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## **INTERDISCIPLINARY STUDY OF THE ACTIVITIES OF SECULAR AND MUSLIM EDUCATIONAL INSTITUTIONS IN THE TURKESTAN REGION IN THE SECOND HALF OF THE 19TH CENTURY - THE BEGINNING OF THE 20TH CENTURY**

### *Abstract*

The article examines in detail the activities of secular and Muslim educational institutions in the Turkestan region in the second half of the XIX-early XX centuries in an interdisciplinary manner. The purpose of the study is to analyze the features of the formation and development of the education system in the region on the basis of historical data and scientific works, as well as to identify effective interdisciplinary methods and approaches to its teaching. The author makes a comparative analysis of the structure, educational content, teaching methods and social activities of secular schools (Russian-Correctional schools, city schools) and traditional Muslim Educational Institutions (schools, madrasas). In the course of the study, the activities of these educational institutions are considered not only in historical, but also in pedagogical, cultural and source aspects, and their place and role in society are comprehensively revealed. In addition, issues such as the colonial educational policy of Tsarist Russia, the Enlightenment movement of the local population, and the influence of Jadid reforms are widely analyzed. The article used archival documents, statistical data, periodicals and works of domestic and foreign researchers as sources.

Through interdisciplinary learning approaches, students' opportunities for developing historical thinking, skills of critical data analysis and understanding of cultural and social processes are revealed. In addition, the effectiveness of using interactive methods, including infographics, intelligence maps, comparative analysis and methods of working with data, will be demonstrated. As a result of the study, the importance of integrative, interdisciplinary approaches in teaching the peculiarities of the education system in the Turkestan region is proved and practical ways of their application in the modern educational process are proposed.

**Keywords:** Turkestan region, secular education, Muslim Educational Institutions, school, Madrasah, Russian-Correctional schools, Jadid movement, enlightenment, colonial education policy, interdisciplinary learning, historical data, source studies, pedagogy, cultural studies, educational and educational system, interactive methods, critical thinking.

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## **XIX ҒАСЫРДЫҢ ЕКІНШІ ЖАРТЫСЫ – XX ҒАСЫРДЫҢ БАСЫНДАҒЫ ТҮРКІСТАН ӨЛКЕСІНДЕГІ ЗАЙЫРЛЫ ЖӘНЕ МҰСЫЛМАНДЫҚ ОҚУ ОРЫНДАРЫНЫҢ ҚЫЗМЕТІН ПӘНАРАЛЫҚ ТҮРҒЫДА ОҚЫТУ**

### *Аңдатпа*

Мақалада XIX ғасырдың екінші жартысы мен XX ғасырдың басындағы Түркістан өлкесіндегі зайырлы және мұсылмандық оқу орындарының қызметі пәнаралық тұрғыда жан-жақты қарастырылады. Зерттеудің мақсаты – тарихи деректер мен ғылыми еңбектер негізінде өңірдегі білім беру жүйесінің қалыптасуы мен даму ерекшеліктерін талдау, сондай-ақ оны оқытуда тиімді пәнаралық әдіс-тәсілдерді айқындау болып табылады. Автор зайырлы мектептер (орыс-түзем мектептері, қалалық училищелер) мен дәстүрлі мұсылмандық оқу орындарының (мектеп, медресе) құрылымы, оқу мазмұны, оқыту әдістері мен әлеуметтік қызметіне салыстырмалы талдау жасайды.

Зерттеу барысында аталған білім беру мекемелерінің қызметі тек тарихи тұрғыдан ғана емес, педагогикалық, мәдениеттанулық және деректанулық аспектілерде де қарастырылып, олардың қоғамдағы орны мен рөлі кешенді түрде ашылады. Сонымен қатар, патшалық Ресейдің отарлық білім беру саясаты, жергілікті халықтың ағартушылық қозғалысы, жәдитік реформалардың ықпалы сияқты мәселелер кеңінен талданады. Мақалада архивтік құжаттар, статистикалық мәліметтер, мерзімді баспасөз материалдары және отандық, шетелдік зерттеушілердің еңбектері дерек көзі ретінде пайдаланылған.

Пәнаралық оқыту тәсілдері арқылы білім алушылардың тарихи ойлау қабілетін, деректерді сыни тұрғыдан талдау дағдыларын және мәдени-әлеуметтік үдерістерді түсінуін дамыту мүмкіндіктері айқындалады. Сонымен қатар, интерактивті әдістерді, соның ішінде инфо-графика, интеллект-карта, салыстырмалы талдау және дерекпен жұмыс істеу тәсілдерін қолданудың тиімділігі көрсетіледі. Зерттеу нәтижесінде Түркістан өлкесіндегі білім беру жүйесінің ерекшеліктерін оқытуда интегративті, пәнаралық тәсілдердің маңызы дәлелденіп, оларды қазіргі білім беру үдерісінде қолданудың практикалық жолдары ұсынылады.

**Кілт сөздер:** Түркістан өлкесі, зайырлы білім беру, мұсылмандық оқу орындары, мектеп, медресе, орыс-түзем мектептері, жәдитік қозғалыс, ағартушылық, отарлық білім беру саясаты, пәнаралық оқыту, тарихи деректер, деректану, педагогика, мәдениеттану, оқу-ағарту жүйесі, интерактивті әдістер, сыни ойлау.

