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ISSUES OF FORMATION OF A NEW TYPE OF KAZAKH SCHOOL IN THE PRESS (The 20s of the twentieth century)

Abstract

The education system in contemporary Kazakhstan clearly exemplifies the profound transformations occurring in the social and spiritual aspects of society. The search for models in the Kazakh education system that can meet modern requirements leads to a thorough exploration of domestic historical and pedagogical experience. This allows for a comprehensive study of this experience and the resolution of many present-day issues. In the 1920s and 1930s, there was a proliferation of new schools among the general people. Public education departments were established under local councils in all regions and counties of Kazakhstan, which encouraged the population to pursue education. Upon the establishment of the school, numerous challenges emerged, including the task of enticing students to pursue education, developing appropriate textbooks, and recruiting competent staff. Newspapers and publications such as "Yenbekshi Kazak", "Kazak tili", "Ak Zhol", "Bostandyk tuy", "Zhanbekker tili", "Kyzyl Kazakhstan", "Leninshil Zhas", and "Zhas Kairat" have launched a dedicated education section. A multitude of solutions were submitted by the Kazakh intellectuals to present a resolution to these matters. From the pieces released in the press, it is evident that the Kazakh intelligentsia has made substantial modifications and introduced novel concepts to the new educational system. The study examines the process of succession by systematically organising and analysing the updated school system and the activities of the intelligentsia in magazines. **Keywords:** publications, updated school, school system, intellectual activity, Kazakh press, sector of education. The education system in contemporary Kazakhstan vividly illustrates the profound transformations occurring in the social and spiritual fabric of society. The search for models in the Kazakh education system that can meet modern requirements involves a thorough exploration of the country's historical and pedagogical experience. This exploration aims to address various challenges that arise in the present time. In the 1920s and 1930s, there was a proliferation of new schools among the populace. Throughout all regions and counties of Kazakhstan, volosts were founded under local governments, with the specific purpose of promoting education among the population. Upon the inauguration of the school, numerous challenges emerged, including the task of enticing students to pursue education, developing appropriate textbooks, and recruiting highly skilled professionals. The newspapers and periodicals "Yenbekshi kazak", "Kazak tili", "Ak Zhol", "Bostandyk tuy", "Zhanbekker tili", "Kyzyl Kazakhstan", "Leninshil Zhas", "Zhas Kairat" have recently launched a dedicated education section. A multitude of solutions were submitted by the Kazakh intellectuals to present a resolution to these matters. From the pieces published in the press, it is evident that the Kazakh intelligentsia has made substantial modifications and introduced novel concepts to the new educational system. The study examines the process of succession by systematically organising and analysing the updated school system and the activities of the intelligentsia in magazines.

Keywords: publications, renovated school, educational system, intellectual pursuit, Kazakh media, education sector.

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**ЖАҢА ТҮРПАТТАҒЫ МЕКТЕПТЕРДІ ҚАЛЫПТАСТЫРУДАҒЫ ҚАЗАҚ
ЗИЯЛЫЛАРЫНЫҢ ҚЫЗМЕТІ БАСПАСӨЗ БЕТТЕРІНДЕ (XX ғ. 20 жылдары)**

Аңдатпа

Қазіргі Қазақстан Республикасындағы білім беру жүйесі қоғамның әлеуметтік және рухани өмірінде орын алып отырған түбегейлі өзгерістерді айқын көрсетеді. Қазақстандық білім беру жүйесіндегі заман талаптарына сай жауап бере алатын модельдерді іздестіріп табу отандық тарихи-педагогикалық тәжірибеге терең үнілуді, оны жан-жақты әрі кешенді түрде зерттеу қазіргі уақытта туындап отырған көптеген мәселелердің шешімін табуға өз үлесін қосатыны анық. XX ғасырдың 20-30-жылдары халық арасында жаңа тұрпатты мектептерді ашу қолға алына бастады. Қазақстанның барлық облыстары мен уездерінде, болыстарында жергілікті кеңестердің жанынан халық ағарту бөлімдері құрылып, халықты оқу-білімге тартты. Мектеп ашуда көптеген қиындықтар туындады: оқушыларды білімге тарту, оқулықтар дайындау, білікті кадрларды жұмысқа шақыру сияқты. Сол тұстағы «Еңбекші қазақ», «Қазақ тілі», «Ақ жол», «Бостандық туы», «Жұмыскер тілі», «Қызыл Қазақстан», «Лениншіл жас», «Жас қайрат» сияқты газет-журналдар білім алу мәселесіне арнайы айдар ашып, осы мәселелердің шешімін көрсету үшін қазақ зиялыларынан көптеген ұсыныстар түсіп жатты. Баспасөз беттерінде жарияланылған мақалалардан қазақ зиялыларының жаңартып мектеп жүйесіне айтарлықтай өзгерістер мен тың идеялар алып келгені соның дәлелі. Осы мәселені кешенді жүйелеу арқылы сабақтастық барысын талдау мақалада көрініс тауып, мерзімді басылымдардағы жаңартылған мектеп жүйесі және зиялылар қызметі автор тарапынан зерделенген.

Кілт сөздер: мерзімді басылымдар, жаңартылған мектеп, мектеп жүйесі, зиялылар қызметі, қазақ баспасөзі, ағарту саласы

Алғыс. Мақала Қазақстан Республикасы Ғылым және жоғары білім министрлігінің Ғылым комитетінің нысаналы қаржыландыру бағдарламасын іске асыру шеңберінде дайындалды ("XIX ғасырдың аяғы - XX ғасырдың бірінші жартысындағы Алаш зияткерлік элитасының тарихы мен шығарма-шылық мұрасы" грант ИРН BR18574180ы).

