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Development of Public Education in South Kazakhstan in 20-30 years of the XX century: History, Successes and Problems

The relevance of this topic is due to the peculiarities of the current stage of socio-political and cultural development of Kazakhstan, which requires continuous modernization of the structure and content of the educational system. The study of historical experience in solving the problem of growth of the educational level of the population is becoming increasingly important. In this connection, in the article the research of the state policy of the USSR on creation of system of national education, struggle of Bolsheviks with illiteracy of the population of Kazakhstan in 20-30 years of XX century is undertaken. The article analyzes the influence of state-political concepts of the USSR development on the formation of the education system. The author showed that the Soviet state considered the education system as a tool for building a new society, the formation of a skilled working class. At the same time, the development of education is associated with such large-scale tasks as the elimination of illiteracy. An attempt was made to trace the transformations in the education system, to identify quantitative and qualitative indicators that characterize the formation and development of public education in Kazakhstan. The article analyzes the state of school education on the example of development of Russian and Kazakh schools. The article reveals the main characteristics, role and place of general education schools in South Kazakhstan. The analysis of quantitative indicators of education system development in the region for two decades allowed drawing a conclusion about progressive development of school education, about constant growth of the number of students of Kazakh nationality in schools. The role of specialized secondary and higher educational institutions of South Kazakhstan in ensuring the growth of literacy and education of the population of the region is shown.

Keywords: history of Kazakhstan, public education, education policy, liquidation of illiteracy, school, specialized secondary institutions, higher educational institution, South Kazakhstan.

Introduction

The relevance of this research is determined by the need to study trends and regularities in educational growth during the socialist period. This allows for a deeper understanding of the regularity and specificity of the transformation of all workers and employees into active builders of a communist society. One of the most important indicators of a population's cultural level is literacy — the first stage of education. The notions of literacy and education are historical categories that have had different meanings at different times, depending on the state system and the cultural level of society. The struggle for literacy in Kazakhstan, one of the most backward regions of Tsarist Russia before the Great October Socialist Revolution, became extremely important. The success of socialist construction in Kazakhstan, a region that had passed the capitalist stage of development, depended largely on the level of culture and education of its population. The public education system in Kazakhstan was part of the tsarist Russian school system and had all its shortcomings: a small number of schools, a diversity of types due to the territorial disunity of Kazakhstan, an anti-people orientation, and the fact that the school system, in the hands of tsarism, turned into an instrument of spiritual oppression and a means of Russifying the masses. Despite its shortcomings, the Kazakh school system generally had a positive impact on the education of the Kazakh people. It would take a revolution like the one that took place in October 1917 to eliminate centuries of backwardness and illiteracy in Kazakhstan.

Following the Great October Socialist Revolution, conditions were created for fundamental changes in the field of education and an increase in the cultural level of the working class. Having won political power, the working class, under the leadership of the Communist Party, transformed the economy, developed socialist social relations, and strengthened the socialist state system. They also made a genuine revolution in the field of culture. This revolution guided the people of Kazakhstan onto the broad road of historical progress and initiated a radical restructuring of the public education system in the republic. The socialist revolution equalized the level of education among the country's population. Lenin's directives and the Soviet State's decrees on public education were instrumental in bringing about significant changes in education and culture.

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To solve the problem of illiteracy and raise the educational level of the population, public education had to be made accessible to the masses. A new type of school had to be created that would meet the needs of the working class and peasantry.

This article studies the educational system in southern Kazakhstan during the 1920s and 1930s. It should be noted that the formation and development of public education in Kazakhstan is a well-documented topic, with a wide range of literature available, including monographs, scientific articles, and dissertations. Therefore, the first part of this article considers the history of the development of the education system in Kazakhstan as a whole. Then, using a regional approach, it considers the education system in southern Kazakhstan. It should be noted that the regional approach in South Kazakhstan has not been sufficiently reflected in foreign or domestic historiography. In our opinion, however, it opens interesting opportunities for studying this topic.