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## **МЕЖДИСЦИПЛИНАРНОЕ ОБУЧЕНИЕ ДЕЯТЕЛЬНОСТИ СВЕТСКИХ И МУСУЛЬМАНСКИХ УЧЕБНЫХ ЗАВЕДЕНИЙ ТУРКЕСТАНСКОГО КРАЯ ВТОРОЙ ПОЛОВИНЫ XIX-НАЧАЛА XX ВЕКОВ**

### *Аннотация*

В статье подробно рассматривается деятельность светских и мусульманских учебных заведений Туркестанского края во второй половине XIX-начале XX вв. в междисциплинарном контексте. Целью исследования является анализ особенностей становления и развития системы образования в регионе на основе исторических данных и научных трудов, а также определение эффективных междисциплинарных методов и подходов к ее обучению. Автор проводит сравнительный анализ структуры, содержания обучения, методов обучения и

социальной деятельности светских школ (русско-исправительных школ, городских училищ) и традиционных мусульманских учебных заведений (школ, медресе). В ходе исследования рассматривается деятельность указанных образовательных учреждений не только в историческом, но и в педагогическом, культурологическом и источниковедческом аспектах, комплексно раскрывается их место и роль в обществе. Кроме того, широко анализируются такие вопросы, как колониальная образовательная политика царской России, просветительское движение местного населения, влияние иудейских реформ. В качестве источников в статье использованы архивные документы, статистические данные, материалы периодической печати и труды отечественных и зарубежных исследователей.

Через междисциплинарные подходы к обучению определяются возможности развития у обучающихся исторического мышления, навыков критического анализа данных и понимания культурно-социальных процессов. Кроме того, будет продемонстрирована эффективность использования интерактивных методов, включая инфографику, интеллект-карту, сравнительный анализ и методы работы с данными. В результате исследования доказана значимость интегративных, междисциплинарных подходов в обучении особенностям системы образования Туркестанского края и предложены практические пути их применения в современном образовательном процессе.

**Ключевые слова:** Туркестанский край, светское образование, мусульманские учебные заведения, школа, медресе, русско-коррекционные школы, джадидское движение, просвещение, колониальная образовательная политика, междисциплинарное обучение, исторические данные, источниковедение, педагогика, культурология, система образования, интерактивные методы, критическое мышление.

**Introduction.** The problem of interdisciplinary study and teaching of the activities of secular and Muslim educational institutions in the Turkestan region in the second half of the XIX – early XX centuries is of particular relevance in the modern system of historical science and pedagogical research. This period is marked by the strengthening of the colonial policy of the Russian Empire, the transformation of socio-economic relations and, on the basis of this, the transformation of the education system in a new character. In this historical context, a comprehensive study of the problems of interaction, contradictions and continuity between traditional Muslim educational institutions and newly formed secular educational institutions is of scientific importance. The development of the education system in the Turkestan region was not limited to institutional changes, but was closely connected with spiritual, cultural and social processes in society. While Muslim schools and madrasahs serve as keepers of centuries-old religious and spiritual traditions, secular educational institutions have become the main means of introducing new knowledge models, a scientific worldview and European pedagogical experience. As a result of the mutual influence of these two directions, a unique syncretic educational space was formed in the region. For a deeper understanding of this phenomenon, there is a need to consider it not only from a historical point of view, but also from the point of view of sociological, pedagogical, cultural and intellectual history. In modern domestic historiography, the educational processes and the history of education in the Turkestan region are studied to a certain extent, but a comprehensive interdisciplinary consideration of the activities of secular and Muslim educational institutions is not sufficiently carried out. In particular, the problems of the content, teaching methods, social functioning of the education system and its influence on the formation of national consciousness and the intelligentsia still require deep study [1]. From this point of view, the research topic is aimed at filling the most important scientific gaps in domestic science.

One of the most important factors that increase the relevance of the study is the lack of sufficient scientific circulation of the data base. Periodical press materials of the late XIX-early XX centuries, official documents, curricula and archival data allow us to reveal a clear picture of the education system in the Turkestan region. However, a significant part of this data has not been systematically studied and is not fully used scientifically. A comprehensive analysis of these sources will reveal

new facets of the history of Education. In addition, the relevance of the research topic is also associated with the processes of modernizing the modern education system. Today, in the process of improving the national education model, one of the most important tasks is to rethink historical experience, determine the continuity of traditional and modern education systems [2]. The study of the historical experience of secular and Muslim educational institutions in the Turkestan region allows us to form a scientific and theoretical basis in this direction. The use of interdisciplinary approaches not only expands the object of study, but also opens the way to consider the education system as a complex socio-cultural phenomenon. From the point of view of intellectual history, educational institutions are considered not only as educational institutions, but also as spaces in which ideas, values and worldviews are formed. This, in turn, will allow us to more deeply understand the content, directions and historical significance of the educational movement in the Turkestan region. Thus, the interdisciplinary study and training of the activities of secular and Muslim educational institutions in the Turkestan region in the second half of the XIX – early XX centuries is of high scientific and practical importance in terms of modernizing historical knowledge, replenishing scientific circulation with new data, as well as improving the modern education system.

