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THE CONTENT AND FEATURES OF THE ENLIGHTENMENT ACTIVITIES IN KAZAKH SOCIETY IN «AQ ZHOL» NEWSPAPER


Abstract

The study of the articles on education and enlightenment in the «Aq Zhol» newspaper is crucial for the revival of modern educational history. These articles reflect the views of Kazakh intellectuals of that era and their efforts to establish a national education system. The publication not only promoted the policies of the Soviet government but also highlighted the people's needs and their aspirations for education and science. If you are looking for specific articles on this topic, you can consult the archives of the «Aq Zhol» newspaper or explore works written on the subject. Published in Tashkent between 1920–1925, the «Aq Zhol» newspaper had a significant influence on the spiritual and cultural development of the Kazakh people. It covered important issues such as education, school systems, national curricula, teacher training, and textbooks of the time. This article examines the role and significance of the «Aq Zhol» newspaper in the field of education and enlightenment.

The newspaper's pages extensively discussed issues such as adult literacy, opening new schools, and introducing modern teaching methods. Prominent Kazakh intellectuals such as Ahmet Baitursynov, Jüsipbek Aymauytov, and Magjan Jumabaev published articles on the development of education, contributing to the direction of national schools. While aligning educational practices with the political and ideological demands of the Soviet government, the newspaper also sought to preserve national characteristics.

In the course of this study, materials on education and enlightenment published in the «Aq Zhol» newspaper are analyzed, and their content and impact on society are identified. The influence of the newspaper on the education system is assessed based on historical data, and the publication's educational service is evaluated. This research demonstrates that the «Aq Zhol» newspaper was not only a political-social publication but also an important enlightenment tool that contributed to the formation of the Kazakh educational system.

Keywords: «Aq Zhol» newspaper, education, enlightenment, Kazakh intellectuals, national schools, textbooks, pedagogy, enlightenment, teacher training, education reform, press, historical research

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¹ Қазақстан тарихы және қоғамдық пәндер кафедрасының оқытушысы,
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«АҚ ЖОЛ» ГАЗЕТІНДЕГІ ҚАЗАҚ ҚОҒАМЫНДАҒЫ ОҚУ-АҒАРТУ ІСІНІҢ МАЗМҰНЫ МЕН ЕРЕКШЕЛІКТЕРІ

Аңдатпа

«Ақ жол» газетінің оқу-ағарту тақырыбындағы мақалаларын зерттеу бүгінгі білім беру тарихын жаңғыртуда өте маңызды. Себебі, ол мақалалардан қазақ зиялыларының сол кезеңдегі көзқарастарын, ұлттық білім жүйесін қалыптастыру жолындағы талпыныстарын көруге болады. Бұл басылым тек Кеңес үкіметінің саясатын насихаттаған жоқ, сонымен қатар халықтың мұң-

мұқтажын, білім мен ғылымға деген ұмтылысын көрсетті. Егер сіз осы тақырыпқа қатысты нақты мақалаларды іздесеңіз, «Ақ жол» газетінің архивтерін қарастыруға немесе осы тақырыпта жазылған еңбектерді зерттеуге болады. 1920–1925 жылдары Ташкент қаласында жарық көрген «Ақ жол» газеті қазақ халқының рухани-мәдени дамуына үлкен ықпал етті. Басылым сол кезеңдегі білім беру, мектеп жүйесі, ұлттық оқу бағдарламалары, мұғалімдердің дайындығы және оқулық мәселелері сияқты маңызды тақырыптарды қамтыды. Бұл мақалада «Ақ жол» газетінің оқу-ағарту саласындағы рөлі мен маңыздылығы қарастырылады.

Газет беттерінде халықтың сауатын ашу, жаңа мектептер ашу, оқытудың заманауи әдістерін енгізу мәселелері кеңінен талқыланды. Сонымен қатар, Ахмет Байтұрсынұлы, Жүсіпбек Аймауытов, Мағжан Жұмабаев сынды қазақ зиялылары білім беру саласын дамытуға қатысты мақалалар жариялап, ұлттық мектептердің бағыт-бағдарын айқындауға үлес қосты. Газет редакциясы оқу-ағарту ісін кеңес үкіметінің саяси-идеологиялық талаптарына сәйкестендірумен қатар, ұлттық ерекшеліктерді сақтауға да ұмтылды.