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ДЕЯТЕЛЬНОСТЬ КАЗАХСКОЙ ИНТЕЛЛИГЕНЦИИ ПО ФОРМИРОВАНИЮ ШКОЛ НОВОГО ТИПА В ПЕРИОДИЧЕСКИХ ИЗДАНИЯХ (20- г. XX века)

Аннотация

Система образования в современной Республике Казахстан наглядно демонстрирует кардинальные изменения, происходящие в социальной и духовной жизни общества. Очевидно, что поиск моделей в казахстанской системе образования, способных отвечать современным требованиям, способствует глубокому погружению в отечественный историко-педагогический опыт, всестороннему и комплексному его изучению и решению многих проблем, возникающих в настоящее время. В 20–30-е годы XX века началось открытие новых школ среди населения. Во всех областях, уездах и волостях Казахстана при местных советах были созданы отделы народного просвещения, которые привлекали население к обучению. При открытии школ возникало много трудностей: привлечение учащихся к образованию, подготовка учебников, привлечение квалифицированных кадров к работе. Газеты и журналы «Еңбекші қазақ», «Қазақ тілі», «Ақ жол», «Бостандық туы», «Жұмысшы тілі», «Қызыл Қазақстан», «Лениншіл жас», «Жас қайрат» открыли специальные рубрики по вопросам образования. Много предложений поступало от казахской интеллигенции, чтобы показать решение этих вопросов. Это свидетельствует о том, что из опубликованных в печати статей казахская интеллигенция внесла существенные изменения и новые идеи в новую школьную систему. Анализ хода преемственности путем комплексной систематизации данного вопроса отражён в статье, где изучена обновлённая школьная система и деятельность интеллигенции в периодических изданиях.

Ключевые слова: периодические издания, обновлённая школа, школьная система, интеллектуальная деятельность, казахская пресса, сфера просвещения

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Introduction. Following the conclusion of the Civil War in the Kazakh region, the cultural and educational sector faced significant challenges. The primary factor was the extensive illiteracy among the population. The problem of addressing illiteracy emerged in the domain of public education during the 1920s and 1930s.

Departments of public education were established in all regions, counties, and volosts under local councils. These departments aimed to eradicate illiteracy and promote cultural advancement among the population.

On January 26, 1919, V. I. Lenin, the Chairman of the Council of People's Commissars of the RSFSR, issued a decree aimed at eliminating illiteracy among the population. The decree specified that all citizens of the autonomous republics, aged 8-50 years, who are unable to read and write in their native or Russian language, are encouraged to participate voluntarily [1, p. 118]. In June 1920, following a decree, the All-Russian Emergency Commission for the Elimination of Illiteracy was founded under the leadership of V. I. Lenin. A subsidiary of this commission was founded in Kazakhstan, which played an active role in eradicating illiteracy. Nevertheless, the drought and famine that occurred in 1921 resulted in the establishment of an emergency committee and the implementation of educational initiatives. The Government has decreased funding for public education, which may lead to increased rates of hunger and reduced food consumption. Furthermore, in provinces devoid of any harvest, the efforts to eliminate illiteracy have come to a full halt. The participation of the Kazakh intellectual elite in the domain of public education emerged as a highly urgent concern for the Soviet leadership. In 1920, a conference of public education workers convened, during which Akhmet Baitursynov delineated the precise objectives of the education sector and elucidated the procedures for their execution. A. Baitursynov emphasised the necessity of teacher education and presented two methods. One initiative involved providing training to rural instructors through courses, while the other focused on establishing pedagogical special educational institutions and enhancing the teaching system inside them. In addition, he garnered the attention of educated Kazakh individuals towards educational endeavours and brought up the need of creating instructional materials in the Kazakh language.

Main part. In 1919, a Kazakh division was established inside the Central Executive Committee of the Turkestan Autonomous Republic. The division elected N. Torekulov, G. Safarov, S. Kozhanov, S. Asfendiarov, and the Secretariat as its members. Dosmukhamedov. During an extended meeting of the People's Commissariat of Education on August 21, an education commission was established with the aim of enhancing the spiritual culture of the region. I. Toktybayev was elected as the chairman of the committee, and X. Dosmukhamedov, K. Kozhykov, and N. Kusherbayev were appointed as members.

During public meetings and rallies held in 1920, concerns were made regarding the necessity of training. He advocated for the education of young individuals and advocated for their active involvement in this issue. On November 1st of this year, in Orenburg, a gathering was held at the Sverdlovsk Club among Kazakh youth, where S. Sadvakasov emphasised the significance of education and urged young people to combat illiteracy [2].

In the fall of 1920, a three-month teacher training programme was established in Alma-Ata, under the leadership of Bilal Suleev. The instructors for this course included F. Gabitova, Sh. Sarybaev, and X. Basymovich. The course personnel collaboratively established regional educational institutions to provide teacher training for local elementary schools. Initially, there were 50 individuals enrolled in this educational institution. In the subsequent year, there was a rise in the quantity of school teachers, leading to a heightened significance of educational endeavours. By 1923, the school had transformed into a regional educational institute for Kazakh-Kyrgyz pupils, with an enrollment of 400 students [3, p. 72].

Notwithstanding the challenging circumstances in the nation, the matter of effectively overseeing the field of education started to be openly addressed during party gatherings. The inaugural regional conference of the Russian Communist Party (b) in Kazakhstan, which took place in Orenburg from June 11-18, 1921, set six distinct objectives to enhance the cultural development of the nation. The Conference emphasised the significance of engaging in political and educational endeavours to eradicate illiteracy among the populace. To achieve this, it is imperative to initiate the production of textbooks and political literature specifically designed for schools and educational institutions. Following the conclusion of the meeting, the administration issued instructions to the party committees, emphasising the establishment of a dedicated section in newspapers for reading and education, as well as the organisation of propaganda operations. On June 26, 1921, a resolution was passed to mobilise all individuals between the ages of 16 and 50 who were able to read and write, in order to address the issue of illiteracy [4, pp. 497-498]. Following this proclamation, those affiliated with the Komsomol, as well as students and high school students, actively participated in the literacy drive. Significant emphasis was placed on eradicating illiteracy following the X All-Russian Congress of Soviets. As a result, branches of the "Eliminate Illiteracy" organisation were established on the premises.