**Materials and methods.** Among the first to study the problem of secular education of Muslim peoples within the framework of the policy of Russification and christening of Tsarist Russia were Orientalist A. E. Alektorov and local historian A. V. Vasiliev [3]. Missionary scientists N. I. Ilminsky (1822-1891) and N. P. Ostroumov (1846-1930), who played an active role in the policy of spiritual colonization of the Turkic-Muslim peoples of the Russian empire, including the Kazakhs [4], wrote a number of works in this direction. Although in official sources Ilminsky is described as "the enlightened one who discovered the literacy of the people of buratana", "the bearer of the light" of Russian civilization, his works contain accurate information on the state of education in the Kazakh steppe and the level of Russian literacy. During this period, such enlightened personalities as Shokan Ualikhanov, Ibray Altynsarin and Abay Kunanbayev connected the future of the country with the development of education and science [5]. They intended to bring the Kazakh people to civilization by mastering the achievements of Russian culture. N. A., who continued the case of ilminsky Bobrovnikov, in his work "Russian-native schools, schools and madrasas of Middle Asia: path candidates" [6], described the state of educational institutions in the Turkestan region, analyzed programs and methods of teaching the Russian language. The well-known Orientalist and turkologist V. V. Barthold also studied the education of the Turkestan region and considered the principles of education of new types of schools and Russian educational institutions in comparison [7]. National intellectuals A. Bukeikhanov, K. Kemengerov, M. Dulatov, S. Asfendiyarov, M. who conducted research on the Kazakh enlightenment in the 20-30s of the XX century. Tynyshpaev and others were [8]. T. T. Tazhibaev, K. Berzhanov, N. Sabitov, A. I. Sembayev, G. M. Khrapchenkov and other researchers who studied the school system and educational activities in the second half of the XIX century showed Russian enlightenment as a "progressive phenomenon" in Kazakh society [9]. After independence, this issue was considered in a new way, and new data entered scientific circulation. In particular, the historian Smagulova S. U., who studied the activities of Kazakh jadidism, revealed that in the period up to 1917, the newspapers "Kazakh" and "Alash" grouped the intelligentsia of the nation [10]. And G. A. Shotanova in her work "materials of Astrakhan scientific society and education as an East for history of Kazakhstan" analyzed data on the history of Kazakhstan, including public education, through the archives of Astrakhan scientific institutions [11]. One of the most important studies on the spread of Islam, Kazakh-Turkish educational ties, the efforts of the Ottoman Turks to promote Islam in the Turkestan region and the measures of imperial control against them is S. K. Rustemov [12]. Collections of documents and collective monographs published in recent years comprehensively consider the educational policy of the Tsarist authorities, the purpose and content of the creation of Russian-Kazakh schools, the processes of modernization in Muslim education [13]. Also, the works of foreign scientists on the topic of enlightenment, Islam and power, religious and cultural influence on the Kazakh land deserve attention [14]. Such works allow us to deeply understand the educational policy of the period of the Russian Empire and its spiritual and cultural influence on Kazakh society. The study of the activities of secular and Muslim educational

institutions in the Turkestan region in the second half of the XIX – early XX centuries is considered at the intersection of interdisciplinary directions in modern humanities. The article was written based on the theory of intellectual history in the context of social, educational and spiritual history. This approach allows us to consider the education system not only as an institutional structure, but also as a space for the formation of public thought, values and ideas [2].

The object of the study is analyzed at the intersection of the branches of the history of Kazakhstan, sociology, pedagogy, cultural studies and spiritual and educational history. In accordance with this, the article used a complex of interdisciplinary approaches and methods. This approach creates conditions for a comprehensive, multifaceted disclosure of the formation and development of the education system in the Turkestan region. In the process of preparing the article, a number of traditional and modern methods of historical research were used. In particular, the dynamics of the development of the education system for the period under study through the problem-chronological method was considered step by step. The historical and comparative method made it possible to identify the features, similarities and differences between secular and Muslim educational institutions. Through the retrospective method, the prerequisites for the formation and factors that contributed to the subsequent development of these educational institutions were identified. And the historical and typological method paved the way for classifying educational institutions from a species point of view and identifying common patterns in their activities. The source basis of the study is the materials of the periodical press of the second half of the XIX-early XX centuries. These data contain important information about educational processes, the activities of educational institutions, the content of training, the education of children and the professional activities of teachers. In addition, the periodical also reflects public opinion and views on educational issues in society. However, a significant part of the listed materials has not been fully introduced into scientific circulation to date. In this regard, one of the main tasks of the article is the scientific analysis of the data published on the pages of the periodical press, their systematization and introduction into scientific circulation. This, in turn, will allow us to study the activities of secular and Muslim educational institutions in the Turkestan region at a new methodological level. Thus, the use of interdisciplinary approaches and complex methods will serve as the basis for a deeper understanding of the historical development of the education system during this period and determining its socio-cultural significance.