Зерттеу барысында «Ақ жол» газетінде жарияланған оқу-ағарту тақырыбындағы материалдар талданып, олардың мазмұны мен қоғамға ықпалы анықталды. Газеттің білім беру жүйесіне тигізген әсері тарихи деректер негізінде сараланып, басылымның ағартушылық қызметіне баға беріледі. Бұл зерттеу «Ақ жол» газетінің тек саяси-әлеуметтік басылым ғана емес, сонымен қатар, қазақ халқының білім жүйесін қалыптастыруға ықпал еткен маңызды ағартушылық құрал болғанын көрсетеді.

Кілт сөздер: «Ақ жол» газеті, оқу-ағарту, білім беру, қазақ зиялылары, ұлттық мектептер, оқулықтар, педагогика, ағартушылық, мұғалім даярлау, білім реформасы, баспасөз, тарихи зерттеу

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СОДЕРЖАНИЕ И ОСОБЕННОСТИ ПРОСВЕТИТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ В КАЗАХСКОМ ОБЩЕСТВЕ НА СТРАНИЦАХ ГАЗЕТЫ «АҚ ЖОЛ»

Аннотация

Изучение статей, посвящённых вопросам образования и просвещения в газете «Ақ жол», имеет большое значение для возрождения истории современного образования. Эти статьи позволяют увидеть взгляды казахской интеллигенции того времени, их стремления к созданию национальной образовательной системы. Газета не только пропагандировала политику Советского правительства, но и отражала нужды народа, его стремление к знаниям и науке. Для более глубокого изучения данной темы можно обратиться к архивам газеты «Ақ жол» или исследовать работы, написанные по этому вопросу. Газета, издававшаяся в 1920–1925 годах в Ташкенте, оказала значительное влияние на духовно-культурное развитие казахского народа. Издание охватывало важнейшие темы того времени, такие как система образования, школьное обучение, национальные учебные программы, подготовка учителей и вопросы учебников. В этой статье рассматривается роль и значимость газеты «Ақ жол» в области просвещения.

На страницах газеты широко обсуждались вопросы грамотности населения, открытие новых школ, внедрение современных методов обучения. Кроме того, казахские интеллигенты, такие как Ахмет Байтұрсынұлы, Жүсіпбек Аймауытов, Мағжан Жұмабаев, публиковали статьи, направленные на развитие образования, и внесли свой вклад в определение направления национальных школ. Редакция газеты стремилась не только соответствовать политико-идеологическим требованиям советского правительства в вопросах просвещения, но и сохранять национальные особенности.

В ходе исследования были **изучены** материалы газеты «Ақ жол» на тему образования, их содержание и влияние на общество. Влияние газеты на систему образования было проанализировано на основе исторических данных, и дана оценка просветительской деятельности издания. Данное исследование показывает, что газета «Ақ жол» была не только политико-общественным изданием, но и важным просветительским инструментом, оказавшим влияние на формирование системы образования казахского народа.

Ключевые слова: газета «Ақ жол», образование, казахская интеллигенция, национальные школы, учебники, педагогика, просвещение, подготовка учителей, образовательная реформа, пресса, историческое исследование

Introduction. This article analyses the influence of the «Aq Zhol» newspaper on education and enlightenment from December 7, 1920, until 1925, during its publication in Tashkent. A scholarly examination is conducted about the newspaper's role in education and enlightenment, and its position within Kazakhstan's cultural and educational framework during that era is determined. Furthermore, conclusions are formulated, and recommendations are presented based on the research findings.

Relevance. One of the key issues in historical science is the expansion of the source base and the incorporation of new historical materials into academic discourse. Among these, the press occupies a special place as a historical source. As it serves as an important tool for describing the social, political, and public conditions of a particular period. The «Aq Zhol» newspaper, published in the 1920s, was one of the publications that paid particular attention to issues of education and enlightenment while covering the social situation, culture, and national values of the people during a complex period in Kazakhstan's history. During the period when the Soviet government began to consolidate its power following the Civil War, the newspaper addressed pressing issues related to the daily lives of the people. Its pages widely discussed topics such as education, the development of national schools, the preparation of textbooks in the Kazakh language, and innovations in the field of enlightenment. In addition, the views and ideas of Kazakh intellectuals regarding education and enlightenment were also published, clearly reflecting their role in educating the population. In particular, national figures such as Akhmet Baitursynuly, Zhusipbek Aimaulytov, and Magzhan Zhumabaev emphasized the importance of education in the Kazakh language and wrote articles aimed at fostering national consciousness. The contribution of «Aq Zhol» newspaper to educational and enlightenment issues was reflected in several key areas:

1. Support for national schools – discussing the development of education in the Kazakh language and the establishment of schools.
2. Improvement of textbooks and curricula – highlighting the need to prepare textbooks in the mother tongue.
3. Teacher training – focusing on improving the quality of education among Kazakh teachers and analyzing pedagogical teaching methods.
4. Eradication of illiteracy – promoting adult education and literacy programs.

