps and 1 in Dungan Pishpek. Nonresident students of the Kapal city school were placed in the boarding house of the school, where they were taught and provided with food free of charge. According to the report of the head of the school in 1880, the funds allocated for the school were as follows: 465 rubles for school administration, 1754 rubles for textbooks, 1054 rubles for teaching aids. There were not enough textbooks in school libraries in the Semirechye region. There were warehouses for storing educational programs and teaching aids only in the city schools of Verny and Kapal. In the Turkestan region, the lack of warehouses for storing teaching aids, which provided the same educational materials for everyone, created difficulties in supplying local areas. According to the program, education in Zhetysu region was conducted in two directions. According to the rules of 1872, the first was divided into city schools, and the second, according to the rules of 1828, into parish schools. The city school carried out work on the program approved by the Ministry. With this program, schools in Verny and Kapal counties carried out their work at a satisfactory level. This was due to the following factors: 1. since 1878, he has been accustomed to the requirements of education in order to implement his programs; 2. heads of schools have received training from the Teachers "Institute in St. Petersburg, have achieved the level of thorough performance of their work, proper guidance. At the same time, there were shortcomings. There were also difficulties in Verny County. The large number of students, the narrowness of classrooms. In the first two sections, one teacher had to teach 102 students, and there were not enough teaching aids. Despite the good education at this school, city schools in Karakol and Kulzha were opened at the end of the year. parish schools did not have a suitable program for studying in primary schools. Programs are delivered at the end of the

year. In this regard, the students of this school gave education with all the documents they had. In all parish schools, classes on religious law, arithmetic, history, geography, drawing, drawing, singing, Gymnastics were held, and in girls "schools-handicrafts. Each lesson lived up to its name. For example, the law of religion taught to worship and believe, the Russian language taught to read and write, numbers in arithmetic, and events that happened in history. In 1879, the reorganization of the schools ended, and the shortage of textbooks stopped. Students are used to writing, drawing, and reading. Significant progress was achieved

Table – 2. Such achievements can be analyzed using archival documents as an example. Let's take the indicator of academic performance of one student for the 2nd half of the 1878–1879 academic year: For example: the academic performance of A. Ananvina (CSA RK. F. 93. Inv. 1. C. 79. P. 11).

Months	Law	Latin	Russian	Arith.	Geog.	German	French	Penmanship	Drawing	Listen.	Listen.	Behavior	Lessons
8–10	5	3	5	4	4	4	4	3	3	4	5	5	28
11–12	4	3	5	3	4	4	3	4	4	4	4	5	84
1–2	5	3	5	4	4	5	3	4	4	4	5	5	80
3–4	5	3	4	4	4	4	3	5	4	4	4	5	11
Average score	4/3	3	4/4	3/4	4	3/4	3/4	4	3/4				
Examination mark		3	4	4		5	4						
Conclusion	4/4	3	4/		4	4/5	3/5	4	3/4				
Council decision	Transfer to 2nd grade.												

In addition, data about teachers of that time can be obtained from the foundation's data. For example, according to Fund 93, there is significant information on the teachers working at the Verny girls' gymnasium, and all teachers were graduates of educational institutions of the Russian Empire. E.M. Gruzdel, who worked as a director, completed a course in history and philology at the imperial institution in St. Petersburg in St. Petersburg. Teacher of grades 1–2 K.P. Sporachev – graduated from the religious seminary, teacher of Grades 5–7 F. I. Yanovsky-teacher of the Moscow religious academy, penmanship, drawing, graduated from the artistic drawing course of the Imperial Academy (CSA RK. F. 92d. Inv. 1. C. 10. P. 2)