Materials and Methods

The documents of the Communist Party and the Soviet government, which focus on issues related to culture, enlightenment, and public education, serve not only as the methodological basis for the study but also as a significant source for characterizing the educational level of the population. The most valuable and direct sources for characterizing the educational level of the population in our study were the population censuses of 1920 and 1926. These documents contain the most complete and accurate socio-demographic information on the problems of the number, composition, and distribution of the population. We used digital data from the 1920 and 1926 censuses to see how culture and public education had changed. This data also let us study the educational level of the population based on different demographic characteristics. We used the school census of 1927 as a historical source to understand the literacy of school — age children by main ethnic groups, gender, age, and other demographic factors. An important part of the source base of the research was the periodical press. The newspapers “Sovetskaia step” and “Kyrgyzskaia step” were used in the work. To write the article, the author consulted documents from the Central State Archive of the Republic of Kazakhstan. The fund 766 contains great historical material. It includes materials about the Kazakh regional branch of the society “Down with illiteracy.”

The study’s approach is based on three principles: historicism, objectivity, and systematicity. These principles suggest that the problem should be considered in the development and context of general historical processes. The facts should be analyzed as a whole and in relation to each other. The article used different methods to do this, like looking at the order of events, using statistics, thinking about the past, and thinking about the present. Using dialectical epistemological and logical principles of methodology, a comprehensive, holistic, systemic, and specific historical analysis was carried out to study the development of public education in Kazakhstan in relation to the objective historical conditions and subjective factors that influenced its formation and functioning. The historical and comparative method enabled the analysis of the educational institution’s activities at different stages of its development in Kazakhstan during the period under consideration and traced changes in state policy regarding public education. Using the historical and systemic methods, we analyzed the training of public education personnel as the main element of the public education system.

Results

The first documents on public education from the Soviet authorities were the “Address” from People’s Commissar for Education A.V. Lunacharsky to Russian citizens and his proclamations “To All Teachers” and “To Students.” The “Address” stated: “In a country where illiteracy and ignorance reign, any truly democratic authority in the field of education must set as its first goal the struggle against this gloom. It must achieve universal literacy as soon as possible by organizing schools and introducing free education” [1; 7-8].

The Civil War and intervention destroyed the national economy and exacerbated the difficult situation in education. In these conditions, the Soviet authorities did their best to organize children’s education at school, since the fate of the proletarian revolution depended on it.

The main directions for reorganizing schools on democratic principles were outlined in the documents “Regulations on the Unified Labor School of the RSFSR” and “Basic Principles of the Unified Labor School,” which were approved by the All-Union Central Executive Committee on October 16, 1918 [1; 133]. These documents clearly defined the tasks and structure of the school and the organization of educational and upbringing activities. The “Statute” established a two-stage school system: the first stage was a five-year program for children aged 8 to 13, and the second stage was a four-year program for children aged 13 to 17.

All primary and higher primary schools, gymnasiums, real schools, mektebs, madrasahs, and other types of lower and secondary educational institutions were reorganized into stages I and II schools with free education.

At the VIII Congress of the RCP(b) in March 1919, great attention was paid to eliminating illiteracy. The Party program adopted at the Congress regarded the education of the younger generation as an integral part of constructing socialism in our country. New and significant tasks were set for public education: free and compulsory general and polytechnic education for all children up to the age of 17, full implementation of a unified labor school with instruction in the native language, and the joint education of children of both sexes. The Congress also recognized the need to organize periodic reading sessions for illiterate individuals in schools and reading huts. To this purpose, special reading circles were created that included local teachers [2; 48-49]. Based on the December 26, 1919 decree of the Council of People's Commissars, the Kyrgyz Revolutionary Committee issued an instruction titled "On the Elimination of Illiteracy in the Kyrgyz (Kazakh) Region." According to the decree, the entire population between the ages of 14 and 50 was to be educated. A registry of illiterate individuals was created, and steps were taken to open schools for them as soon as possible [3; 102-103].

By the time the Kazakh ASSR was formed in 1920, the People's Commissariat of Education reported a significant number of schools established to eliminate illiteracy. In the Orenburg province, there were 1,219 schools with 40,929 students; in the Kostanay province, there were 347 schools with 7,000 students; and in the Burket province, there were 429 schools with 12,612 students. In total, 2,412 literacy centers operated in Kazakhstan during the 1920/21 academic year, training 72,232 people [4].