As a result, the publication was labeled as having an 'anti-Soviet' orientation, and members of its editorial board were subjected to political repression. Today, the study of «Aq Zhol» newspaper's historical significance in the field of education and enlightenment remains a relevant issue for the historiography of Kazakhstan. The articles published in the newspaper provide insights into the contributions of Kazakh intellectuals to education and science, as well as the distinctive features of the educational system of that period. Therefore, these sources constitute an important part of historical scholarship

Materials. The primary sources for this study include issues of the «Aq Zhol» newspaper and data from scholarly works conducted in different periods. A key material base is the 25-volume collection of «Aq Zhol» newspaper articles, compiled through the personal initiative of Khanbibi Esenqaragzy, which contains numerous publications related to educational and enlightenment issues [1]. Since the attainment of independence, a new impetus and fresh perspective have emerged in the historiography of Kazakhstan. Academic research has moved away from ideological bias, giving rise to original ideas and more objective

interpretations. From this period onward, a growing number of articles on the «*Aq Zhol*» newspaper began to appear in scholarly compilations and academic journals. Notably, K. Tursun's [2] article on the national ideas promoted by «*Aq Zhol*» deserves particular mention.

In 1925, following directives from the Central Committee, critical articles targeting the «*Aq Zhol*» newspaper were published. The publication, which had been labeled as “anti-Soviet,” became the subject of intense debate. In an effort to assess its orientation, analytical reports were prepared by Amze Naqymzhanuly [3] and Ghabbas Togzhanov [4]. Even after «*Aq Zhol*» was merged with *Enbekshi Qazaq*, discussions and controversies surrounding the newspaper continued. In 1937, an article published in the journal *Aýyl Kommunisti* [5] criticized the newspaper, labeling it as “nationalist.” The first scholarly studies dedicated to the history of the Soviet-era Kazakh press began to emerge in the second half of the 20th century through the works of scholars such as B. Kenzhebaev, A. Khasenov, and T. Kozhakeev. One of the studies that provides a brief overview of the «*Aq Zhol*» newspaper is A. Khasenov's [6] dissertation, defended during the Soviet period (in 1975), titled «*The Development of the Soviet Kazakh Press in Southern Kazakhstan (1917–1925)*». In A. Khasenov's work, the founding of the «*Aq Zhol*» newspaper, its editorial board, general orientation, and the criticism it faced are examined. Although the study provides a list of editors and the number of local correspondents, it does not specify the exact duration of their service, nor does it identify the regular contributors or elaborate on the issues they addressed. T. Kozhakeev's work «*The Year of Birds*» [6] is one of the most extensive and significant studies dedicated to the Kazakh-language press during the Soviet era. The «*Aq Zhol*» newspaper is only addressed in works related to the general history of the press. Notably, in S. Smagulova's [7] «*Kazakh-Language Periodicals in the 1920s and 1930s*» and D. Makhat's [8] dissertation on Stalinist propaganda, an analysis of the «*Aq Zhol*» newspaper is presented. Smagulova examines the newspaper's development, from its establishment to its closure, as well as its political orientation and ideology, while Makhat provides an extensive description of the reasons for its closure and its period of stagnation.

Methodology. In determining the methodological foundation of the research, several methods and techniques for studying social phenomena and processes were employed. In historical science, the comparative presentation of specific facts and evidence through archival and newspaper materials was prioritized for examining issues and events. Additionally, during the research process, general scientific, philosophical, sociological, and historical research methods such as classification, analysis and synthesis, historical-comparative, systemic-structural, theoretical cognition, modeling, and typification were utilized. To integrate contemporary research methods, digital humanities, text analysis, content analysis, discursive analysis, and narrative research techniques were applied. Moreover, the use of digital archival materials and data visualization techniques expanded the possibilities for comprehensive analysis of historical events. The comparative analysis method of press materials, archival documents, and scientific studies was widely employed.