**The results and discussion.** In the course of the study, a comprehensive interdisciplinary analysis of the activities of secular and Muslim educational institutions in the Turkestan region in the second half of the XIX – early XX centuries was carried out, the laws of their historical development and place in society were determined. First of all, the education system in the Turkestan region developed in parallel in two main directions – traditional Muslim and secular. Muslim Educational Institutions (schools and madrasahs), along with religious education, performed an important function in increasing the literacy rate of the population. And secular educational institutions expanded the content of education by introducing new disciplines and became the basis for the formation of a European-style education system [15]. Secondly, as a result of the historical and comparative analysis, it was found that there was interaction between secular and Muslim educational institutions, as well as differences. Especially under the influence of the Jadid movement, teaching methods in Muslim schools were updated and secular subjects began to be introduced. This trend contributed to the modernization of the education system [16]. In addition, it is observed that secular educational institutions tried to take into account the linguistic and cultural characteristics of the local population [17]. Thirdly, the results of the study showed that the education system developed in close connection with socio-cultural transformations. Secular and Muslim educational institutions contributed to the formation of the National intelligentsia, the spread of Enlightenment ideas and the revival of public consciousness. These problems are also reflected in the works of domestic researchers [18]. Fourth, as a result of the analysis of periodicals, data related to the educational sphere were revealed. In particular, specific data on the content of curricula, teaching methods, social status and professional activities of teachers were systematized. These data make it possible to restore the real state of the education system in that period [19]. Fifth, as a result

of the application of interdisciplinary approaches, the education system was considered not only as a historical phenomenon, but also as a social, cultural and pedagogical phenomenon. From the point of view of intellectual history, educational institutions were valued as a medium for the formation of ideas and values, which, in turn, made it possible to more deeply explain the content of the Enlightenment Movement [20].

In addition, as a result of the study, the evolution of the education system in the Turkestan region was systematized in stages, its internal structural features and directions of development were identified. It has been proven that these trends were formed on the basis of colonial policy, social demand and the mutual influence of local traditions [21]. The results of the study made it possible to understand the activities of secular and Muslim educational institutions in the Turkestan region at a new methodological level. New data and interdisciplinary approaches to analysis introduced into scientific circulation lay the foundation for further in-depth study of this problem. During the discussion of the results of the study, an interdisciplinary consideration of the activities of secular and Muslim educational institutions in the Turkestan region in the second half of the XIX – early XX centuries made it possible to identify the complex and multifaceted nature of their historical development. The results obtained were differentiated in comparison with the conclusions in domestic and foreign historiography. A number of researchers consider the education system in the Turkestan region mainly as an instrument of colonial policy. In this sense, secular educational institutions are characterized as institutions aimed at strengthening the administrative and ideological influence of the Tsarist government. However, the results of the research carried out complement this point of view. Because secular educational institutions have become not only a mechanism for colonial policy, but also a center for spreading new knowledge and scientific worldview among the local population. This opinion is also supported by a number of Modern Studies. At the same time, in relation to Muslim educational institutions, historiography is dominated by the assessment of them as a traditionalist, conservative structure. However, as it turned out in the course of the study, under the influence of the Jadid movement, these educational institutions also adapted to a certain level of innovation and improved teaching methods. This situation shows that the Muslim education system had internal evolutionary opportunities. From this point of view, the interaction of traditional and innovative directions gave an impetus to the development of the education system. The results of the study showed that the relationship between secular and Muslim Educational Institutions was not only of a contrasting nature, but also of a mutually complementary nature to a certain extent. This finding indicates the inadequacy of the binary (contrasting) approach in some studies. When viewed from an interdisciplinary perspective, the education system is seen as an important tool for social adaptation and cultural transformation.

The use of interdisciplinary approaches played an important role in the interpretation of research results. From a sociological point of view, the education system is considered as a means of social stratification and mobility, and from a pedagogical point of view, the evolution of the content and methods of teaching is determined. And from the point of view of cultural and intellectual history, educational institutions were characterized as spaces for the formation of ideas and values. This multifaceted analysis made it possible to understand the object of study more deeply. At the same time, a number of restrictions were also identified during the study. In particular, the incomplete preservation of some archival data and the irregularity of periodical press materials limit the scope of research to a certain extent. This issue indicates the need to attract additional sources in future research. It proves that it is more effective from a scientific point of view to consider it in a complex, interdisciplinary way than to explain the activities of secular and Muslim educational institutions in the Turkestan region in a traditional one-sided way. This approach allows not only to deepen the content of the history of education, but also to make a new vision of its socio-cultural essence. The interdisciplinary approach in modern historical and pedagogical research requires the consideration of historical fact through social, cultural and intellectual contexts. The topic of the dissertation — teaching the activities of secular and Muslim education systems in the Turkestan region — gives a clear scientific basis for the theoretical and methodological implementation of this approach. The use of interdisciplinary teaching methods improves the quality of working with historical data and

creates conditions for students to develop skills of critical thinking and historical interpretation. The effectiveness of such an approach makes it possible not only to consider the history of education as chronological facts, but also to study it as a socio-cultural phenomenon [22].

1. working with sources (Source-based learning) Working with sources is the main research method used in the teaching of historical disciplines in higher educational institutions. It teaches students the ability to analyze and compare historical coverage with real data [23]. Press materials and archival documents of that period (for example, the publications "Aikap", "Kazakh") about the educational institutions of Turkestan are effective as historical sources. Example: Students are given an excerpt from the issued Magazine "Aikap" in Issue No. 4 of 1912 about enlightenment. Task-analyze the text and then: what is the content of the education system; what is the journalistic approach; looking for answers to questions about how the social status of teachers and students was assessed. This method strengthens students' communication with historical data and increases the research level of teaching.
2. historical-comparative method The historical-comparative method is aimed at deeply revealing the essence of two or more historical phenomena by comparing them. The pedagogical effectiveness of this method is widely justified by the statement "comparison is the basis of historical thinking" [24].