Special emergency commissions for the elimination of illiteracy were established in Kazakhstan and throughout the country. The commissions appeared in a number of villages and auls in 1920, and by 1921, 9 regional and 40 district departments of the Extraordinary Commission for the Elimination of Illiteracy had been established.

In the early years of Soviet power, the growth of the school network and student enrollment far exceeded the rate at which teachers were prepared. Therefore, one of the most pressing issues in establishing a new Soviet school system was the retraining of existing teachers and the preparation of new educational workers. Initially, coursework was the only form of teacher training. Even in the early years of Soviet rule, a fairly extensive network of teacher training courses was established in Kazakhstan. Short-term and two-year courses were established in every province and district. All teacher seminaries in Verny, Akmola, Ural, Semipalatinsk, and Orenburg were reorganized as three-year programs.

The government of Kazakhstan announced a general mobilization of literate Kazakhs and recalled all former educators to work in public education. As a result of these efforts, the number of teachers in schools across the republic increased by 1,499 people in the 1920/21 academic year (compared to 3,325 in the 1914/15 academic year). Of these new teachers, 1,448 were assigned to schools of the first level [4].

The state of literacy of the population of Kazakhstan can be represented by the data of the All-Russian census of the population made on 28 August 1920. The demographic census of 1920, which registered the literacy of the population, considered everyone who could read and write in their native language as literate. Students who had just entered school were counted as literate. Stating the extremely weak development of schooling in Kazakhstan, as well as in the whole country in the pre-revolutionary period, one can foresee in advance the low literacy rate of the population according to the 1920 census [5].

The literacy rate depended on several factors: national composition, territorial distribution, and the proportion of the population that lived in urban versus rural areas. The literacy rate among urban dwellers was much higher than among rural dwellers. The following table shows the literacy rates of Kazakhstan's population in 1920.

Table 1 shows the literacy rate of Kazakhstan's population in 1920 (per 1,000 people of the corresponding sex) [5].

Table 1

| Population | Both sexes | Males | Females |
|-----------------|------------|-------|---------|
| Urban and rural | 143 | 191 | 96 |
| Urban | 435 | 506 | 371 |
| Rural | 116 | 163 | 70 |

As can be seen in the table, the census results show that there were 143 literate people per thousand inhabitants of both sexes (191 men and 96 women). In urban areas, there were 435 literate people per thousand inhabitants of both sexes (506 men and 371 women). In rural areas, there were 116 literate people per thousand inhabitants of both sexes (163 men and 70 women).

The struggle for literacy during the restoration of the national economy in Kazakhstan occupied a special place in the history of the socialist cultural revolution. The fight against illiteracy in the republic and throughout the country was one of the most important aspects of building socialism. As the country transitioned to peacetime, cultural development took on special political and economic importance. Clearly, highly qualified specialists, literate workers, and literate peasants were needed to raise the national economy and successfully build a socialist society. Gradually, the Party organization, the government, and the public of Kazakhstan began work to eliminate illiteracy. Issues related to eradicating illiteracy were discussed at party conferences, provincial and district congresses of Soviets, non-party conferences of workers and peasants, teacher congresses and conferences, and general worker and peasant meetings. Typically, eradicating illiteracy was associated with politically enlightening the masses and propagating socialist ideas among them.

The decisions of the X All-Russian Congress of Soviets and the II All-Russian Congress for the Elimination of Illiteracy (May 1923) were of great importance for the further development of cultural and educational work and the elimination of illiteracy. The aforementioned Congresses adopted a plan to eliminate illiteracy among the population up to 35 years of age by the 35th anniversary of October. This plan was subsequently approved by the decision of the All-Russian Central Executive Committee and the Council of People's Commissars of the RSFSR. According to the most recent census data, the total population of the republic is 4,781,263 individuals. Of these, 4,097,584 individuals, constituting 85.7 % of the total population, were illiterate. This includes 1,931,630 men and 2,165,954 women. According to the plans of the People's Commissariat of Education, 800,000 people were to be educated by the 10th anniversary of the October Revolution. However, the plan was only fulfilled 60 percent of the time [6; 10].