In an article published in the newspaper "Kazakh Tili", M. Auezov observed that in 1921, the educational department in the Semipalatinsk province addressed the need for constructing over 300 schools. The Provincial Labour Committee, in response, provided substantial support by allocating more than 50 workers and necessary materials for the schools. In the autumn of 1920, M. Auezov established the inaugural educational association for Kazakh youth, named "Es Aimak," at the library of Zhanasemy in the Semipalatinsk provincial Department of political education.

Materials and methods. In the early 1900s, the Kazakh periodical press was the sole kind of mass media that advocated for the eradication of illiteracy. Newspapers and periodicals played an active role in enhancing workers' interest in knowledge. The newspapers and periodicals "Enbekshi Kazak", "Kazak tili", "Ak Zhol", "Bostandyk tuy", "Zhummyker tili", "Kyzyl Kazakhstan", "Leninshil Zhas", "Zhas Kayrat" have recently established a dedicated section focused on eradicating illiteracy. The newspaper "Yenbekshi Kazak" has produced special stories in the "Internal Communications" section, providing updates on the ongoing efforts to combat illiteracy. In addition, he allocated space for essays elucidating the significance of orders, decrees, resolutions enacted at congresses, conferences, and plenums pertaining to educational endeavours. A week dedicated to promoting and supporting literacy was organised. Newspapers and periodicals have transformed the battle against illiteracy into a genuine and widely embraced movement.

The journal "Kyzyl Kazakhstan" publishes articles in the "Politics" and "Education" sections, focusing on political party initiatives to eradicate illiteracy and presenting different proposals on this matter. Additionally, the youth magazine "Zhas Kairat" addresses the topic of youth engagement in the education system through its dedicated "Department of Education". It actively encourages Kazakh youth to participate in efforts aimed at eliminating illiteracy. Furthermore, the journal had specific sections such as "History and Political Department," "School business," "Department of Art, Education," and "Department of Literature" that provided readers with information regarding the primary deficiencies and accomplishments within the educational system.

Discussion. The Kazakh periodical press has emphasised the production of pieces elucidating the significance of education. The newspaper Kazakh Tili stated that a country may assist others and improve their own situation by being aware of the negative actions of their leaders and promoting education as a means to achieve a better living [5]. Following the tasks established during the 1921 summit, efforts were initiated to establish training centres and provide specialised teacher training. The People's Commissariat of Education is dedicated to closely monitoring and publicly reporting the outcomes of the eradication of illiteracy in provincial and district schools through the press. In his article for the journal Kazak tili, M. Auezov highlights the imperative of giving particular focus to these domains, while also shedding light on the deficiencies in the education sector within Semipalatinsk province, including the issue of carelessness [6]. In his article published in the Red Kazakhstan magazine, A. Baidildin clearly delineated the collapse of the education sector within the framework of the current economic policy and put out suggestions for its enhancement. He established innovative schools, cultural and educational organisations, organised diverse training events to develop a new generation of educators, delivered insightful reports, conducted lectures, and effectively acquainted people with the current status of the country [7, p. 22].

The paper authored by T. Arystanbekov, which was published in the journal "Enbeksil Kazak" under the title "X meeting of All-Union councils and educational work", focused on elucidating the matter of eradicating illiteracy, which was discussed at the X Congress. Prior to this conference, the author attributed the lack of progress and inconsistency in educational efforts by the government to the ongoing conflict with both internal and external adversaries, which hindered the resolution of the 1921 famine. He attempted to communicate to the populace the objectives set at the X Congress in the realm of education. He suggests that provincial and regional executive committees should establish an adequate number of primary schools, fund them through taxes collected from the population, designate land for school facilities, provide free education to children from low-income backgrounds, ensure government control over all schools, and train specialised teachers. Furthermore, akin to previous times, it is imperative that individuals autonomously establish educational institutions, disallow the instruction of children, and augment the remuneration of educators. These findings indicate that local institutions bear the burden of the debt [8]. The publications "Kazakh tili" and "Enbeksil Kazak" have written articles advocating against the opening of schools for people. The Executive Committee of the Semipalatinsk province issued injunctions stating that certain individuals had established a school and were educating youngsters [9].

The elimination of illiteracy has evolved into a widespread campaign across the entire nation. On August 14, 1923, the decision of the Central Executive Committee of the RSFSR and the Council of People's Commissars was passed, which mandated the establishment of a pre-school before the 10th anniversary of the October Revolution, with the aim of eliminating illiteracy. Since the current year, there has been a rise in the quantity of educational institutions. As a result of the budget deficit in Kazakhstan, some secondary schools and cultural schools were transferred from the local budget to the state budget. In the newspaper "Yenbekshi Kazak", it was reported that the Government of Kazakhstan allocated a total of 230 million for the People's Commissariat of Education in 1922-1923. Out of this amount, 115 million was designated for the salaries of education workers and teachers, 26 million for printing, and 31 million for educational facilities such as schools, teacher training institutions, and other educational institutions. The remaining funds were allocated for scholarships, educational and scientific projects, public education activities, as well as for the general expenses of the institutions. The lack

of strong oversight in the educational committees at that period resulted in evident deficiencies in the establishment of schools. The newspaper "Kazakh tili" reports that Zaisan county has been facing a shortage of teachers for the past two to three years, which has put the schools at risk of closure. The county's educational department is urgently seeking measures to address this issue [11]. In an article by A. Asylbekov titled "About Semey," it is highlighted that the educational work in the Semipalatinsk region is subpar, and there is a lack of teachers in the newly established schools aimed at eradicating illiteracy [12]. M. Auezov also authored an article in the newspaper, highlighting that the lack of progress in the educational sector can be attributed to the departure of experienced individuals from educational institutions. Undoubtedly, the Bolsheviks' sway grew stronger in the Semipalatinsk region, leading to the gradual retreat of erstwhile Alash officials who were involved in the realm of education from positions of governmental authority.

