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THE HISTORY OF THE TRADITIONAL EDUCATION SYSTEM IN THE KASHKADARYA REGION AT THE END OF THE 19TH CENTURY AND THE BEGINNING OF THE 20TH CENTURY

Abstract: This article examines as sources the works of ambassadors, tourists, geographers, orientalists, soldiers, as well as local historians who visited the territory of the Bukhara Emirate in the second half of the 19th - early 20th centuries. It is substantiated that the works contain important information about the institutions of the traditional educational system that operated in the oasis in different years, their location, construction methods and training system.

Keywords: Nautaka, Nasaf, "Tarihi Salimiy", "Tarihi Nofei", "Tarikh-i salatin-i manghitiya", Bukhara emirate, traditional education, emirate, beklík, amloklik, hujra, dargah.

Аннотация. В данной статье в качестве источников изучены труды послов, туристов, географов, востоковедов, воинов, а также краеведов, посетивших территорию Бухарского эмирата во второй половине XIX - начале XX века. Обосновано, что в работах содержатся важные сведения об учреждениях традиционной образовательной системы, действовавших в оазисе в разные годы, их местоположении, методах строительства и системе обучения.

Ключевые слова: Nautaka, Nasaf, "Tarihi Salimiy", "Tarihi Nofei", "Tarikh-i salatin-i manghitiya", Bukhara emirate, traditional education, emirate, beklík, amloklik, hujra, dargah.

At the end of the 19th century and the beginning of the 20th century, the history of the Kashkadarya region, including its traditional education system that had developed over centuries, was always a subject of research. Particularly, the large cities of the Kashkadarya region, such as Karshi (Nasaf), Shahrisabz, Yakkabog', Kitob, and G'uzor, gained renown as centers of science and education. As many researchers have noted, studying the history of the traditional education system has always been a complex issue, since in previous centuries, scholars approached the activities of traditional educational institutions from different perspectives. Before delving into the source criticism of the subject, it should be noted that during the period under study, the Kashkadarya region was part of the Bukhara Emirate. Due to the significant role of cities like Karshi, Shahrisabz, and G'uzor in the multi-millennial history of the region, information about them can be found in various sources written at different times.

Many traditional schools and madrasas operated within the Bukhara Emirate. The introduction of the traditional education system in this region is acknowledged in sources as being closely tied to the spread of Islam. The educational institutions of the Kashkadarya region's cities and villages, following the traditional form, date back to the long history of the region. Written sources from this period are few, and the primary sources are the writings, memoirs, and reports of merchants, travelers, diplomats, geographers, orientalists, military personnel, and engineers, as well as historical-scientific works. Many details about the history of the Kashkadarya region can be found in Mirza Salimbek's "Tarixi Salimiy" (The History of Salimi), written in the late 19th and early 20th centuries. Mirza Salimbek was a historian who lived in the second half of the 19th century and the early 20th century, serving in various capacities, including as the chief of Bukhara city, and as the governor of Yakkabog', Nurota, Boysun, Sherobod, Shahrisabz, and Chorjo'y provinces. According to researcher N. Norqulov,

the work was written in the 1920s. This book not only covers political events in the Bukhara Khanate during the second half of the 19th century and the early 20th century but also provides a detailed account of the history of some cities in the Kashkadarya region, including Yakkabog' and Shahrisabz, their defense walls, urban life, and, importantly, the history of mosques and madrasas.

Another important source is the "Tarixi Nofeyi" (Useful History) by Muhammad Ali Baljuvoni, which sheds light on the history of the Bukhara Emirate at the turn of the 19th and 20th centuries. This work, covering the events of 1918-1922, discusses the Soviet occupation of Bukhara, including the region of Kashkadarya, providing valuable information about the madrasas and their waqf properties active during this period.

Another key source for understanding the region's history is Mirzo Abduazim Somiyning's "Tarix-i salatin-i mang'itiya" (The History of the Manghit Dynasty), which covers historical and cultural events related to the Kashkadarya region from the late 18th century to the 19th century. It also contains significant information about city life, including the construction of mosques and madrasas and the region's cultural development.

Throughout this period, many Russian researchers, historians, and military personnel visited the Bukhara Emirate for various reasons, offering their perspectives on the cultural life and education system of the time. According to G.A. Agzamova's research, many individuals sent by Russia to Bukhara documented their observations in detail, offering ethnographic and historical insights into the cities, architecture, trades, and educational institutions of the region.

One such notable source is N. Khanykov, a geographer, oriental scholar, and diplomat, who, as part of a Russian diplomatic mission to Bukhara in the mid-19th century, wrote extensively about the region's geography, population, and educational institutions. His work offers important data about the madrasas and mosques of Bukhara and its cities.

Another important figure is M.E. Masson, a prominent historian, archaeologist, and orientalist, whose research primarily focuses on the history of Karshi, the administrative center of the Kashkadarya region. His work provides crucial details about the city's ancient history, including the construction of defense walls, the population's way of life, and the cultural development of the city, particularly the madrasas.

Additionally, researchers such as A. Vamberi and P.I. Nebolsin have contributed valuable insights into the cultural and educational life of Bukhara Emirate cities, including those in Kashkadarya, through their studies on local crafts, trade, and educational institutions.

The Russian occupation of Bukhara and the subsequent efforts to integrate the region into the Russian Empire also led to more detailed documentation of the local educational system, with sources covering the madrasas, mosques, and other institutions that played a key role in the cultural and intellectual life of Kashkadarya.

In summary, the traditional education system of the Kashkadarya region, which functioned under the Bukhara Emirate during the late 19th and early 20th centuries, played a significant role in the cultural and intellectual development of the region. The written sources about the cities of Karshi, Shahrisabz, and G'uzor, and their educational institutions, are essential for understanding the history of the region. Research conducted by Russian scholars, travelers, and local historians is vital for gaining a comprehensive understanding of the educational systems and cultural processes in the region during this period.

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