On May 13, 1925, the First All-Kazakhstan Congress was held. At this event, the results of the work were summed up. The Society's board of directors made a plan. They decided to work more on helping people in the aul and village learn to read and write. They also decided to do a big campaign to teach people about the primer in the village and aul. They will do this by having individual and group teaching. Educators, students, and pupils will be involved. They will also try to get more Kazakh people to join the Society of Down with Illiteracy.

The "Down with Illiteracy" society grew quickly. After the first congress of the Kazakhstan Society of Down with Illiteracy, it had 77,800 members in 12 provinces, 23 districts, and 882 local groups. 114 points were given for society's efforts to eliminate illiteracy. Eight schools were opened for illiterate people [7]. The struggle to make reading and writing skills available to everyone led to an increase in the number of students in the 1924-1925 school year. The number of students increased to 21,870 people. Of these students, 14,876 were Russian and 6,994 were Kazakh. In total, there are 933 literacy centers, including 312 in Kazakhstan and 621 in Russia [8].

In Kazakhstan, as in the whole country, there were two ways to develop literacy and education: by teaching adults to read and write, and by sending children to elementary school, which was becoming more common and free for all students. Let's look at how schools and students grew during the Soviet era compared to the time before the revolution.

Table 2

The growth of the school network and the number of students from 1911 to 1925 [9]

| Years | Absolute number | | | Percentage of previous year | |
|-----------|-----------------|-------------------|----------|-----------------------------|----------|
| | Schools | Secondary schools | Students | Schools | Students |
| 1911 | 1475 | 11 | 81416 | | |
| 1915 | 1642 | 15 | 91861 | 111,3 | 112,8 |
| 1921-1922 | 3320 | 66 | 180732 | 202,2 | 196,7 |
| 1922-1923 | 1906 | 44 | 122015 | 57,4 | 67,5 |
| 1923-1924 | 2256 | 47 | 149507 | 118,3 | 122,5 |
| 1924-1925 | 2624 | 74 | 185540 | 116,3 | 124,1 |

As can be seen from the data in Table 2, tracing the growth in the number of schools and the number of students, we observe the same trend: the revolution gave an impetus to the development of public education.

The year 1921 is characterized by a significant increase in the number of schools, especially secondary schools, and an increase in the number of students in schools. As compared with 1915 in absolute numbers, the growth in the number of schools amounted to 1678 units, the growth in the number of students — 88.9 thousand people (202.2 % and 196.7 % respectively). The number of secondary schools increased 4.4 times (66 versus 15 in 1915).

Beginning in 1923, the network of schools was expanded and teachers' living standards improved. The newspaper "Kyrgyzskaya Step" wrote: "An especially important measure is the decree ensuring that teachers' salaries would not fall below 25 rubles. The teacher should not starve. He (she) needs to devote himself entirely to educational work" [10].

Thus, in the 20s the outlines of the general education system were clearly outlined, but the school was still weak, lagging behind the needs of cultural construction. Elementary school prevailed: at the end of the restoration period (1925-1926 academic year) there were 3344 schools in the republic, including only III seven-year and II level schools. 17720 people studied in them, including 3048 Kazakhs. In 3233 elementary school there were 215.1 thousand pupils, more than 92 percent of all pupils, of whom 67.7 thousand or 31.5 percent were Kazakhs [9].

With the further development of the school, and especially in connection with the complication of the tasks of socialist construction, the course system of training pedagogical personnel was replaced by pedagogical technical schools and institutes of public education. As a result of these measures, the number of teachers in 1925-1926 amounted to 6,223 (95.5) to 1921-1922 school year.

The demographic census of 1926 demonstrated that during the initial decade of Soviet power, the literacy rate of the population of Kazakhstan exhibited a substantial increase. A comparison of the literacy rates of the population in 1920 and 1926 reveals the period of significant growth in literacy rates.

Table 3

The following data set contains literacy rates for the population in 1920 and 1926, expressed per 1,000 people of the corresponding sex

| Population groups | Census years | Males | Females | Both sexes |
|-------------------|--------------|-------|---------|------------|
| Total population | 1920 | 191 | 96 | 143 |
| | 1926 | 248 | 96 | 174 |
| Urban | 1920 | 506 | 371 | 435 |
| | 1926 | 524 | 368 | 446 |
| Rural | 1920 | 163 | 70 | 116 |
| | 1926 | 223 | 70 | 149 |

Table 3 shows that the literacy rate in 1926 as compared with 1920 increased among the total population by 3.1 percent (174 literate in 1926 against 143 in 1920), and among men by 5.7 percent (248 against 191 literates per thousand people). The growth of literacy in rural areas is more noticeable: among the population of both sexes by 3.3 percent (149 people literate against 116, and among men by two percent) 223 people against 163 literates in 1920.