In spite of the economic challenges faced by the country, during the early 1920s, there was a progressive rise in the number of boarding schools and community schools in nomadic and semi-nomadic regions. The primary objective of the commune schools is to provide education to the underprivileged children of Kazakhstan. The youngsters autonomously managed all aspects of the commune's existence, with the guidance of educators. Furthermore, apart from the lectures conducted in the classrooms, the students also engaged in additional domestic tasks. In addition, he participated in different groups, including those dedicated to nature, drama, choir, athletics, and others. The commune schools served as a hub for education and methodology for kids, while also playing a crucial role in promoting cultural and educational activities among rural labourers. In 1921, a school called the "Regional Orphanage" was established in Orenburg. This information is reported by the publication "Enbeksil Kazak". Segizbayev's article was published, and on December 31, 1922, the Commune underwent a name change and reopened as the "1st regional commune of Kazakh children". This renaming was done to commemorate the opening of the commune, and representatives from the Kazakh Party Committee, the Central Executive Committee, as well as food and educational institutions of Orenburg were invited to attend. The purpose of the commune was to provide living conditions for orphaned children who did not have parents. An investigation into the current status of the commune has been conducted.

The residences and educational institutions of the children enrolled in the commune were verified, and the efforts of M. Samatov, who played a key role in establishing this commune, were acknowledged. Concluding the article, the editorial board presented a suggestion from the department to designate the name of Sh. Alzhanov, who dedicated his life for the cause of independence, to the "regional commune of Kazakh children" [13]. The commune schools played a significant role in the establishment and advancement of the Kazakh educational system. Subsequently, a significant number of these institutions transformed into educational establishments catering to rural children, while urban schools evolved into conventional seven-year vocational schools or secondary schools. Although the literacy rate in the commune has improved and more schools have been established, the educational process still faces numerous challenges. It was linked to educational literature and instructional materials. An article in the magazine "Zhas Kairat" openly discussed the presence of inappropriate practices in the education sector. It highlighted the use of Russian textbooks in Kazakh schools for primary classes, which are not suitable for Kazakh children. The article proposed two solutions: the production of Kazakh textbooks and an increase in the number of Russian teachers. The educational endeavours in rural areas were conducted distinctively from those in urban places. The primary cause for this was the insufficient financial resources. An article was published in the journal "Kyzyl Kazakhstan" discussing the implementation of educational initiatives among Kazakhs and highlighting the primary deficiencies in the education sector. The decision to allocate a majority of the expenses towards rural areas for general educational initiatives, funded by locally collected taxes, has been questioned in terms of its legitimacy [14, p. 12].

To enhance the understanding of young individuals who attended the literacy school, she pursued further education in different schools and municipalities within cities. The article authored by S. Seifullin and published in the journal "Enbekshil Kazak" offers a concise overview of the several schools, courses, communes, and secondary educational establishments established in the city of Orenburg between 1921 and 1924. Overall, there were 14 educational institutions established in Orenburg, accommodating a total of 2,000 Kazakh students. The schools included in the list are as follows: 1) regional Kazakh Institute; 2) Faculty of Work; 3) Regional council and party school; 4) Regional School of Practice; 5) teenage school; 6) 1st regional commune of Kazakh children; 7) 2nd house of Kazakh children; 8) course of Kazakh women raising children; 9) college of human doctors; 10) college of veterinarians; 11) regional legal course; 12) regional cooperation. 13) Law enforcement training programme; 14) The financial management course in Kazakhstan. Instruction in these educational institutions was conducted in the students' mother tongue, but administrative tasks were carried out in both Kazakh and Russian. The edict regarding the maintenance of records in both the Kazakh and Russian languages was officially approved in the Kazakh ASSR on November 22, 1923 [16].

The matter of educating Kazakh adolescents overseas was also brought up in the media. In an essay published in "Ak Zhol" by G. Birimzhanov, it is argued that Russia is falling behind in the field of art and therefore should send its young people abroad for educational purposes, while also emphasising the need to redirect pupils and mobilise them for training. The mention of 25 young individuals from Tatarstan being sent to Germany to receive instruction in various artistic disciplines prompts the suggestion of sending Kazakh youth to educational establishments in major urban centres like London, Paris, and Berlin. According to his perspective, the intellectual and cultural contributions of avid readers persist beyond their lifetime and are preserved for future generations, akin to a book. In future editions of the journal, the author persisted in his pursuit, elucidating the significance of studying in Europe. "Europe requires cutting-edge technology and thriving scientific advancements." Our objective is to maintain leadership in the current government and steadily enhance our economy. In order to accomplish this, it is imperative that you acquire proficiency in both the field of art and a broad range of information. [17] asserts that science and methodology are essential in combating our adversaries.

In April 1922, the Kazakhs planned to utilise the agreements made between Russia and Germany regarding the transfer of young individuals for training purposes, to benefit the Kazakh-Kyrgyz communities. In accordance with the account of scientist T. Kozhekeev, on July 19 of that same year, S. Sadvakasov, A. Baydildin, and E. Aldongarov composed letters to superior authorities, expressing their desire to be sent overseas. Nevertheless, the three citizens' petitions were deemed unsatisfactory, prompting the replacement of these individuals with three others [13, p. 15]. The inaugural conference of Kazakh intellectuals, with prominent figures such as A. Bokeikhanov, A. Baitursynov, and X., took place in Orenburg from June 12 to 17, 1924. The authors of the paper are Dosmukhamedov, M. Dulatov, A. Kenzhin, M. Zholdybaev, M. Nauryzbayev, N. Yeralin, and M. Turganbayev. E. Aldongarov, R. Agybaev, R. Sugirov, and other individuals participated in the discussion of six topics: 1. the standardisation of Kazakh orthography; 2. the examination of terms used in the alphabet; 3. the development of primary school curriculum; 4. the evaluation of approaches and techniques for collecting folklore; 5. the production of educational books for wider distribution. 6. Concerns about the creation of Kazakh subject terms [18]. At the congress, several events addressing these concerns commenced. The meeting of the Kazakh regional committee focused on the examination and evaluation of the quality of textbooks used in elementary schools. Furthermore, the school engages in a diverse range of political and educational endeavours, and regularly organises entertaining events. Scientist K. Nurpeisov states that starting from December 22, 1924, kids have been responsible for the publication of the wall newspaper "Zhas Ulan" and have consistently featured sections on "Eliminating illiteracy", "Health", "Education", "Desire to learn", and "Words for women".