Discussion. The «*Aq Zhol*» newspaper was one of the publications that promoted the political, cultural, social-economic, and educational views of Kazakh intellectuals in the 1920s. This newspaper became a platform for the exchange of ideas between the representatives of the Alash movement and the national intelligentsia during the Soviet government period.

The newspaper placed particular emphasis on educational issues. Articles of the time addressed pressing concerns such as improving the education system, establishing schools, training teachers, publishing textbooks, and increasing literacy among the Kazakh population.

Key Directions:

1. Development of Kazakh Schools – The «*Aq Zhol*» newspaper discussed the establishment of national schools and the provision of necessary textbooks and teachers. It promoted the importance of forming a national education system.
2. Elimination of Illiteracy – Articles were published in the newspaper advocating for the organization of literacy courses among the population.
3. New Textbooks and Methodologies – Articles were published about creating national textbooks and educational materials, alongside the introduction of new teaching methods.

4. Role of Teachers – The issue of improving teachers' qualifications was raised, along with discussions on teacher training and the recognition of their work.

5. Development of Education in the Kazakh Language – The newspaper highlighted the need for the Kazakh language to become the language of science and education.

The «*Aq Zhol*» newspaper highlighted the Kazakh people's pursuit of education during that period and made a significant contribution to the development of the educational sector.

The educational issues in Volume 35 of the «*Aq Zhol*» newspaper.

The «*Aq Zhol*» newspaper was one of the publications that had a significant impact on the spiritual, cultural, and educational spheres of the Kazakh people at the beginning of the 20th century. The articles on educational issues in its Volume 35 highlighted the pressing challenges within the education system of that period.

State of the Education System

The main problems in the field of education were widely discussed in the newspaper. These included:

- The lack of Kazakh schools;
- The low level of education among teachers;
- The absence of educational materials;
- Measures to eliminate illiteracy among the population.

Sultanbek Kozhanov's paper »The Kyrgyz-Kazakh Institute and School Work« emphasises the challenges encountered by the Kazakh populace in obtaining education. The author asserts that, despite the Kazakh youth's efforts to attain education, there was a lack of adequate schools and educational resources accessible to them.

The Condition of Boarding Schools and Schools

Volume 35 of the »*Aq Zhol*« newspaper revealed statistics on the inadequate material conditions of boarding schools. Students were considered to be deficient in fundamental necessities such blankets, clothes, and educational resources. Articles condemned the deficiency of public finance, which impeded the complete functioning of educational institutions.

Suggestions and Solutions

The authors of the newspaper also presented their suggestions regarding reforms in the education sector:

1. Increase the number of textbooks in the Kazakh language;
2. Open special courses for teacher training;
3. Provide financial support to educational institutions from the state;
4. Organize literacy courses for the population.

The «*Aq Zhol*» newspaper facilitated the enhancement of the educational standards among the Kazakh populace and candidly addressed the deficiencies within the education system. The concerns highlighted by the newspaper were significant endeavours intended to enhance the cultural and educational standards of Kazakh society at that era. The temporal scope of Kazakh enlightenment was significantly brief in comparison to Europe, encountering several challenges and difficulties, lasting about two decades. Throughout this period, intellectuals successfully formulated the ideology of national liberation, addressing the era's demands, and transitioned from submitting petitions to colonial authorities in 1905 to tackling the revitalisation of national statehood, culminating in actions for its realisation in 1917. This condition is hardly observed in human history [9].

The press served as the instrument for cultivating public knowledge regarding these historical processes. From 1911 to 1915, the «*Aykap*» journal and, from 1913 to 1918, the «*Qazaq*» newspaper gained significant circulation among the populace. In 1920, the «*Aq Zhol*» newspaper was established, addressing the topics previously covered by the two aforementioned periodicals and carving out its own niche in education and enlightenment. The interval from 1920 to 1925 signified a phase during which, after to the civil war, the Soviet government was instituting a novel political framework. During this period, the journal disseminated pieces advocating for equality and emancipation from colonial subjugation, emphasising that education and the eradication of ignorance were essential avenues for attaining these objectives. In the article titled «The State of Public Education», it is stated: «...Today, the

Soviet government aims to eliminate illiteracy.» «...There should be no illiterate adults, not just children. Currently, we lack educational materials even for primary schools, let alone for adult education».