The results of mass adult literacy and universal primary education of children in the thirties were reflected in the results of the 1939 census. This is evidenced by the data in Table 4.

Table 4

Literacy of the population aged 9–49 years in 1926 and 1939 (in percent) [11]

| Population groups | Males | Females | Both sexes | Males | Females | Both sexes |
|-------------------|-------|---------|------------|-------|---------|------------|
| Urban and rural | 35,4 | 14,5 | 25,2 | 90,3 | 75,8 | 83,6 |
| Urban | 70,3 | 51,6 | 61,0 | 93,4 | 80,8 | 87,5 |
| Rural | 31,9 | 10,6 | 21,6 | 89,1 | 73,7 | 81,9 |

The table illustrates that in 1939, the literacy rate among the population aged 9–49 in Kazakhstan was 83.6 %, with males demonstrating a literacy rate of 90.3 % and females exhibiting a rate of 75.8 %. During the inter-census period, the population's literacy rate exhibited a substantial increase, with a 58.4 % rise among both sexes (83.6 % vs. 25.2 %), including a 54.9 % increase among men (90.3 % vs. 25.2 %) and a 61.3 % increase among women (75.8 % vs. 14.5 %).

It is important for us to consider the regional aspect of public education in Kazakhstan in the 30s of the 20th century. In this regard, we will consider the development of the education system in South Kazakhstan. The Southern Region of Kazakhstan unites four regions: Almaty — established in 1932, Zhambyl (in 1939), Kyzylorda (in 1938) and South Kazakhstan (in 1932).

As indicated by researchers Apendiev T.A. and Asylbekova J.M., the South of Kazakhstan exhibits notable distinctions from other regions. These include a substantial population, a predominance of rural residents over urban residents, and a significant proportion of Kazakhs. Additionally, it is home to a notable number of representatives from various Turkic-Muslim ethnic groups, a feature that sets it apart from other regions of Kazakhstan. The intercensal period was characterized by a growth in the number and specific weight of representatives of Eastern Slavic and other European ethnic groups. Concurrently, the region underwent an increase in the urban population, higher literacy and education levels, the formation of a new social structure of the population, and other changes in socio-demographic development, typical for other regions in the first two decades of the Soviet period of Kazakhstan [12; 11].

The population of the region experienced a period of rapid literacy and educational development during the intercensal period. This development was facilitated by the metropolitan location of Almaty city within Almaty oblast, where a significant number of secondary schools, as well as a number of technical schools and colleges, especially higher educational institutions, were concentrated.

For example, in 1928, the first higher education institution in Kazakhstan was opened in Almaty — the Kazakh Pedagogical Institute named after Abay, which marked the beginning of the development of higher education in the Republic. In Almaty, a zoo-veterinary institute was opened in 1929, an agricultural institute in 1930, a medical institute in 1931, a mining and metallurgy institute in 1932, and in 1934, the first university in Kazakhstan was opened in Almaty — the Kazakh State University named after S. Kirov — now the Kazakh National University named after Al-Farabi, in 1934 — the Institute of Journalism, and in 1938 — the Law Institute. For that time, these higher education institutions of a nationwide nature were considered large [13; 210].

The network of specialized secondary educational institutions was being developed, the number of which from 6 in 1927 reached 51 in 1939, and the number of their students increased during these years from 1.1 thousand to 10.9 thousand. Including more than half — 38 of specialized secondary educational institutions were located in Almaty city — 19 with 4.5 thousand students, and in Almaty region — 7 with 1.5 thousand students. In the Kyzyl-Orda region there were 8 technical schools and other specialized secondary educational institutions with more than 1.5 thousand students, and in the Zhambyl region — 5 with 0.8 thousand students [13; 211].

