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demographic indicators, cannot boast of either a significant population or good solvent demand (except for Kazakhstan). At the same time, capacious markets such as Russia, China, Turkey, South Asian states are located at a certain geographical distance. Russia is separated from Uzbekistan by Kazakhstan. The path to China lies through Kyrgyzstan and Tajikistan. The path to the densely populated and growing economically and demographically South Asia is blocked by the mountainous and politically very unstable Afghanistan [3].

In many ways, this is where Tashkent's interest in interacting with its neighbors in Central Asia in an individual and multilateral format stems: it was on the initiative of Tashkent that the summits of the heads of states of Central Asia began to be held several years ago. The desire to take political and economic interaction with Russia, Belarus and other EAEU countries to a new level can explain Uzbekistan's obtaining observer status in the Eurasian Economic Union. The need to strengthen economic ties with Turkey and the Middle East region explains the membership and initiative work of Tashkent in the CCTS and the ECO. For the other initiatives, which are based on the desire of Tashkent to secure access to the sea and promising markets, one should, of course, mention the desire to build the Uzbekistan-Kyrgyzstan-China railway, as well as the initiative to build a railway from Uzbekistan to Pakistan with access to the Pakistani ports of Karachi and Gwadar through the territory of Afghanistan. The issue of building a railway corridor from Uzbekistan to Pakistan via Kabul and Peshawar was discussed during online negotiations between the two Presidents in mid-April 2021.

Of course, the collaboration in terms of international organizations does not in any case cancel the cooperation with other countries on a bilateral and multilateral basis. The same as any other state, the general idea of Uzbekistan's foreign policy prevails the bilateral and multilateral form of intergovernmental collaboration. However, cooperation through the work of international organizations also has its advantages: it allows you to coordinate positions, promote your interests more widely and direct the work of an international organization in the right direction, find allies and accumulate the resources of several states at once, increase international authority and improve positioning. Therefore, the active participation of Uzbekistan in the work of international organizations is a relevant and useful form of foreign policy activity, contributing to a more effective achievement of the set foreign policy goals and objectives.

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WRITING HISTORY: SCHOOL CURRICULUM ON THE HISTORY OF KAZAKHSTAN AND UZBEKISTAN

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Abstract. The article presents a comparative analysis of the study of the history of Kazakhstan and Uzbekistan at the present time. The purpose of the article is to identify special factors in the study of national history in two former Soviet republics, which have one common history and territorial proximity. The author of this article tried to find out the common tasks of states to improve the quality of teaching national history to schoolchildren. A comparative analysis of the subject of history in schools shows what disadvantages and privileges exist in each of the countries. These factors may explain the importance of the future generation studying their own history.

Keywords: study of national history, nation-building process, Kazakhstan, Uzbekistan.

Introduction

Discussions around school historical education have recently become a subject of both public and state interest. The search for ways to improve the quality of graduate training in the conditions of the emerging labor market and the corresponding satisfaction of individual needs for educational services forces educational institutions of various types to constantly revise both the content of education and the technology of the educational process.

Writing history is part of the nation-building process. With the collapse of the Soviet Union, five Central Asian states have become independent, and the authorities are striving to form a new national identity. Education plays a crucial role here. With the help of a state-approved history curriculum, the authorities offer a common understanding of the past, which is designed to strengthen the community in the present. A deep interest in nationalism and the construction of identity was directly related to the end of the Cold War. National identity has become the main and popular explanation for a wide range of political, economic, social and cultural processes, including issues of governance, development, security, peace and conflict. One of the tasks that the national identity set itself was to create a nation within the borders of an independent state. After gaining independence, these States revised history in accordance with their needs for State-building, and this process continues to this day.

In Soviet times, these states did not seek to write their own history. History was written and taught through the prism of Soviet ideology. For most of the Soviet era, there were very few manifestations of national identity in Kazakhstan.

This article compares the two most important states of Central Asia, as they are separated by the same border, and they have a common history, similar language and culture. Kazakhstan and Uzbekistan are studied from the point of view of writing history and teaching it to the next generations.