The All-Union Congress of Teachers took place in Moscow from January 12 to 17, 1924. The congress was attended by representatives from 49 nationalities of the RSFSR. The Congress delineated the responsibilities of teachers in eradicating illiteracy in the country, enabling them to engage in their duties proactively. Following this meeting, the campaign to combat local illiteracy commenced. As reported by "Enbekshil Kazak", a primary level educational institution was established within Tuztobinsk jail, specifically catering to inmates who were illiterate [19]. Special lectures were conducted to teach them basic literacy skills. The Komsomol Youth Organisation engaged in propagandistic efforts targeting young individuals, particularly Kazakh females, and implemented compulsory measures to foster their development. The findings of these endeavours were published in the periodical "Zhas Kazak," which served as the official publication of the Kazakh regional youth committee. In an essay by A. Orazbayev published in a magazine, it is emphasised that it is necessary to engage Kazakh girls in a youth organisation in order to enable their participation in political activities, which can only be achieved through education. The message suggests the establishment of specialised educational institutions exclusively for girls inside stable nations [20, p. 32].

The Kazakh intellectual elite conveyed comprehensive suggestions via newspapers and periodicals regarding the structuring of educational matters, including the provision of essential equipment to schools and the training of education instructors. In the article titled "Problems of Public Education" published in the journal "New School", S. Sadvakasov outlined three significant objectives for the People's Commissariat of Education: 1) The issue concerning the school building. Regarding the issue of students in Kazakh schools writing while sitting on the ground, lacking glass in the windows, boards on the floor, and stoves for heating, the speaker proposes that immediate action be taken to address this situation. They argue that if we persist in using traditional Kazakh houses as schools, we will hinder progress in public education. 2) The second task involved reading a textbook. The decision to not publish textbooks for elementary schools underlines the impracticality of producing textbooks for subjects like algebra and trigonometry, which are often studied in prestigious institutions. Additionally, it highlights the importance of ensuring the accuracy of primary school textbooks and addressing language barriers. He observed that the instruction of subjects in the Kazakh language in schools has

recently become less effective. He attributed this mainly to the absence of a suitable Kazakh language textbook and a shortage of qualified individuals capable of teaching in Kazakh. To ensure the further education of Kazakh school graduates, it is necessary for them to engage Russian instructors and enhance their expertise. In response to the aforementioned inquiries, S. Sadvakasov proposed the following recommendation: Russian language instruction should be mandatory at all secondary and advanced educational institutions. 1) The Kazakh language should be exclusively taught in elementary school, with at least 25% of the Russian language curriculum included. 2) Russian language instruction should be mandatory in all secondary and higher education institutions. According to his viewpoint, students cannot attain a comprehensive education without the inclusion of the Russian language [21, pp. 7-9].

In 1925, media brought up the topic of establishing a university in Kazakhstan, specifically one that would educate highly sought-after professionals for our nation. The October 2, 1925 issue of "Enbekshi Kazak" magazine reported that after extensive deliberation by the Educational Committee of the RSFSR, it was decided to establish a national university in Kazakhstan. The responsibility for this initiative was transferred to the People's Commissariat of Education, and the Education Council commenced preparations for the university, including financial planning and allocation of funds [22]. The Society for the Eradication of Illiteracy was established in Kazakhstan in 1925, and its inaugural convention took place in May of the same year. The membership of this group increased steadily over time. The society's members orchestrated concerts and other forms of entertainment with the aim of eradicating illiteracy. They then utilised the funds generated from these events to acquire textbooks and educational materials. In collaboration with the People's Commissariat of Education, they established literacy centres and performed educational outreach among the general population.

The society wrote a "Open Letter" in "Enbekshi Kazak", urging the Kazakh population to actively engage in combating widespread illiteracy [23]. Subsequent editions of the newspaper featured multiple pieces endorsing the "Open Letter," which aimed to elucidate that the elimination of illiteracy will result in the advancement of the nation and the development of science and education. The article titled "The Time Has Come" highlighted the shortcomings of the youth education campaign in 1924, which failed to achieve the anticipated outcomes. Notably, the campaign suffered from a scarcity of literacy schools due to insufficient funds, a lack of engagement from the party committee and youth organisations in the counties regarding the illiteracy campaign, a shortage of teachers, deficiencies in the educational process, and a lack of motivation among young individuals to pursue studies. She undertook the mission of engaging individuals who lack the ability to read and write in the effort to eliminate illiteracy [24]. The article "Education in Aktobe province" states that education in the province has been divided into two stages. During the first stage, from 1920 to 1922, several schools were established. In the second stage, from 1923 to 1925, the People's Commissariat of Education reduced the number of schools with high standards due to financial constraints. As a result, only 406 schools were created in the province to combat illiteracy. It is reported that during this time, 12,384 individuals were educated. Additionally, there are 145 Kazakh and 75 Russian mobile schools currently functioning throughout the province [25].

The article "The Role of Teachers in the Country" published in the New School magazine highlights the urgent need for qualified instructors, educational facilities, textbooks, teaching resources, and students in Kazakh schools, as they have not yet developed a new generation. Furthermore, the article highlights that teachers play a crucial role in rural areas by taking the lead in cultural activities. They are responsible for distributing newspapers and periodicals to the local population and providing interpretation of laws related to land and water issues [26, pp. 11-12]. This edition of the journal also established the teacher's role in the advancement of the press industry. The author, writing under the pseudonym "Look" in the article "Teacher and the Press", highlights the significant role of teachers in eliminating illiteracy and promoting the success of the Kazakh press. The author also emphasises that newspapers and magazines have the potential to serve as a platform for addressing poverty [27, p. 49]. The charter of the Unified Labour School was officially adopted in Kazakhstan in May 1925. As per the charter, Kazakh schools were established based on a standardised approach for the RSFSR, while also considering local characteristics. Regular reports on the progress in combating illiteracy were provided to the general population. The article "eradication of illiteracy", published in the journal "Kyzyl Tu", highlights that in Kazakhstan, there were discrepancies in the implementation of this initiative, indicating the significant impact of living conditions on the progress of political and educational efforts during the years 1922-1923. In the Ural province, excluding Bokei, a total of 107,585 individuals were required to be literate. As per the 1925-26 plan, it was intended to open 15,870 schools across the entire province, with 208 of them being dedicated to literacy education. According to the article, the Provincial educational plan states that 50 percent of Russians and 25 percent of Kazakhs who were literate in rural schools were primarily party members, Komsomol members, women commissioners, allied artisans, and military personnel. In comparison, those who attended urban schools were three times more likely to be literate. According to the county's records, there were a total of