General education schools developed at the fastest rate: in the Almaty region — from 266 in 1927 to 709 in 1939, i.e., 2.6 times, the number of their students — from 18.7 thousand to 109.6 thousand, i.e., more than 65.8 times, the number of teachers — from 535 to 4.1 thousand, i.e., 4.7 times. In the city of Almaty, the number of schools increased almost 2.7 times (from 27 to 60), teachers — almost 7 times (from 190 to 1327) and students — 7.8 times (4.9 thousand to 38.7 thousand). In the South Kazakhstan region, the network of comprehensive schools increased almost 3.5 times (from 245 to 869), the number of teachers — 8.2 times (from 523 to 4293), and students — 7.5 times (from 16.9 thousand to 128.2 thousand). In the Zhambyl region, the number of schools increased 2.6 times (from 134 to 345), teachers — 6.4 times (from 305 to 1946), and students — 5.6 times (from 10.1 thousand to 56.8 thousand). In the Kyzylorda region, the number of schools increased 2.2 times (from 149 to 349), teachers — 4.5 times (407 to 1824), and students — 4.3 times (from 12.4 thousand to 53.4 thousand) [13; 176].

Such a wide network of comprehensive schools, as well as the expanding system of secondary specialized and higher educational institutions, ensured a rapid growth in the literacy and education levels of the region's population in the intercensal period (1926–1939). Thus, the population of the Almaty region increased its literacy level from 18.5 % to 79.3 %, Zhambyl — from 13.5 % to 73.1 %, Kyzylorda — from 25 % to 69.7 %, South Kazakhstan — from 17.2 % to 68.9 %. But despite such significant growth, the three regions of the region as a whole lagged behind in literacy not only a number of other regions of Kazakhstan, but also the average for the republic (76.3 %). The exception was the Almaty region, whose population in literacy, ahead of all other 12 regions, occupied second place after the Karaganda region (83.3 %) [12; 16].

This was due not only to the low starting position in terms of education level by 1926 compared to other regions, but also to the weak work of the region's educational institutions at the local level. Almost the same situation, with some fluctuations, is observed with the indicators of the region's population in terms of secondary and higher education. The highest level of education is observed in the Almaty region: there were

80.9 people with secondary education per 1,000 population, and 6.7 people with higher education; this was not only higher than the average in Kazakhstan (59.9 and 4.5, respectively), but also ranked second among 14 regions of the Republic after the Karaganda region (82.8 and 9.2). The other three regions had lower secondary education indicators than the national average (59.9): Zhambyl region ranked 10th (out of 14 regions) with 51.0 people with secondary education per 1,000 population, South Kazakhstan region ranked 9th with 53.7 people, and Kyzyl-Orda region ranked 6th with 59.2 people. In terms of higher education, Almaty region with 6.7 persons per 1,000 population occupied second place, after Karaganda (9.2), South Kazakhstan region with 4.7 persons occupied fourth place (after the above-mentioned two regions and Aktobe region), Kyzylorda region with 3.9 persons occupied sixth place, Zhambyl region occupied thirteenth, the penultimate place, ahead of only Pavlodar region (with 3.0 persons per 1,000 population) [12; 16].

Discussion

In 1957, the work of E. Rivlin and U. Turaliev “Public Education in the Kyzylorda Region during the Years of Soviet Power” [14] was published. The authors, who began their research by looking back at the achievements and significance of the Soviet government in public education and remembering the legacy left by tsarist Russia, focused on educational institutions in the Kyzylorda region before the October Revolution. They concluded that the children of officials and wealthy residents studied in educational institutions. They reminded that there was no secondary education institution in the territory of the Kyzylorda region. “Kazakh children studied in religious and primary Russian-Buratian schools, which lived on the finances of their parents,” he wrote. According to the authors, the number of students in them was 400. Then the researchers described the history of education in the Soviet period. They focused on the state of education in the Kyzylorda region, which was part of the Turkestan Soviet Republic until 1924, and on the decree adopted by the Council of People’s Commissars in 1918.

In the 1960s, the issues of secondary and higher education in Kazakhstan were specifically studied and a number of candidate theses were defended. The first of these was S. Musin’s study on the topic “From the history of educational work of the Kazakh Soviet School of the Kazakh ASSR (1920–1936)” [15]. According to the researcher, based on the historical decisions of the Bolshevik Party, the Kazakh Regional Party Committee made important decisions on the creation of full-fledged primary, seven-year and Kazakh secondary schools with boarding schools and on strengthening the training of teacher personnel.