There are no proper books available for reading in libraries outside of schools for both young people and adults. There is a shortage of qualified teachers in primary schools. Our few and inadequately trained teachers lack guidebooks or any journals that could support their teaching efforts. Whether in the city or the countryside, there is not a single communal school building.

The statement «There is not a single seminary or institute that trains teachers» illustrates the condition of the education system in the early 1920s [9]. The article concludes with the following words: «*Without education, it is difficult for us to attain freedom and equality*». Consequently, we must prioritise all our efforts towards public education. The territory of the Kazakh-Kyrgyz populace is Kazakhstan, followed by Turkestan. Therefore, the governments of both republics must consult on this matter and begin the work with a unified approach and a single plan in order for the work to be carried out effectively. From this brief excerpt of the article, it is not difficult to deduce that the author's goal was to establish an equal and sovereign state. The phrase «...the governments of both republics must consult on this matter and begin the work with a unified approach and a single plan in order for the work to be carried out effectively...» suggests that the author was implying that the Kazakh and Turkestan republics should be able to independently pass their own legislation [10].

Subsequent to the paper, the author, under the pseudonym »Kunshygysuly«, proffers many recommendations. The primary objectives encompass: the ongoing publication of books, the establishment of a cohesive program for terminology development, and enabling educators to concentrate on their fundamental responsibilities, specifically by preventing their engagement in extraneous public duties while ensuring their oversight in seminaries and educational courses. The author states that the inability to fulfil these requirements resulted in the closing of the Kazakh seminary in Semey [10]. In the initial editions of the newspaper, articles addressed the condition of public education and its appropriate management, whilst subsequent issues chronicled the achievements and failures within this domain. Furthermore, particular data is available, including: «The alphabet book designed to eradicate illiteracy was produced in Uzbek with 70,000 copies and in Kazakh with 50,000 copies» [10].

A paper entitled «We Need Textbooks» was published under the pseudonym «Tyljan» about the curriculum and textbooks in educational institutions. It addresses the deficiency of educational resources for instructing students in their local language, the absence of a systematic curriculum, and the inadequate educational qualifications of instructors.

“If education is delivered in the mother tongue, it will undoubtedly be more accessible and effective — this should not be contested by anyone.” The government under Nicholay recognised this, as evidenced by the decree from the Minister of Education on December 1, 1907, which asserted that instruction in native (non-Russian) schools during the early years of education should be conducted in the mother tongue. However, the author notes, without suitable textbooks, teaching in the mother tongue remains merely an ideal that cannot be actualised [11].

The initial elementary school on the Kazakh steppe was established in 1841 at the royal residence of Zhangir Khan. Since that time, the whole education system has predominantly been orientated towards reinforcing Russian influence. Nonetheless, the rise of Soviet power presented a fresh opportunity—at least theoretically—for all nations to achieve equality. In this setting, the initiatives of Kazakh intellectuals and enlightened individuals to advocate for the Kazakh language and to reform the education system in alignment with national features were both opportune and warranted.

The first issue of «*Aq Zhol*» reported that a resolution had been adopted to open the «Kazakh-Kyrgyz Institute» in Tashkent. In issue No. 15, it was stated:

«After the October Revolution of 1917, some of the few active individuals from among the Kazakh-Kyrgyz people withdrew from public affairs due to political involvement. The remaining ones, unwilling to remain idle, dedicated themselves to public education. At that time, rhetoric prevailed, and many comrades in government were strong adherents of the communist ideology, so although their efforts were not very fruitful, through considerable work, they managed to establish a seminary. This seminary was

opened on November 15, 1918, and instruction was conducted in the Kazakh language. It functioned with about 150 students until September 1, 1920. Now (in 1921), from November 10 onward, it has been reopened under the name 'Kazakh-Kyrgyz Institute.'»

...The institute had 92 students, the primary school – 100, the one-year teacher training course – 27, and the kindergarten – 15, bringing the total to 234 individuals.» The article emphasizes the historical significance of the institute's establishment, as prior to this, education in the native language had not progressed beyond the primary school level. Now, however, it had reached the level of higher education. The institute employed a total of 26 instructors, of whom 9 were Russian and 17 were Kazakh. It is noted that 8 of the 17 Kazakh instructors were engaged in other professional activities at the time, and their names were listed in the article along with an appeal for them to return to work at the institute [12].