Example: Students compare the curriculum in a madrasah (Quran, Hadith) with the curriculum of a secular school (mathematics, science), showing differences and similarities in their purpose and methods. Analysis Table:

Sign	Madrasah	secular school
Educational content	religious and Humanitarian	Scientific and Natural Science
Learning method	memorization with a smile	innovative, subject lessons
Social function	formation of public morality	civic education

This approach develops students' analytical skills and reveals the essence of historical facts by comparing them.

3. interactive methods (debate, discussion) The basis of interactive methods includes comparing the opinion of one of the students with the other and drawing conclusions. Debate is an important element for an interdisciplinary approach, as it allows us to define the meanings between society, history and pedagogy through discussion. Example: "Which education system was most effective-secular or Muslim?" students are divided into 2 groups and discuss the topic. One group makes arguments in defense of the secular education system, the other group — the traditional Muslim system. This task allows students to understand the diversity of historical views.
4. Case Study A case study is a method aimed at understanding the conditions and results of a particular historical situation by studying it. This approach creates conditions for students to develop practical analytical skills. Example: The historical situation "activities of the Russian-Correctional school in Turkestan" is studied: the quality of education, textbooks, features of the teaching staff and the reaction of the local society.
5. retrospective analysis Retrospective analysis allows you to determine the directions of their development by comparing historical facts with the future. This method is important for the student when he relates historical events to the current educational system. Example: "Comparison of nineteenth-century curricula with modern educational standards".
6. interdisciplinary project learning Interdisciplinary projects connect historical knowledge with geography, cultural studies, sociology. This method teaches students to integrate ideas and perform specific tasks (Beane, 1997). Example: The project "Education map of Turkestan" will be created: location of educational institutions (geography); educational content (history); role in society (sociology). This project develops students' ability to study comprehensively and visualize information. The use of interdisciplinary teaching methods allows a comprehensive explanation of the activities of secular and Muslim educational institutions in the Turkestan region, a comprehensive analysis of historical events and phenomena. Working with sources, comparative analysis, debate, case analysis, retrospective method and project approaches combine theory and practice in the educational process, increasing students' critical thinking, research abilities. The scientific basis of these methods is consonant with modern world pedagogical theories in the teaching of historical disciplines [24]. Thus, the use of interdisciplinary approaches in teaching the activities of secular and Muslim educational institutions in the Turkestan region in the second half of the XIX – early XX centuries allows students to comprehensively understand historical phenomena. In this direction, historical, pedagogical, sociological and cultural methods are used in combination.

First, the problem-based learning method is widely used. Through this method, students are presented with a specific historical problem and given the opportunity to independently analyze it. Example: "were secular and Muslim education systems opposed or mutually integrated in the Turkestan region? the problem question is asked. Students present their arguments, analyzing the materials of the periodical press and historical works. Secondly, the historical-comparative method occupies an important place in teaching. Through this method, students compare the features of two different educational systems, identify their similarities and differences. Example: the directions of educational systems are analyzed by comparing the content of teaching in madrasas (Quran, Hadith, fikh) with subjects in secular schools (arithmetic, geography, natural science). Thirdly, the method of working with sources (source-based learning) is one of the main tools of interdisciplinary learning. Example: students are given articles related to educational issues in the magazine "Aikap" or the newspaper "Kazakh", from which: \* educational issues, \* the role of teachers, \* attitude to education in society the task is given to identify aspects such as. Fourth, the case study method allows you to analyze specific historical situations. Example: the activities of a particular Madrasah or Russian-Correctional school are considered as a separate case and its curriculum, teaching methods and role in society are studied. Fifth, interactive methods (debate, discussion, role-playing games) develop students' critical thinking skills. Example: students are divided into two groups and debate as one group – supporters of secular education, the other group – Defenders of traditional Muslim education. This method allows you to understand the pluralism of historical views. Sixth, through the method of retrospective analysis, the past historical period is compared with the current educational system. Example: "what are the similarities between the educational reforms of the XIX century and the modernization of education in modern Kazakhstan?" the task is given.

Seventh, the interdisciplinary project method (project-based learning) is effectively used. Example: students have prepared a project "map of Education in the Turkestan region", where: \* location of educational institutions, \* types (Madrasah, school, gymnasium), \* features of education are shown. It combines geography, history and digital technologies. Eighth, through the approach of intellectual history, the educational system is considered as a medium for the dissemination of ideas and values. Example: students analyze the views of the enlighteners (jadidis) and determine their influence on educational reforms. Ninth, visual and digital methods (infographics, timelines, maps) are used. Example: by creating a timeline, the stages of development of educational institutions in the Turkestan region are visually shown. The use of interdisciplinary teaching methods makes it possible to understand the activities of secular and Muslim educational institutions in the Turkestan region not only as a historical fact, but also as a complex socio-cultural phenomenon. This approach develops students' analytical thinking and creates conditions for the study of historical knowledge in connection with modernity. Now let's consider the methods of interdisciplinary learning with examples in historical circulation. In the study of the problem of education and education in the Kazakh steppe in the second half of the XIX century, it is important to consider regional features, since during this period the education system underwent serious historical changes in the socio-cultural context. Education in the Kazakh steppe developed in two directions – traditional religious and secular of a new type. Religious educational institutions-schools and madrasahs-provided literacy and religious education in rural communities; there, children, mainly boys, were educated by the Arabic alphabet from memorizing surahs of the Koran, often under the guidance of mullahs.