I.B. Madin’s work examines the history of correspondence pedagogical education in Kazakhstan. According to the data presented there, 2398, including 1546 Kazakh youth, studied at two higher pedagogical educational institutions opened in the 1920s, and in 1932 the Uralsk Pedagogical Institute was established. In September 1934, teacher institutes were opened in Petropavlovsk and Uralsk, in January 1935 in Aktobe, in the same year in Semey, and in 1937 in Almaty and Karaganda. The first correspondence department was opened in 1932 at the Almaty Pedagogical Institute named after Abai, and the second correspondence department was established at the Uralsk Pedagogical Institute in the same year. Both were transferred to the People’s Commissariat of the Kazakh ASSR and acquired republican significance. On September 1, 1937, 2,478 people studied in the correspondence departments of pedagogical institutes and teacher training institutes of the republic. In the indicated year, 30 teachers graduated from them. The number of graduates increased every year. For example, in 1938, 58 people completed their studies and received teacher qualifications, and in 1939, 65 people [16; 13].

Following the attainment of independence, the subjects of the formation and development of public education in Kazakhstan in the first half of the 20th century became the focus of serious research by domestic scientists, including researchers at the doctoral and candidate levels who were engaged in the defense of their dissertations. A number of works examined the role of the Kazakh intelligentsia in the development of public education. Furthermore, a number of works examined the regional aspect of the topic. These works document the emergence of national schools in Kazakhstan within the broader context of state educational policy, offering insights into the evolution of the network of national schools. A particular emphasis is placed on the analysis of the pedagogical preparation of educators for institutions of education at all levels. In the context of the present study, attention is directed toward a salient feature of school education in Kazakhstan: namely, the underrepresentation of primary classes in Kazakh schools located in rural areas, coupled with a relatively high rate of student attrition [17], [18], [19], [20].

According to modern researchers, the development of secular education in Kazakhstan began in the 1920s, when the Bolshevik Party, which came to power, defined the implementation of the policy of cultural revolution as one of the most important tasks in building a socialist society. One of the key components of

this policy was the creation of a Soviet education system at all levels. Undoubtedly, this also concerned Kazakhstan, which became part of the Soviet republic created by the Bolsheviks. It was the years 1917–1941 that became decisive in the development of public education both in the Soviet state as a whole and in Kazakhstan [21; 129].

According to Apendiyev T.A. and Asylbekova Zh.M., in the 20–30s of the 20th century, the level of literacy and education of the population of the South increased, although according to this, the indicators of its region, with the exception of the capital — Almaty, significantly lagged behind the population of the Central, Northern and other regions of Kazakhstan [12; 22].

Conclusions

The education system in Kazakhstan in the 20–30s of the 20th century was created during the implementation of the Bolsheviks' policy of Cultural Revolution. One of the central tasks in the creation of the new, Soviet education system was the task of forming a person of a new formation — a builder of communism, selflessly devoted to the new government, the new, Bolshevik ideology. The new government clearly understood the importance of the education system in building a socialist society, especially in the national outskirts. Therefore, from the first years of its existence, serious attention was paid to public education and the elimination of illiteracy. This is evidenced by numerous documents that allow us to trace the main events in the creation of school education in Kazakhstan. Given the real state of affairs in the second decade of the 20th century, the creation of an education system was limited, as a rule, to the opening of incomplete secondary schools. Only from the late 1920s to the early 1930s did the process of creating second-level schools alongside first-level schools begin, and in the mid-1930s, the republic's leaders came to the conclusion that there was a possibility of transitioning to 4-grade education and a seven-year school. This is possible, in particular, because secondary specialized educational institutions such as technical schools, zoo-veterinary technical schools, two-year short-term courses for training teachers, etc. are successfully operating. The system of higher and secondary education created during the pre-war five-year plans contributed significantly to the increase in the educational level of the population of Southern Kazakhstan. In the South of the country, highly qualified specialists were trained in universities and technical schools through course training.