65 educational institutions in Uralsky County dedicated to eradicating illiteracy. Out of the 25,794 individuals of African descent residing in the county, 1,257 individuals were enrolled in these schools, and 961 individuals successfully achieved literacy. Among the 3,222 individuals who are unable to read or write in the Tekin district, only 245 individuals received formal education. Similarly, out of the 633 illiterate individuals in the Zhympitinsky district, only 515 individuals pursued schooling. The article states that the literacy pertains to two individuals. The absence of effective leadership, organisation, inadequate campaigning, and neglectful attitude of teachers towards their work are the reasons for this [28].

The article by S. Saduakasov titled "Shortcomings of the Educational Business and Measures to Address Them" in the journal "Enbekshi Kazak" also addressed the deficiencies in the educational industry. The article was reprinted in the fourth edition of the New School journal in 1926. In the essay, Sadvakasov references various instances documented by correspondents that highlight deficiencies in educational practices in the regions. One notable issue is the scarcity of Kazakh schools, resulting in 50,000 students being educated in only 1107 primary schools that cater to the Kazakh population. He expressed his dissatisfaction with the inadequate number of instructors in schools and the omission of essential subjects in schools, as well as the significant educational gap among Kazakh youth. He emphasised the importance of adequately training teachers to address these issues. At county and district meetings, there is a proposal to mandate that teachers provide a report on their past accomplishments before being hired. Educational inspectors must observe teachers' classrooms, make assessments, and enforce accountability measures for teachers who display a lack of motivation. Sadvakasov emphasised that the primary responsibility in overseeing instructors' actions is to regulate the operations of educational institutions. Additionally, he observed a decline in the number of Kazakh adolescents attending secondary schools due to inadequate education provided by schools, a scarcity of textbooks in the Kazakh language essential for enhancing the knowledge of Kazakh youth, and a deficiency in teachers' efforts to promote further education in higher institutions. Furthermore, the implementation of work education for students in Kazakh schools is inadequately executed [29, pp. 326-330].

A. Baidildin criticised Sadvakasov during a meeting of the bureau of the Kazakh regional committee on February 24, 1926. The criticism was directed towards Sadvakasov's practice of using the press to communicate information on the state of the school system [30]. In 7-year-old schools, students were exposed to a range of practical training in addition to their general education. In the second (9-year-old) schools, students were not only provided with general education, but also trained for a specific field of study. The predominant vocation in the vast majority of schools was educational. Peasant youth schools have become increasingly prevalent since the latter half of the 1920s. Their programmes were developed in accordance with the three superior levels of the 7th anniversary. The decision of the III Congress of Public Education Workers, convened in May 1926, underscored that the presence of a single-teacher, three-year school was not an unavoidable circumstance. Consequently, the Congress resolved to establish widespread four-year elementary schools. Simultaneously, the congress delegates acknowledged that in certain regions of the Kazakh ASSR, having a single comprehensive 2-year school is an essential requirement. They also emphasised the importance of providing additional education for its graduates in the higher grades of elementary school. Over time, these schools were gradually removed, and a strategy was devised to substitute a fully operational institution that followed the unified Soviet labour school curriculum. During a propaganda department meeting on December 2, 1926, S. Sadvakasov delivered a report on the "public education system in the KKSRR". He highlighted that in the 1920s, 7-year schools were the primary education system in urban areas, while a 4-year education system was implemented in rural volost areas, specifically focusing on animal husbandry and agriculture. Nakymzhanov suggests implementing mandatory Russian language instruction, commencing in the third year of the four-year educational curriculum. During the conference, Dymshchits addressed concerns regarding the medium of teaching in the educational system. Although primary schools are mandated to instruct in the Kazakh language, secondary schools are facing challenges due to a shortage of teachers and specialised educational institutions for Kazakh language instruction [31].

The issue of the appropriate age of schools sparked intense debate and elicited divergent viewpoints. J. Aimauytov's book "What Should a School Be?" was published in the newspaper "Enbekshi Kazak." Over the course of 11 years, extensive research in general education has demonstrated the advantages of acquiring knowledge. M. Zholdybayev suggested extending the duration of study in Kazakh schools [32, pp. 3-4]. Every educational institution employs a systematic approach to teaching. This matter was also addressed during the deliberations of the People's Commissariat of Education. During one of these meetings, T. Shonanovich delivered a presentation and suggested the implementation of methodological manuals in the education system of schools and technical schools in Kazakhstan. A draft training system was prepared based on his report. The discussion and announcement focused on the achievements in the implementation of teaching approaches. Therefore, in all schools in Kazakhstan, various methodological approaches were implemented. Even in some