The curriculum on the history of Kazakhstan will balance the program of ethnonationalization by developing a curriculum on world history. According to the Kazakh authorities, the initiative is dictated by the need to apply new approaches to the study of the national history of Kazakhstan. The first school history textbooks, created later, radically revised such sensitive topics as the entry of Kazakhstan into the Russian Empire, the uprising of 1916, during the suppression of which entire villages were destroyed, the process of collectivization, which led to the death of hundreds of thousands of indigenous people, repression in the 1930s and other topics previously considered forbidden.

In addition, new textbooks give a negative assessment of the process of "Russification" of Kazakhstan in the 50s and 60s, when the number of national schools was minimized and the majority of the population was taught in Russian [1].

As in many other former Soviet republics, the teaching of history in Uzbekistan was radically revised after independence. One of the main points of history that underwent revision was the role of Russia in the national history of Uzbekistan, both in the Soviet period and earlier.

The key events of this plot are the seizure of the territory of modern Central Asia, the period of the February and October revolutions, the next decade of the so-called Basmach movement, which began to be designated as the patriot movement, the struggle of the Soviet regime against Islam, the Khujum emancipation of women, Stalinist steel repression, the monoculture of NASA cotton, which led to the drying up of the Aral Sea.

However, in different editions of textbooks, the theme of the colonial past was pedaled differently. Some of them interpreted the role of the colonization process and popular oppression rather restrainedly, also speaking about the positive processes of Turkestan in relation to the Russian Empire associated with modernization and industrialization.

This is a method of comparative study of specific cases. Using the content analysis method, we analyzed school textbooks in Kazakhstan and Uzbekistan.

School program on the history of Kazakhstan

At the initial stage of building its own model of the education system in the Republic of Kazakhstan, it was necessary to change the ideas, principles and nature of the educational process. This was especially true of the school subject "History of Kazakhstan". The Council of Europe believes, and this has been repeatedly emphasized in documents, that the value of history as a subject is unique, and it cannot be replaced by any other subject. This discipline is unique in its influence on the formation of a system of thinking [2].

Since 2001, the main directions of school education reform have been the study of international experience; the introduction of new alternative textbooks, teaching aids; the development of a legal framework, educational and regulatory framework and new curricula. The structure of school education was focused on a gradual transition to 12-year education: primary school — 4 years, secondary school - 7 years. The first President of the Republic of Kazakhstan N.A.Nazarbayev, highlighting the main directions of the country's development — high quality of life, competitive economy and political modernization, said in February 2005 that "A country that does not know how to develop knowledge in the 21st century is doomed to failure. We must create a talent pool for the high-tech industries of the future. Without a modern education system and modern managers who think broadly, on a large scale, in a new way, we will not be able to create an innovative economy" [3].

School historical education in Kazakhstan has been undergoing a process of renewal since 1991. Already at the first stage of school reforms in 1991-1994, the most radical teachers spoke out for teaching history on a completely new basis and according to new textbooks. Representatives of the second direction stressed that the school system has been repeatedly reformed, and considered the existing textbooks with minor changes suitable for further use.

The creation of new textbooks is associated with a number of other problems, for example, with the duration of historical education (in particular, with the transition to 12-year education in schools in Kazakhstan), the selection of didactic material in each of the two areas: socio-humanitarian and natural-mathematical, the state of historical science, the replication of new textbooks, etc. The stage of approbation of textbooks on the history of Kazakhstan 1992-2006 has begun. This made it possible to identify the weaknesses and strengths of the educational literature,

to determine the main directions of its improvement. The elimination of many shortcomings of school historical literature depends on the development of the theory of creating textbooks and the reliability of the methodology for assessing their quality.

Considering the fact that several decades have passed since the publication of works on the history of Kazakhstan, and there are very few such works in the school of the Republic of Kazakhstan, there is an urgent need to revise and evaluate the accumulated experience. It cannot be said that Soviet historians did not study the experience of the past and did not seek to draw useful lessons from it for the present. However, this research, especially with regard to the history of Soviet society, was largely one-sided. We studied mainly positive experiences, which objectively led to a distortion of the overall picture of the past.