Regarding educational institutions in 1882: 1 / compared to the previous year, the number of students decreased by 32 due to the closure of two schools in connection with the transfer of Kulja land to China. The number of Russians in the region is 58, 059, including 9, 228 school – age children (16%), the share of students in the total number of Russians is 2. 73%, and the number of school-age children is 17. 18%. The work in the field of education and its condition can be obtained from annual reports by region. The state of educational institutions in the region according to report No. 1200 dated January 27, 1883: 1. women's gymnasium – 1, which consists of the main and preparatory department. Located in Verny, on January 1, 1883, the number of students in it was 123 (January 1, 1882 – 104 students). There was a boarding apartment near the gymnasium for those who do not have parents and relatives in the city. The number of students using the apartment was 21 (on January 1, 1882 – there were 14 students). The gymnasium and the apartment are provided with funds allocated by the local administration, in 1882 23, 460 rubles were allocated for the maintenance of the gymnasium, and 300 rubles for the student apartment, 50 kopecks and and the rest from the tax collected for education. In 1882, the volume of such taxes was 3127 rubles. In addition to the money provided by the local administration for the maintenance of the gymnasium, funds voluntarily provided by individuals are also used for training. For example, in 1422 som 51 kopecks a special scholarship was established at the gymnasium named after the deceased Tsar "Alexander II"; special funds for teaching history were given by Bishop Alexander of Turkestan and Tashkent and there were other charitable funds. From year to year, the library fund at the gymnasium is replenished with

new books, which are borrowed from the remaining funds, as well as from specially collected funds. In 1882, 2236 rubles 5 kopecks were spent for the library. After the transformation of the Kazakh land into the Russian Empire, the sphere of mass education in the Kazakh steppe in the second half of the XIX century became widespread. In the second half of the nineteenth century, the Turkestan Gazette from Tashkent published reports on the Kazakh steppe and transmitted news through this newspaper. "The Turkestan Native Newspaper is legally published in Tashkent, which is asking the military governor of the Semirechensk region for help in connection with this newspaper. It is printed in Sart, and therefore is not entirely clear to the Kyrgyz population. That is why it is necessary to open a special section of the newspaper in Kyrgyz, or legally publish a newspaper again. But it takes a lot of money to achieve this goal, so it is necessary to make the newspaper distributed not only in the three main regions of the Turkestan region, but also in the territory of the Semirechye region, where the Kyrgyz live. To make it so that the volost administrations will definitely buy it, to raise the newspaper to the same rank as the provincial departments require it," said Colonel mustafin, head of the paperwork department.

At the same time, it is noted that if 8 kopecks per capita are included in the zemstvo tax, then 662 rubles will be collected in the Kapal district, and four or even five thousand rubles will remain in the region. In addition, among the local population, educated people expressed their desire to contribute to the literacy of the population and expressed their assistance in writing. We can see one of them in this document. A letter from a translator of Chinese-Manchu and native languages to the college administration in Zhetysay region. "As a result of several years of my activity, I created a dictionary of the Russian-Manchu language, but I do not have the funds to publish it, my work is of great importance for the region, so I will give it to the regional administration and I have one application that will give me 50 copies free of charge after publication. This dictionary will be very useful later, because the words in the Manchu language I wrote in Russian letters, which means that it will be suitable for use by all residents who speak Russian. Anyone who knows the Manchu language can rewrite the dictionary with a letter, because there are not many differences between them, except for the peculiarities in each letter." (CSA RK. F. 44. Inv. 1. C. 2545. P. 2).

Doctors and paramedics. There was only 1 doctor in Pishpek County who received patients and there was one paramedic. More than 200 patients are admitted to the Pishpek reception office every year, and they are fully assisted. The number of schools in Pishpek County is 3, Pishpek, Belovodskoy-the first operated with funds from the state treasury, the second with funds from the population. The third is in a private house in Tokmak. The Pishpek school has a narrow room and therefore cannot provide everyone who wants to study there. There is no money to open schools in the Kyrgyz volosts, they teach their children in the Tatar language in mullahs, therefore, data on the number of students is unknown. In accordance with paragraph 16 of the regulations of the field governor-general on agricultural schools, a special person is allocated to supervise the work in the schools. The duties and purpose of this controller are set out in paragraphs 17, 18, 28, 30, 31 and 41 of this stated regulation. He does only what he says with the demands of his superiors in connection with it, and does nothing more. That is why, Your Excellency, what I ask of you is that if you allow us to choose for ourselves a person who will take care of the school work in the local areas, that person should be not just a person who does what his top leaders say, but a person who loves his business, is dedicated, honest and able to look for and organize ways to develop. Therefore, I ask you to find and approve such a guardian if it is found, and before that, the educational work remains at the disposal of the head of the county. The funds allocated to local agricultural schools were at the disposal of the regional military governor, who, with his permission, was allocated only to local schools. It is distributed through the treasury of money. October 20, 1895 in accordance with the order issued to the heads of the counties on the opening of special deposits according to instructions №3512, permission was requested from the Omsk Kaznacheistvo to open special accounts for special district local agricultural schools in Pishpek and Kapal counties. It accumulates the already existing money and subsequently receives specially allocated money, and it is reported to be spent with the special permission of the military governor, mainly for the needs of local agricultural schools (CSA RK. F. 44. Inv. 15. C. 21400. P. 2).