The secular form of Education appeared in response to the political and administrative needs of the Russian Empire. In these schools, subjects such as the Russian language, arithmetic, geography were taught; for example, a school for the education of Kazakh children was opened under the Orenburg border commission, where, although initially religious subjects, Russian history and general subjects were subsequently introduced. At the same time, the first teacher seminaries and educational institutions for training teachers were created, which contributed to the formation of new forms of pedagogical knowledge. In the conditions of the Turkestan region, these trends manifested themselves in a special way. In this region, traditional madrasas – religious educational institutions of Secondary Education – began to introduce in addition to teaching Islamic theology and Sharia law, and in some cases also the first elements of secular disciplines, for example, along with Arabic,

the initial principles of the humanities and Natural Sciences were taught. This change developed under the influence of the jadidist movement: the jadids updated the educational content of madrasahs, argued the need for modern education, and introduced new methods (for example, the sound-based learning method). As a Misal of secular educational institutions, one can name the Turkestan Teachers' Seminary and City Schools, which were created in accordance with the political goals of the Tsarist government and taught official subjects to local youth. In these educational institutions, subjects such as mathematical and cartographic skills, geography, Russian language were taught, which contributed to the formation of a new social mobility in Kazakh society. In the second half of the XIX-early XX centuries, the education system in the Turkestan territory was formed within the framework of the colonial policy of the Russian Empire. During this period, the educational opportunities of the local population were limited, and educational activities were subordinated mainly to administrative and ideological goals. Along with the traditional Muslim education system, Russian-Correctional schools and church educational institutions functioned [25]. The use of an interdisciplinary approach in teaching this historical period is relevant. Because the history of education is not just a pedagogical issue, it is closely related to social, political, demographic and cultural processes. Interdisciplinary integration allows students to comprehensively understand historical phenomena. In the course of the study, methods of historical and comparative analysis, systematization, processing of statistical data and interdisciplinary integration were used. The state of the education system was also considered on the basis of archival materials and census data. Integration of historical material with mathematics An important place in the analysis of the level of education in the Turkestan region is occupied by quantitative indicators. For example, in the Semirechye region in 1901, only 233 out of 72,000 children were educated. This indicator is 0.32% per percentage ratio[26]. In the course of this documentary lesson, analysis by mathematical calculation allows students to understand the real level of the educational system. The use of quantitative data is an effective tool for proving historical inequality.

**Learning through sociological aspects** The educational policy of the Tsarist government was aimed at limiting the local population from secondary and higher education. This policy inhibited the formation of the National intelligentsia and led to an increase in social inequality. Students identify the cause and effect of colonial policy by analyzing the data in the text. This approach contributes to the social understanding of historical phenomena and the development of critical thinking skills. **Integrated learning of geographical factors.** The peculiarities of the location of the population in different regions of the Turkestan region influenced the development of the education system. For example, the Zhetysu and Syrdarya regions were densely populated, but the number of schools was insufficient. By establishing contacts with the subject of geography, students conduct a spatial analysis and determine the prevailing influence of political factors on the development of Education. **Pedagogical comparison method** In the late XIX – early XX centuries, the local population had limited opportunities for higher education. As a result, Kazakh youth had to go to major cities to get an education. By comparing this situation with the current education system, students understand changes in the availability of education and public policy. **Comparative analysis** allows you to determine historical continuity. **Analysis of religious and ideological factors** The activities of diocesan schools in the Turkestan region reflect the ideological nature of the education system. Through these educational institutions, the Tsarist government intended to exert cultural and religious influence on the local population. Through integration with religious studies, students understand that the education system was used not only as an educational, but also as a political tool. **Results** As a result of the application of an interdisciplinary approach: \* the content of historical knowledge deepens; \* students develop analytical thinking; \* skills of comprehensive analysis of quantitative and qualitative data are developed; \* the ability to understand historical phenomena from the point of view of various sciences increases. Teaching the history of education in the Turkestan region in the second half of the XIX – early XX centuries on the basis of an interdisciplinary approach is an important way to effectively master historical knowledge. This method is aimed at developing the skills of students not only to assimilate facts, but also to analyze

them, compare them and draw scientific conclusions. Therefore, interdisciplinary integration should be considered as one of the modern and effective directions of the methodology of teaching history.

In the article, in addition to the materials of the 1897 census, we used statistical data from the Ministry of Public Education, published at different times, including the "one-day census of primary schools and school places as of January 18, 1911" [27].

Table 1-share of different estates in the literate population.