schools attended by Kazakh and small ethnic groups, the American teaching methodology was employed. Additionally, Kazakh and Russian schools started utilising visualisation techniques such as excursions, modelling, and practical applications, instead of relying solely on textbooks and verbal instruction. This approach is extensively employed by educational institutions in the Aktobe and Semipalatinsk regions. Furthermore, during the meeting, educators and educational experts were provided with guidance in the pedagogical journal "New School" regarding successful teaching methodologies employed in schools, as well as key concerns in the realm of education. The public's viewpoints and explanations were also shared. Efficient and systematic approaches of carrying out instructional activities in secondary and special educational institutions S. Kozhanov received attention. During this event, he actively engaged in discussions and articulated his viewpoint. This is supported by the essay titled "The Necessity of Preparatory Departments." According to his perspective, educational programmes for general education technical schools typically include trips to Kazakh technical schools in the later portions of the curriculum, starting from the second or third part. Prior to that, it will be feasible to adequately equip pupils for this. Individuals who successfully navigate this course of study are rewarded with only 25% of their additional knowledge above what the college offers. As a result, they are unable to gain admission to universities. S.Kozhanov investigates the underlying reasons for these significant deficiencies and concludes that the fundamental cause lies in the inadequacy of our basic schools. Although we reside in the steppe and have access to an elementary Kazakh school in the city, the level of education attained by a child graduating from these schools is equivalent to that of a youngster who has completed only the second grade in a Russian elementary school. Thus, at completion of their 7-year education, Kazakh children only acquire half of their educational journey. Subsequently, the pupils who enrolled in the college earlier are granted compensation and subsequently commence the college programme at a later date. S. Kozhanov deems it imperative to prioritise enhancing the quality of education in schools and refining teaching methodologies. However, he openly acknowledged that Kazakh schools need be upgraded to the level of schools in developed nations within a timeframe of 2-3 years. It requires a significant amount of exertion, a plethora of tools, a substantial amount of financial resources, and a considerable amount of time. Thus, the current proposal is to establish preparation departments in all technical institutions in Kazakhstan [32, pp. 119-120].

The advocacy for the implementation of systematic and specialised education in Kazakh schools received extensive coverage in the media. Within educational institutions, teachers engage in many activities while interacting with pupils, such as assigning independent assignments, documenting observations, and initiating the development of abstracts. Nevertheless, in the majority of instances, certain teachers themselves lacked comprehension of the significance of these assignments. In order to accomplish this, they would require instructive presentations. Periodicals deemed this case to be of significant importance and consequently published pieces on it autonomously, without any interruptions.

The training technique, while moderately sophisticated, had some disadvantages. In the article "Types of Labour Schools" by M. Turganbayev, published in the New School magazine, it is highlighted that school textbooks are created based on the school curriculum. Teachers conduct classes in subjects that are part of this programme. However, the current situation in schools in Kazakhstan is still unfavourable [33, pp. 17-24]. Articles on the curriculum and school programme were published in the same publication by M. Zholdybaev and T.Shonanuly. Zholdybayev emphasised the significance of curriculum development and the implementation of state programmes in schools. Telzhan Shonanuly argued that the new programme is crucial for schools in terms of creativity, employment, society, and physical activities [34]. Teachers and methodologists have suggested several approaches to enhance the educational system through the New School magazine. In the article "On the eradication of illiteracy," Embergen Tabynbayuly emphasised that eliminating illiteracy is a crucial aspect of political education. The government is currently taking various measures towards this goal, which could potentially be reversed within a span of 5-6 months. These measures primarily involve imparting knowledge in the native language, teaching numeracy, and promoting political literacy [35, pp. 24-25].

In 1926, journals published pieces discussing the terminology used in labour schools and the effectiveness of their operation, leading to disagreements. Citizen Orzbek has proposed to teach the Russian language to Kazakh youngsters in 274 editions of the newspaper "Enbekshi Kazak". The New School journal published his endorsement of Estai Alkenovich's efforts to demonstrate the significance of teaching Russian to Kazakh children [36, pp. 29-31]. In the inaugural edition of the 1927 journal, For, Turkpenbayuly posed the question: "In which language should the text be written?" In contrast, the author contended that education should be carried out in the mother tongue [37, pp. 27-28]. Outcomes. The topic of widespread education of the general population in the latter half of the 1920s was a subject of vigorous discussion. From 1926 to 1929, the Supreme Government convened meetings to discuss educational, cultural, and educational matters. During these meetings, many actions were devised to enhance these areas. In 1927, the Central School Building Committee was established, with the Chairman of the Council of People's Commissars of the Republic leading the committee. A public

institution for widespread education has been formed across all territories. The individuals autonomously constructed educational facilities including as school houses, dormitories for students, and teachers' residences. They also engaged in maintenance activities, actively participated in community clean-up initiatives, and generously contributed their earnings to the Education Fund. The First All-Kazakh Congress of Teachers took place from February 25 to March 3 of this year. The congress focused on discussing matters related to education, teacher training, and public engagement in Kazakhstan. During the initial stages of widespread education, approximately 500 thousand children were registered in educational institutions. In 1925-26, this number experienced a twofold increase. From April 25-29, 1926, the Kazakh regional Committee of the CPSU(b) and the regional control commission held a joint plenum to discuss various matters related to public education. These matters included the promotion of literacy, the expansion of 4-year schools in rural areas, the establishment of mobile and annual schools, the recruitment of young people and women through the opening of a Summer school, and the implementation of teacher training courses for schools of education. Additionally, the plenum addressed the issue of increasing state funding for public education [38, pp. 14-18]. In connection with the beginning of the movement of the new alphabet in Kazakhstan, the Central Committee opened courses, trained teachers teaching the new alphabet, and conducted lessons of the new alphabet in schools. All periodicals continuously published reports on this problem of the movement and summed up the results of its movement. The "New Alphabet" column was opened in the newspaper "Enbekshi Kazak", where reports on the progress of the new alphabet movement among Kazakh youth were published. The problem of using the Latin alphabet in the eradication of illiteracy is widely supported. A new collection of alphabets was organized on the ground, and clubs were opened. So, a circle was created in Semey consisting of such citizens as Sharapiuly, Akynzhanuly, Sarsenuly, Donentayuly, Askaruly, who began to teach the illiterate with a new alphabet, and 7-8 circles of the new alphabet were immediately opened in Kyzylzhar and there were about 300 members. This also contributed to the teaching of school writing in the Latin alphabet [39]. After the strengthening of the Movement of new alphabets in the field, Kazolkekom adopted a work plan for 1927-28, which was published in Enbekshi Kazak. According to the plan, it was necessary to open new alphabet committees in all provinces, print books with a new alphabet, create textbooks, open courses for 100 places, train teachers with a new alphabet and, most importantly, introduce a new alphabet in schools [40].