After examining the instructions of the Russian tsar to teach the inhabitants of the local population to the Russian language, the envoy came to the conclusion: in the description of the Steppe region, I noticed that the children of Dungans and Taranchis are not taught Russian. When the Dungans and Taranchis moved from Kulzha, they issued a receipt that they and their children will learn Russian, so I ask you to allow me to take measures to fulfill these obligations. Given the lack of funds to maintain a Russian teacher who teaches Russian, it is possible to use Muslims who have graduated from the Verny gymnasium near the mosque, who have Russian literacy, and ask teachers for help at city schools and agricultural schools on the basis of giving certain gifts" (CSA RK. F. 44. Inv. 15. C. 21400. P. 4).

According to the data of 1886, there were 62 educational institutions in Semirechye, and most of them were located in Verny. The largest of these is the classical men's gymnasium in Verny. In this gymnasium, mainly the children of the rich were educated. For example, in 1899, out of 260 students, 149 were children of nobles and bureaucrats, 21 were children of clergy, 3 were children of a first – class merchant, 48 were children of meshchans, artisans and merchants of the second group, the rest were 1 peasant and 17 children of Cossacks and Kyrgyz. Women's gymnasium was no different from him. There, too, the Daughters of nobles and bureaucrats, clergy studied. Since 1870, the women's gymnasium began to work. 466 students study there. In 1876, the Verny men's gymnasium began its educational activities. From July 1, 1879, a sixth-grade school operated, and from July 1, 1881, a full classical gymnasium. A pansinath was opened near the gymnasium. Russian Russians were mostly studying at the gymnasium, while children of other nationalities were preparing for Russian education at a boarding school, studying the Russian language, and studying arithmetic. There were 40 beds in this boarding house. There were many ordinary Kazakh children in the boarding house (Zholseitova, 1999: 18).

In 1891, famous and respected people of Dungans and Taranchis wrote a petition to the heads of provinces and counties. It says that a teacher who teaches Russian in Taranchi schools does not have the opportunity to withdraw funds from society, and they stop demanding such training, stating their poverty, and there is no opportunity to keep a Russian language teacher on the ground. We can see about him on March 26, 1893 in the report of the leadership of the Semirechye region. On the issue of teaching the Russian language to the children of those who emigrated from the land of kulzha: in accordance with the proposal of the field Governor-General dated November 6, 1890, the settlers from Kulzha wrote receipts with the obligation to teach their children the Russian language. In this regard, the demands of the teacher who teaches in Russian should begin to be taught in Russian and cannot afford it are not satisfied. In mosques, gymnasiums and agricultural schools, teachers were allowed from above to teach their children in Russian in coordination with members of the society. The field governor – general informed the heads of the Verny, Issyk-Kul district, the head of the Zharkent unit and the police leadership of the city of Verny on November 23 through the notes № 20043, 20044, 20045, 20046 about his acceptance of this proposal. It said that the Taranchi and Dungan society would find out the amount of wages they would give to a teacher who teaches Russian, and immediately inform him. In this regard, the head of the police of the city of Verny suggested that the Dungans living there would agree to pay 180 rubles a year to the teacher of the Russian language, and only those who teach should understand the Dungan language if they are few. And there is no complete information from the Taranchi society. The Taranchis living in the Verny district, citing their poor material conditions and poverty, expressed their inability to allocate funds for the maintenance of the teacher and asked to postpone the teaching of the Russian language for 2 years. Marinovsk Dungans living in Issyk-Kul County also asked to postpone the teaching of the Russian language for two years, taking into account the above, only if the salary of a teacher teaching the Russian language for the training of Dungans and Taranchis living in Verny County is 300 rubles per year, their requirements a teacher can be found who knows some knowledge of the Dungan language, and only then can he teach them the full language. It is said that such a person is found only among those who graduated from the school of translators in Kulja. And it is necessary not to satisfy the requests of the Taranchis and Dungans from other counties to deduct the teaching of the Russian language, to remind them of their obligations before moving from Kulzha and to