Estate	Share in the total population			Share among the literate population		
	men	women	total	men	women	total
Nobles and officials	0,2	0,2	0,2	73,9	64,4	68,9
Representatives of religion	0,04	0,05	0,05	72,5	63	67,4
City Estate	2,2	2,5	2,3	39,7	19,1	29,5
Peasants, Cossacks	13,5	14,5	14	31,5	11,7	21,9
Other	0,36	0,25	0,35	34,4	10,6	18,9
Note- [28, p. 88] withered on the basis of literature						

According to the results of the 1897 census, the literacy rate in the Turkestan region was very low. In Central Asia and Kazakhstan, the overall literacy rate was only 6%, including men – 10%, women – 3% [27]. In the process of analyzing these indicators, students will be able to establish a connection with the subject of mathematics and determine the most obvious manifestation of gender inequality through quantitative data. The fact that the literacy rate among women is almost three times lower indicates the consequences of social restrictions in society. Data at the regional level also prove the weakness of Education. Thus, in Zhetysu region, the share of native and Russian literates was only 1.5%, in the Syrdarya region this figure was 1.3%. The extremely low literacy rate (0.1%), especially among women, indicates the inaccessibility of the education system. By analyzing this data in relation to the subject of geography, students identify regional differences and their causes [28]. When considered from the point of view of social structure, it is observed that the level of literacy depends on the characteristics of the estate. Although nobles and officials made up only 0.2% of the total population, they made up 68.9% of literate people. And although peasants and Cossacks made up 14% of the total population, the literacy rate among them was only 21.9%. By comparing these data, students understand that social inequality in society is most clearly reflected in the educational system [29]. The effectiveness of the interdisciplinary approach is especially evident in the comparative analysis of these tables. For example, parallel consideration of the differences between the general literacy rate (6 %) and social groups allows students to perform analysis at the macro and micro levels. The analysis of the material base of Education allows us to reveal the economic aspect. According to data for 1893, the cost of Education per person in the Zhetysu region was 20.6 tiyn, in the Syrdarya region-13.6 tiyn. The fact that these indicators are low proves that the education system is underfunded. Through economic analysis, students can determine the relationship between the amount of Finance and the quality of Education.

At the same time, the number of schoolchildren per thousand people was also very low: in Zhetysu – 3, in Syrdarya – 2. a mathematical comparison of these indicators proves the low level of access to education. In the process of pedagogical analysis of these data, problems of lack of teaching staff, a small number of educational institutions and national inequality are identified. The small number of Kazakh teachers and the restriction of their rights directly affected the quality of the education system. Another important area of the interdisciplinary approach is learning through historical figures. Due to the lack of higher educational institutions in the Turkestan region, Kazakh youth had to go to such cities as St. Petersburg, Moscow, Kazan to study. As a result of this process, the National intelligentsia was formed. Among them were such figures as Mustafa Shokaev,

Barlybek Syrtanov, Sanzhar Asfendiyarov. Analyzing these data, linking history and pedagogy, allows students to understand the role of education as a social elevator. Thus, teaching statistical tables in combination with historical text increases the effectiveness of an interdisciplinary approach. This method develops students' skills in analyzing, comparing, and drawing conclusions about quantitative data, and creates conditions for a deep understanding of historical processes. The education system in the Turkestan region in the second half of the XIX-early XX centuries developed in close cooperation with religious institutions. During this period, Muslim educational institutions – mosques and madrasas – played an important role in the spiritual and educational life of the people. The use of an interdisciplinary approach in teaching this process allows for a comprehensive analysis of historical phenomena. According to the researcher V. P. Nalivkin [30], judges, ishans, Ulemas, imams and madrasah teachers came out of the local Muslim community and held the religious and educational sphere of society in their hands. Through this data, the education system can be considered from the point of view of religious studies. That is, Muslim educational institutions served not only as educational institutions, but also as social institutions. Trade and cultural activities of Uzbeks and Tatars in the Turkestan region also contributed to the development of Education. They opened mosques and madrasahs and began to influence the increase in the level of enlightenment of the local population. A sociological analysis of this phenomenon allows us to determine the role of various ethnic groups in society in the education system. It is also important to analyze the changes in the religious policy of the Tsarist government from the point of view of political science. In the early period, the imperial authorities adhered to a policy of non-interference in the faith of the local population, and to some extent supported the Islamic religion. This policy was aimed at strengthening colonial power. However, over time, a sharp increase in the number of Muslim educational institutions began to worry the Tsarist administration. For example, the presence of 5,246 Muslim schools and madrasahs in the Syrdarya, Fergana and Samarkand regions against 119 Russian educational institutions, as well as the presence of 11,964 mosques against 42 Orthodox churches indicates the high influence of Islam in society [32].