School program on the history of Uzbekistan

After independence, not only the history curriculum, but also the approach to its teaching and examinations of students underwent drastic changes. If under the Soviet model of education, the emphasis in the study of history was placed directly on party ideology, then after the 1997 education reform, the historical past, the heritage of national heroes, was restored. In one of his interviews, President of Uzbekistan I.A. Karimov said: "I think a lot about Abdullah Avloni's statement: "Education for us is a matter of life or death, salvation or destruction, happiness or misfortune." He meant that every citizen of the country should know the history of his homeland [4].

Along with other post-Soviet countries, the curriculum of the school history course in Uzbekistan was completely revised after independence. The unified history, which was built mainly on praising the power of the Soviets, the revolution and harsh criticism of the tsarist regime, is now divided into two branches: world history and the history of Uzbekistan.

The authors of the first textbooks on the history of Russia, published back in 1992 and 1995, spoke about the "colonial past" quite restrained and objectively, considering this period not only as a bloody time of popular uprisings, liberation movements and oppression of the indigenous population, but also as a time of rapid development of industry (industrialization) and modernization of our country.

History textbooks in the country are still being republished every few years, because history is happening literally before the eyes of the people: new data are emerging, old ones are being clarified. A permanent feature of the new educational program is the restoration of the historical past of national heroes of different eras: from Temurids to Sharaf Rashidov, both scientists and cultural figures, and government officials. It should be noted that the literature course has also changed, which now includes the mandatory study of not only Russian and foreign classics, but also Uzbek.

Disputes in Uzbekistan are conducted mainly between those who condemn the colonial rule of the Russian Empire and the USSR in Central Asia and historians who hold pro-Russian positions. Nationalist historians claim that the colonization of the region by the Russian Empire led to a deep socio-economic crisis in Turkestan. Opponents, recognizing the imperial nature of Russia's policy in the region, urge to see positive aspects in the accession, for example, the development of capitalism and industry. Nationalists claim that local communities and States waged a broad and unequal national liberation struggle against colonial oppression. Critics of this position point to the aggressive policy of the local khanates - Kokand, Bukhara and Khiva, as well as the presence of internal social contradictions, which is why the conquest of Turkestan did not require significant forces. There are also differences in the interpretation of other events, such as how the Soviets pursued a policy of emancipation of women in Khujum. Nationalist historians

claim that by attacking the positions of Islam, the Communists, led from Moscow, only discredited the idea of emancipation in the eyes of the population and were forced to resort to methods of violence and large-scale repression [5].

Teaching the modern history of Uzbekistan is an important part in the transformation of the political and socio-economic transformations of the country. This process forms the national statehood and political system [6].

Comparing the teaching of history and state-building in Kazakhstan and Uzbekistan, several tasks can be identified to improve the quality of historical education. First, the expansion of scientific study of the ancient, medieval, and modern history of Uzbekistan and Kazakhstan. Also, it is necessary to strengthen the work on the creation of documentaries on certain topics of history, especially on those events that have not been widely covered for a long time and were considered forbidden for discussion. Finally, teachers of the history of Kazakhstan and Uzbekistan at all levels of education, from school to university, should use modern teaching methods and strategies in their activities.

By solving these tasks, we will be able to fill the problems of historical science and teaching the history of Kazakhstan and Uzbekistan as a whole, which, in turn, will allow us to educate the future generation in the spirit of high patriotism, which, in turn, will meet the requirements of modernizing modern society.

Conclusion

This article examines the process of studying history in Kazakhstan and Uzbekistan through the prism of rethinking the tragic events that occurred in the former Soviet Union. Our analysis shows that in the case of Kazakhstan, this postcolonial process corresponds to the tendency to transfer the national history to the future generation. In Uzbekistan, this process is also developing evenly, although there are controversial points among scientists.

In Kazakhstan, as in Uzbekistan, there is a tendency to study and transmit history to future generations without falsification, relying on archival documents and new data. Thanks to public discussions, some books are being re-printed, the role of studying national heroes, who are important for the new generation in understanding their past, has been strengthened.

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