demand the teaching of the Russian language, taking into account the sufficiency of the time that has passed since. In this regard, the children of Kyrgyz, who were educated in Russian educational institutions, could work as teachers for Dungans and Taranchis to learn Russian literacy, but could not find such a person in the region of the Semirechye region, so they turned to the center itself for help. On March 27, 1894, we agreed to teach our children the Russian language and Russian literacy from August 1, in accordance with the promise made by the Taranchis who migrated from the Kulzha land from the Malybai volost of Baiseit Selenia. From August 1 to January 1, the Russian language teacher sent their decisions to the center, saying that we will pay 100 rubles a year from 10 rubles a year, and next year we will spend 240 rubles on education. In Baiseit, the center of the volost, until August 1, the place for teaching children was built a house with a 3-room roof covered in the manner of Sarts. 400 rubles were collected from the population in the calculation of expenses for the completion of its construction and the installation of tables and chairs inside. In order to build this house and spend the funds raised, the Taranchis appointed three prestigious people from the village: Malyбайдан – Kurbaniyaz Tokniyazov, Masakбайдан – Mukfil Emirbakin, Sarabulak – Amirbek Davletmetov, who reported to the volost congress on the money spent. The transportation of firewood needed to light a campfire at the school and its protection were alternately carried out by the Taranov family according to their arrangements. A teacher teaching Russian and a Muslim teacher were taught alternately. It is said that for 3 months of May, June, July field work, children should be exempted from training. The head of the volost, Habibulla Toksunov, announced this event. According to report №542 dated February 6, 1894, 10 Dungan boys were enrolled in the Novotroitsk School in connection with a letter from the governor of the Alexandrovskaya volost about the joint education of Dungan and Russian children. The necessary training equipment has been purchased and everything necessary has been unsubscribed. It is reported that the funds provided to the teacher will be provided, if necessary, to those gathered from the Dungan community in the Alexandrov village in the amount of 228 rubles, and permission was requested from His Excellency. The Zharkent Taranchis and the Dungans in Zharkent asked to open a school for the education of their children and give it the name of Tsar Nicholas. “I don’t know,” he said, “but I don’t know, I don’t know, I don’t know, I don’t know, I don’t know, I don’t know, I don’t know, I don’t know, I don’t know, I don’t know, I don’t know, I don’t know.” On May 7, 1896, His Highness was informed that the Zharkent Taranchis and Zharkent Dungans had opened a school for teaching their children the Russian language and Russian literacy, and named it after Nikolai, calling it the “Nikolai” school. It was shown that such a decision was made mainly by the decision of the Military Governor of the Semirechye region, and given the poverty of the local population, he showed that the maintenance of the school could be carried out only thanks to the local merchant V. Yuldashchev (CSA RK. F. 44. Inv. 15. C. 21498. P. 3).