In the process of analyzing these quantitative data, interdisciplinary communication with the subject of mathematics is carried out. Students can determine the prevalence of the Muslim education system by performing comparative calculations. This approach allows for a reasoned interpretation of historical data. At the same time, strict measures in the religious policy of the Tsarist government require legal analysis. Measures such as the rules of "enhanced guard order", censorship of the Muslim Press, restriction of marital relations and Prohibition of the application of Sharia norms reflect the legal mechanisms of colonial power. Considering these data in connection with the subject of jurisprudence will help students understand the legislative foundations of Public Policy. From a pedagogical point of view, the parallel development of Muslim and Russian educational systems reflects the competition of educational models. The widespread distribution of madrasas proves that the population's demand for traditional education was high. And through Russian schools, the Tsarist government sought to introduce its ideology. Thus, the study of religious and educational processes in the Turkestan region through an interdisciplinary approach makes it possible to comprehensively understand the historical material. As a result of integration with religious studies, sociology, political science, jurisprudence and mathematics, students develop the skills of analyzing historical data from different angles and drawing scientific conclusions. This, in turn, develops their critical thinking and improves the quality of historical knowledge. An interdisciplinary approach is of particular importance in teaching the history of education in the Turkestan region in the second half of the XIX – early XX centuries. This is because the educational process at this stage developed not only as a pedagogical phenomenon, but also in close contact with religious, political, social and cultural factors. The prevalence of the Muslim education system during this period is clearly visible through historical data. For example, the reform and missionary policy of writing, proposed by the Tatar educator Nikolai Ivanovich Ilminsky, was aimed at spiritually dismantling the Turkic-Muslim peoples. By analyzing this data from the point of view of political science and cultural studies, students understand the ideological means of colonial power. In addition, the increase in the number of Muslim educational institutions (the prevalence of madrasas and schools) indicates that the demand for education of local society was high, despite

colonial pressure. The analysis of this phenomenon with quantitative data (for example, thousands of schools and tens of thousands of students) carries out an interdisciplinary connection with the subject of mathematics. Students clearly understand the scale of the education system by comparing statistical data. From a sociological point of view, the authority of priests (mullahs, ishans, akhuns) in society was special. They not only performed religious functions, but also appeared as a public opinion-forming and, in some cases, organizing the people. Analysis of these data allows students to understand the functioning of social institutions in traditional society. An important area of the interdisciplinary approach is the analysis of the geographical features of the educational space. For example, the seasonal movement of nomadic schools (along the Syrdarya, Kyzylkum, near Troitsk) reflects the mobile nature of the education system. Through the study of such data in connection with the subject of geography, the spatial dynamics of the educational process is revealed. From a legal point of view, it shows that the attempts of the Tsarist administration to impose restrictions on the Muslim education system (closing Tatar schools, banning co-education) were based on political interest rather than a legislative basis. An integrated analysis of these data with the subject of jurisprudence contributes to students' understanding of the difference between normative and actual practice. The problem of special attention from a pedagogical point of view is the effectiveness of the Muslim education system. For example, some of the Kazakh youth who studied at the Galiya madrasa in Ufa reached the rank of muharis, Imam-Khatib. This indicates the effectiveness of the education system in training personnel. Comparing these data with the current education system allows students to understand historical continuity. In addition, the most important area of interdisciplinary analysis is the gender aspect. Research materials show that while data on schools and madrasahs for boys is plentiful, data on girls' gymnasiums and women's educational institutions is very limited. This circumstance indicates factual gaps in historical science. Considering this issue from the point of view of gender studies and pedagogy allows students to explain the inequality in the educational system. Thus, teaching the history of education in the Turkestan region through an interdisciplinary approach: comprehensive analysis of historical data; integrate digital, social and legal data; allows you to reveal the religious, political and cultural aspects of the education system.

This method develops students' critical thinking and creates conditions for a deep and comprehensive understanding of historical processes. In the conditions of the Turkestan region, such educational environments had a great impact on the socio-cultural transformation of society, the formation of the Kazakh intelligentsia. Some of the madrasahs were supplemented with new subjects and paved the way for a synthesis of Islamic and European educational traditions by introducing secular elements. This trend contributed to a change in the approach to education in Kazakh society and created the conditions for the emergence of the Kazakh intelligentsia.

At the same time, logical tasks play a special role in the learning process. In the conditions of the Turkestan region, such educational environments had a great impact on the socio-cultural transformation of society, the formation of the Kazakh intelligentsia. Some of the madrasahs were supplemented with new subjects and paved the way for a synthesis of Islamic and European educational traditions by introducing secular elements. This trend contributed to a change in the approach to education in Kazakh society and created the conditions for the emergence of the Kazakh intelligentsia. We offer the following task, taking into account the age characteristics and level of knowledge of students: Recommended task:

Recommended task:

Types of educational institutions of the second half of the XIX century	What changes and similarities have occurred with education and training?	Types of educational institutions of the XXI century
1.		1.
2.		2

Handle: It defines the features of education of the XIX century; 21st Century. defines the features of Education; - Defines the similarities between education in two stages; The nineteenth century defines the differences between education and modern education. In conclusion, in modern school textbooks, the information collected in the theoretical part of this article can be used to supplement the information related to the period of enlightenment in the Kazakh steppe. The methods given to students as recommendations during the course of the lesson can also be put into practice and, as a result, build a good lesson model. In the 5th volume of the history of Kazakhstan, you can also find information related to the research problem. In the section "culture of Kazakhstan in the second half of the XIX century" of the 3rd volume of this work, on the topic related to public education, information is given about the schools opened in the Turkestan region, the number of boys and girls educated in them, and about the subjects taught in the schools opened [33, p. 524].

**Conclusion.** The education system of the second half of the XIX – early XX centuries characterizes the development of the Kazakh steppe as a social phenomenon. Secular and Muslim Educational Institutions of the Turkestan region, when analyzed from the point of view of Interdisciplinary History, Sociology, pedagogy, show the mixing of various educational practices, and prove that the policy and experience of education at this stage were the most important tools for adapting Kazakh society to new social structures.

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