An open letter was published on January 12, 1928, in "Enbekshi Kazak" by O. Zhandosov, the Deputy Chairman of the Central Committee of the New Alphabet. The letter called upon all Latin committees and organisations of Latin Americans to collaborate with the committee. T. Shonanov, the executive Secretary, also supported this call to action. In addition, he highlighted a number of their primary obligations [41]. Although the Latin alphabet was quickly implemented in schools and colleges in Kazakhstan, the practical implementation process took several years. Simultaneously, the acquisition of the Latin alphabet was universally accomplished by both adults and young individuals in all locations. The need for learning Latin writing increased steadily throughout time. Nevertheless, the insufficiency of educators and a dearth of instructional materials for teaching the novel alphabet, along with a scarcity of study hours, impeded the progress of students. Consequently, advocates of the shift to the Latin script initiated the submission of petitions to the committee, requesting the provision of proficient instructors and essential equipment. Multiple accounts have been published in publications, highlighting the importance of assistance. The implementation of the changeover to the new alphabet was conducted expeditiously in metropolitan schools. Schools have established specialised organisations and groups, conducted Latin lessons on seven occasions, and are currently engaged in campaign activities. In March, a Latinists organisation was established in the 7-year-old Kazakh school in Kokshetau. The teachers held weekly workshops on Latin writing and a section dedicated to the Latin alphabet was added to the school wall newspaper. Messages regarding the new alphabet were also written [42]. The Ministry of Education frequently inspected the facilities of primary and secondary schools. The means of supplying them with educational literature and methodological guidelines were also taken into account. As reported by the newspaper "Enbekshi Kazak", in 1928, there were a total of 3,574 educational institutions in Kazakhstan, where 214,475 students were enrolled and taught by 5,923 teachers. In the same year, there were 5,919 pupils and 247 teachers. There were a total of 77 schools that lasted for 7 years, with a combined enrollment of 1,597 students and a teaching staff of 783 teachers. Additionally, there were 13 schools that lasted for 9 years, with an enrollment of 1,597 students and a teaching staff of 193 teachers [43].

The progress of the work conducted by the training department staff, particularly in the regional districts, was also assessed. The outcomes of these inspections were disclosed during meetings, plenums, and gatherings, and subsequently summarised. During the inspection, educators inside the country criticised the failure to comply with official regulations, as reported by Oraz Zhandosov at a meeting. Efforts are being made in the academic and educational sector to develop programmes pertaining to campus schools. The teachers in the Genghis parish of Semipalatinsk district have formulated a plan for the upcoming academic year with the

objective of implementing their methodological expertise in the education system. They have designed their curriculum to align with the specifications of the Educational commissariat. The curriculum for the upcoming four years was considered and approved during the teachers' meeting. Teachers devised daily lesson plans and verified them with the principal [45]. The resolutions passed on September 5, 1931, titled "On primary and secondary schools", and dated August 25, 1932, titled "On curricula and procedures of primary and secondary schools", initiated a new phase in the education system. These resolutions identified the deficiencies that happened in schools, specifically addressing the issue of pupils perceiving classroom instruction as the primary form of learning, along with the importance of independent work. In an article published in the journal *Vestnik* in 1930-1931, S. Mendeshev saw a 53.2 percent rise in the number of schools in Kazakhstan. A total of 6,404 schools were established, with an enrollment of 187,000 pupils, 118,000 of whom were Kazakhs. This situation has brought attention to the need for adult participation in literacy education. Simultaneously, emphasising the need of connecting schools with production, he proposed that in order to include Kazakhstan among the ranks of literate nations, it is imperative to augment the number of literacy centres and schools. The notable accomplishments include the establishment of 626 educational facilities in 80 districts of Kazakhstan, 59 well-equipped schools in 36 districts, 156 libraries in 38 districts, 274 clubs in 51 districts, and 51 theatres in 25 districts [46].

The VIII regional conference of the CPSU(b) in 1934, which took place from January 8 to 16, focused on enhancing primary schools, improving rural schools, expanding boarding schools in nomadic and semi-nomadic regions, and upgrading two- and three-year schools in Kazakh villages to at least four-year comprehensive institutions. The importance of ensuring teacher accountability, supporting teachers, constructing a new school, and repairing existing school buildings was highlighted [38, pp. 237-338]. Incidents of violence and physical assault between teachers and pupils occurred in schools. An article titled "These are not teachers, but mullahs" was published in the journal *Leninskaya Molodezh*. The article reported incidents of physical abuse by instructors at the Ryskulov school in Kyzylorda, as well as at the Aksu and Kazalinsky orphanages. It has been observed that although there is progress in the organisation of school work on a daily basis, there are still instances of poor habits and carelessness in the workplace. Additionally, there are numerous deficiencies in the educational process, which were illustrated through particular cases. In the Shetsky district, a student attending Bayshegir's associate school experienced a significant change in their experience. On the first day, everything was normal, but on the second day, the situation became terrible. Fortunately, a teacher named Isatai Omarov stepped in and took care of the student, fulfilling his duties diligently. The newspapers highlight the presence of deficiencies in school curricula, significant inaccuracies in the content of textbooks. The journal *Leninskaya Molodezha* likewise explicitly highlighted deficiencies in children's literature and curricula [48].

Conclusion. The advancement of the press in Kazakhstan has significantly contributed to the promotion of literacy. The press, in close collaboration with workers and peasants, engaged in daily discussions regarding the inclusion of Kazakh youth and women in social affairs, utilising many resources. The press played a significant influence in the advancement of public education as a tool for propaganda. Newspapers and periodicals produced extensive articles and essays, recommendations, and reports discussing the achievements, deficiencies, and strategies for addressing educational activities. The publication titled "The New School magazine" and other related materials. Republican and regional publications emphasised changes in the education system and diverse curricula, in addition to government and party choices.

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