In this regard, in order to open a school, residents were required to collect taxes with a strong demand, as well as when moving from Kulzha, the Taranchis and Dungans made a commitment to build a school on their own funds, and local leaders demanded to fulfill these obligations. Therefore, the heads of the regions opened it for the day of the tsar's oath day without further ado. At the same time, it was impossible to verify the authenticity of the signatures that were put under their decisions, although they were intended to confirm authenticity, and it is not known who put it. Still, we decided to cite their solution: March 1896. In accordance with the resolution of the Military Governor of Zharkent Taranchi and Dungans Zhetysu region, which we sign below, from January 1, 1896, we collect funds for teaching our children the Russian language and Russian literacy only for the cost of it, 350 rubles for the teacher's fee and 200 rubles for teaching aids. And we cannot afford to build an educational institution for a school due to the poverty of our material situation, so we turned to our respected man Vamakhun Yuldashchev, a merchant in Zharkent. He vacated one of his houses in Zharkent for the benefit of the general population and said that at first he would also help the school with the necessary teaching equipment. Public education. The number of Russian educational institutions in the region in 1884 was 40, the number of students in it was 2122, including both sexes (1551 men, 570 girls), including the 1st men's gymnasium, which had 150 students. 1-women's gymnasium with 126 students, City two-class School, 1-regional city-with 100 students, 2 – County cities with 146 students and 1-county – 75 students, two-class parish schools: for Men – 1 stage with

56 students, for Girls – 2 stages with 211 students, one-class Parish-1 with 64 students in the regional city, 1 county city with 38 students, there were 20 counties, of which 1 for Dungans it had 868 students, including both sexes (799 men, 75 girls), 4 for Girls (2 County cities and 2 counties) with 91 students in each the number of mixed schools is 5 (in counties), the number of students in them is 292 (25 boys and 27 girls).

Table – 3. parish schools

Schools	Number of schools	Students		Both sexes
		Men	Girls	
Two-class: men, girls	1 2	56 -	- 211	56 211
One-class: men, girls	22 4	793 -	75 91	808 91
Mixed school	5	225	67	292
Total:	34	1074	444	1518

In 1883, there were 31 such schools, and the number of students in them increased by 120 compared to the previous year, including 29 for boys and 62 for girls. In 1883, there were 1, 328, including 1, 045 boys and 353 girls. In other educational institutions, compared to previous years, the number of students in gymnasiums for boys decreased by 54 students, which was due to the fact that most of the children of the Cossacks left for military service or to enter military educational institutions. The number of students in the gymnasium for girls decreased by 8 people, the reason for which was the closure from July 1 due to lack of funds. The number of boys in Russian educational institutions increased by 56 students in 1884 (Takizhbaeva, 1991: 28).

Most of the educational institutions were located mainly in private houses, preparing specially built places for one of the schools, and buying the other from private owners. Educational institutions did not meet the hygienic requirements, did not meet the requirements for educational institutions. In this regard, the heads of the schools constantly made their demands to the highest positions. They asked to build educational institutions for special school buildings. A similar educational institution was built in 1884 in the city of Lepsi. For this purpose, 5, 000 rubles, specially allocated from the field of public education, and 1, 000 rubles, collected from stanitsa itself, in the funds of the city (in general, 9, 615 rubles were needed for construction), they gradually paid for the rest. The construction of the parish school also began on the Urzhar land, it was built with the funds of the stanitsa community. In 1884, the construction of a school in Issyk-Kul uyezd also began, in Przhevalsk, in Sazanovsky. But still, many primary schools of public education remained in private houses, because the construction of educational institutions required a lot of money. In 1884, funds for the maintenance of lower-level educational institutions were received from: 1) money from public organizations, in the places where schools were located, in 1884 a total of 24103 rubles 31 kopecks were released, of which 12349 rubles 56 kopecks were taken from city money, 8998 rubles 77 kopecks were taken from stanitsa and Cossack settlements and 2754 rubles 98 kopecks were taken from peasant settlements. The men's gymnasium in Verny consisted of a Kyrgyz boarding house, where there were 40 people. In 1884, there were 36 students in it, including 10 Russians, 25 Kyrgyz and 1 Taranchi. For the maintenance of the boarding house, 9224 rubles 14 kopecks were allocated from the money in the field of public education in the reporting year. Of these, 2300 rubles were spent to pay the heads of the boarding house, in addition, 575 rubles 80 kopecks were allocated for the manufacture of furniture for the boarding house, 1103 rubles 24 kopecks were allocated for repairs. Nonresident students of the boarding house were specially trained for admission to the gymnasium, in November 1883 children who did not understand the Russian language passed examinations in June 1884 for the preparatory classes of the gymnasium. All Kazakh children who studied at the gymnasium had a great desire for knowledge and achieved high results. The number of Kyrgyz children in the classes of the gymnasium was as follows: in the 8th Grade-1, in the 7th Grade-1, in the 5th Grade-1, in the 3rd Grade-1, in the 2nd grade-3, in the 1st Grade-4, and in the preparatory