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М.Т. Тугелова

XX ғ. 20-30 жылдарындағы Оңтүстік Қазақстандағы халықтық білім беру жүйесінің дамуы: тарихы, жетістіктері және мәселелері

Тақырыптың өзектілігі білім беру жүйесінің құрылымы мен мазмұнын үздіксіз жаңғыртуды талап ететін Қазақстанның әлеуметтік-саяси және мәдени дамуының қазіргі кезеңінің ерекшеліктерімен байланысты. Халықтың білім деңгейінің өсу мәселесін шешудегі тарихи тәжірибені зерттеудің рөлі жоғары. Осыған байланысты мақалада КСРО-ның халықтық білім беру жүйесін құру, XX ғасырдың 20-30 жылдарында большевиктердің Қазақстан халқының сауатсыздығымен күресі жөніндегі мемлекеттік саясаты қарастырылған. КСРО-ның дамуының мемлекеттік-саяси тұжырымдамаларының білім беру жүйесінің қалыптасуына әсері талданған. Автор Кеңес мемлекетінің білім беру жүйесін жаңа қоғам құру, білікті жұмысшы табын қалыптастыру құралы ретінде қарастырғанын көрсеткен. Сонымен қатар, білім беруді дамыту халықтың сауатсыздығын жою сияқты ауқымды міндеттермен байланысты. Білім беру жүйесіндегі өзгерістерді анықтауға, Қазақстанда халықтық білім берудің қалыптасуы мен дамуын сипаттайтын сандық және сапалық көрсеткіштерді анықтауға әрекет жасалды. Орыс және қазақ мектептерінің дамуы мысалында мектеп білімінің жай-күйіне сараптама жасалған. Оңтүстік Қазақстанның жалпы білім беретін мектептерінің негізгі сипаттамалары, рөлі мен орны анықталды. Өңірде жиырма жыл бойы білім беру жүйесін дамытудың сандық көрсеткіштерін талдау мектептегі білім берудің үдемелі дамуы, мектептердегі ұлты қазақ оқушылар санының ұдайы өсуі туралы қорытынды жасауға мүмкіндік берді. Оңтүстік Қазақстанның орта арнаулы және жоғары оқу орындарының аймақ халқының сауаттылығы мен білім деңгейінің өсуін қамтамасыз етудегі рөлі көрсетілді.

Кілт сөздер: Қазақстан тарихы, халықтық білім беру, білім саласындағы саясат, сауатсыздықты жою, мектеп, арнайы орта білім мекемелері, жоғары оқу орындары, Оңтүстік Қазақстан.

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Развитие народного образования в Южном Казахстане в 20-30-е годы XX века: история, успехи и проблемы

Актуальность данной темы обусловлена особенностями современного этапа социально-политического и культурного развития Казахстана, требующего непрерывной модернизации структуры и содержания образовательной системы. Изучение исторического опыта в решении проблемы роста образовательного уровня населения приобретает все возрастающую роль. В связи с этим, в статье предпринято исследование государственной политики СССР по созданию системы народного образования, борьбы большевиков с неграмотностью населения Казахстана в 20-30-е годы XX века. В статье дается анализ влияния государственно-политических концепций развития СССР на становление системы образования. Автор показал, что советское государство рассматривало систему образования как инструмент построения нового общества, формирования квалифицированного рабочего класса. В то же время, развитие образования связано с такими масштабными задачами, как ликвидация неграмотности населения. Предпринята попытка проследить преобразования в системе образования, выявить количественные и качественные показатели, характеризующие становление и развитие народного образования в Казахстане. Дан анализ состояния школьного образования на примере развития русских и казахских школ. В статье выявлены основные характеристики, роль и место общеобразовательных школ Южного Казахстана. Анализ количественных показателей развития системы образования в регионе на протяжении двух десятилетий позволил сделать вывод о поступательном развитии школьного образования, о постоянном росте количества учащихся казахской национальности в школах. Показана роль средних специальных и высших учебных заведений Южного Казахстана в обеспечении роста уровня грамотности и образования населения региона.

Ключевые слова: история Казахстана, народное образование, политика в сфере образования, ликвидация неграмотности, школа, средние специальные заведения, высшее учебное заведение, Южный Казахстан.

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