class-9 (1 Taranchi child); the remaining 6 Kyrgyz children studied in the preparatory department of the boarding house.

In the gymnasiums there were also boarding apartments for students who received assistance from the regional administration, where they accommodated 21 students, of whom 4 were supported by public funds, 3 for money collected from the Semirechye Cossack Army, 5 for money collected by Semirechye clergy and 7 for money collected from relatives. From the money collected for rent, in 1884, 513 rubles 10 kopecks were allocated for such apartments, and subsequently, due to the shortage of these funds, money was given to pay for 40 apartments in September. According to the decision of the head of the region, a limit was set on paying from the money collected for public education, and now the parents themselves will pay. Similar student apartments appeared in the women's gymnasium in Verny with the opening of the gymnasium in 1877. Originally intended for progymnasium, it was intended for foreign students who did not have relatives and loved ones in the city of Verny. For the maintenance of the apartment, the population in 1884 allocated 3835 rubles 50 kopecks, of which 662 rubles 5 kopecks it was given for the use of the House. There were 14 gymnasium students in the apartment, 9 of them were provided with money raised for public education, 15 were fully and 4 were partially provided with the same funds, and 5 were built with the money of relatives (CSA RK. F. 44. Inv. 15. C. 21400. P. 2).

In kapal and Karakol city schools there were apartments for Kyrgyz students. There were 20 students on his back. Their main goal is to teach Kyrgyz children Russian and subsequently prepare them for study in schools. According to the state approved by the Governor-General of Turkestan in 1878, it took 3650 rubles a year to maintain each apartment. Subsequently, on the basis of staff reduction, the cost per year was 3,000 rubles. In kapal, in 1884, there were 16 students in the apartment: 4 Russians and 12 Kyrgyz, all of them studied at the school: 5 were successful, and the other 7 studied moderately because they did not know the Russian language well. In 1884, 3091 rubles 7 kopecks were allocated for the maintenance of such apartments in Kapal. There were 22 students in the apartments for study in Karakol, including 7 Russian and 15 Kyrgyz children. The population allocated 3433 rubles and 33 kopecks from the population for the maintenance of apartments. In addition to such apartments in the Kapal city school, there were also classes for sewing clothes and turning, needlework, which were opened in 1879. The first had 17 students (8 Kyrgyz, 9 Russian), the second 37 (33 Russian, 4 Kyrgyz). 1200 rubles per year were allocated for the maintenance of the craft class throughout the state, approved by the governor-general of Turkestan in 1878, of which 300 rubles and 900 rubles were transferred from the Ministry of public education in 1884 from the fund collected for the population. Training in it was conducted by a local hired master teacher. 170 rubles were paid to craftsmen for special classes of craftsmen (Takizhbaeva, 1991: 16). In addition to the above-mentioned expenses from the fund for public education, students' scholarships and allowances were paid: 1592 rubles 52 kopecks; for the education of children of the poor, 286 rubles were released according to the statement in the Verny men's and girls' gymnasium, 6242 rubles 66 kopecks for construction work and repair, the inspector of the Educational Department of the Semirechye region allocated 300 rubles for the purchase of office goods and 144 rubles 75 kopecks for other expenses, as well as 3000 rubles for the construction of the school. In total, in 1884, 55,639 rubles 66 kopecks were spent on public education work, and the income was only 55,494 rubles 71 kopecks, the missing 144 rubles 9 kopecks were received from the funds for 1885. For 1885, the funds of the public education sector were 34114 rubles 60 kopecks. Those who, together with paid education at the Zharkent men's school, cannot afford education from low-income parents of their families, cannot provide their child with teaching aids, wrote applications to the director of the 4th grade Zharkent school about free education of their children (CSA RK. F. 93. Inv. 1. C. 79. P. 4).

In Zhetysu region there were 1 parish school and seven stanitsa schools. They were provided by the stanitsa. In 1884, there were one men's and one women's gymnasium and people's education in the Region, 5 city schools, 23 Parish men's schools, 5 mixed schools. In these institutions, mainly Russian children received education. In some villages, children in some villages received education from mullahs. As of 1908, classes in 124 educational institutions in the Zhetysu region were

conducted in Russian, with 9, 555 children, of whom 3, 995 were girls. In addition, 4 agricultural schools were organized in Zhetysu: Zharkent, Pishpek, Przhivalsk, Kapal (CSA RK. F. 19. Inv. 1. C. 2445. P. 77).

In order to train specialists in agricultural fields and obtain high-quality products, in 1887 it was decided to build an agricultural school in the city of Kapal. This year, the school had 16 students, including 13 Kazakhs and 3 Russians. The school employed 4 people, including a security guard, a cook, a laundress, and a tutor. Classes in agricultural schools were held from September to March. The students studied the Russian language, arithmetic, history, geography, natural science, writing, as well as special disciplines of agriculture, animal husbandry, forestry, horticulture, beekeeping. By the end of the XIX century of the 90s, skilled teachers at the school also mastered such areas as shoemaking and blacksmithing. In the spring, students went outside to practice. The Kapal agricultural school had its own two plots where special practice was held.

Table – 4. The number of educational institutions in the Semirechensk region according to the report of 1887 (CSA RK. F. 19. Inv. 1. C. 2445. P. 77).

Educational institutions	In the regional city				County cities				In counties				By region			
	Number	Men	Girls	Total	Number	Men	Girls	Total	Number	Men	Girls	Total	Number	Men	Girls	Total
Men's gymnasium	1	113	-	113									1	113	-	113
Women's gymnasium	1	-	74	74									1	-	74	74
City	1	127	-	127	2	101		101					3	228	-	228
2-year school	-				1	58	-	58					1	58	-	58
Parish	1		100	100									1		100	100
2classic	1	50	-	50	1	64		64	22	637	83	720	24	751	83	834
School					4		103	103	1	-	11	11	5	-	114	114
Men									106	2132	600	2732	106	2132	600	2732
Women									1	168	53	221	1	168	53	221

Conclusion. During the period of accelerated colonial policy in the late XIX and early XX centuries, public education developed in the Semirechye region. The introduction of mass literacy, the opening of Russian schools, and then Russian-Kazakh schools, literacy points, and numerous schools and technical schools increased the interest of the population of the region in education. Thus, at the beginning of the twentieth century, educational institutions were built in all counties and financed by the state, although the funding remained insufficient for that time. And the displaced Dungans and Uyghurs, according to an agreement concluded with the Russian tsar, were obliged to teach their children in Russian, and they began to open schools with their own funds. Representatives

of local nationalities were also gradually attracted to Russian-language education. Many measures were implemented in the field of general education.

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ASIAN JOURNAL «STEPPE PANORAMA»

2026. 13(2)

Бас редактор:
Қабылдинов З.Е.

Компьютерде беттеген:
Зикирбаева В.С.

Құрылтайшысы және баспагері:
Қазақстан Республикасы Ғылым және жоғары білім министрлігі Ғылым комитеті
Ш.Ш. Уәлиханов атындағы Тарих және этнология институты ШЖҚ РМК

Редакция мен баспаның мекен-жайы:
050010, Қазақстан Республикасы, Алматы қ., Шевченко көш., 28-үй
ҚР ҒЖБМ ҒК Ш.Ш. Уәлиханов атындағы Тарих және этнология институты ШЖҚ РМК

Журнал сайты: <https://ajspiie.com>

Ш.Ш. Уәлиханов ат. ТЖЭИ басылған:
050010 Қазақстан Республикасы, Алматы қ., Шевченко көш., 28-үй