The primary medium for communicating initiatives related to literacy campaigns to the public was, undoubtedly, the press. In Issue No. 21 of the newspaper, a public announcement was made regarding the upcoming Literacy Week, which aimed to eradicate illiteracy. The announcement read as follows: "From February 3rd to 10th, a Literacy Week will be held in the city of Tashkent. In the near future, across the entire Turkestan Republic, measures will be implemented to eliminate illiteracy—that is, to teach reading and writing to those who are not yet literate. Temporary schools will be opened, teachers will be assigned, newspapers, books, and other printed materials will be distributed, and every effort will be made to ensure that no individual remains illiterate" [13].

Issue No. 26 of «*Aq Zhol*» published the resolutions of a meeting held by the People's Commissariat for Education of the Kazakh Republic. The meeting was chaired by Akhmet Baitursynuly, who brought together prominent Kazakh intellectuals to assign the development and translation of educational materials. Tasks were distributed among notable figures such as A. Bokeykhanov (Geography), Magzhan Zhumabayev (Kazakh-Kyrgyz History, Pedagogy), Zhusipbek Aymautov (Didactics), H. Bolganbaev (General History), B. Sarsenov (Geometry), among others. The responsibility for preparing teaching methodologies was also assigned to the authors of these textbooks. This meeting holds particular significance among the many efforts made to promote public education, as the decisions adopted during this session marked a major step forward in the field of education. Magzhan Zhumabayev's "*Pedagogy*", Zhusipbek Aymautov's "*Didactic*"s, and other works produced at that time continue to retain their relevance and are still applied in contemporary educational practice [14].

The demand for well-written educational materials in the Kazakh language was exceptionally high, particularly as both Russian and Kazakh languages were introduced concurrently in the expanding network of schools across rural and urban areas. On the one hand, there was an increasing necessity to learn the Russian language; on the other hand, the scarcity of textbooks in Kazakh, the absence of a standardized teaching methodology, and the overall shortage of qualified teachers contributed to a decline in attendance at Kazakh-language schools. In issue No. 81 of "*Aq Zhol*", an article under the pseudonym «Tashkentskiy» raised an alarm titled «*Where Are the Authors of Textbooks?*». The article states: . «Following the establishment of Soviet rule, schools began to proliferate across both rural and urban areas. Children of school age, adolescents, and adults—both men and women—flocked to these newly opened educational institutions. For the determined and driven individuals who had long endured the restrictions of the previous regime, who had sharpened their resolve and waited with hope, the aspirations they once lifted to the heavens were finally fulfilled on earth.

However, there are no books.

Moreover, those who knew even the basics, everyone who was familiar with the subject, struggled and became teachers. Even when books were placed in their hands, their ability to read as expected was doubtful, as they were barely able to write. However, the fact that there was nothing to guide them left us somewhat bewildered. Similar to the saying «Don't throw the baby out with the bathwater» with the intention of addressing this deficiency, the Kazakh-Kyrgyz Education Commission was established under the People's Commissariat for Education, hoping that the necessary educational tools for schools would be created.

When the commission members promised to write these books, some even took money in advance, agreeing to deliver their work by June 1. For instance, Tabyimbaev promised to write a book on pedagogy,

Abdirasil Mambetov on political geography, Karim Zhalenov on physics, and Gaziz Baiseitov and Kazhimolla Basiov on mathematics. Each of them had promised to submit their books by June 1. Now, it's August. There are no books, no word from them, and no fulfillment of the promise. However, the following individuals kept their promise and delivered the books as agreed:

Dr. Khalel Dosmukhamedov submitted a manuscript entitled *On Nature* (Natural Sciences). Isa Toktibaev supplied texts on fundamental geography and Turkestan, encompassing the geography, history, and ethnological studies of the region. These books are presently during the printing process. We are immensely grateful to these two gentlemen, for honouring their commitments and resolving their obligations.

The strength of a nation lies in the foundation of its future. The direction of a nation depends on the schools that educate its children. The essence of a school, its vitality, comes from various arts, educational materials, teachers, a healthy environment, and a positive atmosphere that the school provides. Therefore, the fate and future of a nation are closely tied to the quality and resources of its schools. The development of a school is connected to books and various forms of art. Consequently, the destiny and future of the Kazakh people, their ability to thrive as a nation, their direction, all converge on the role of the school.

It has been four years since the establishment of the Soviet government. Let's put aside the past, and reflect on these four years: have we made progress as a nation? This is a matter for history to decide, but what is clear to us at this moment is this: the schools are lifeless, there are no books, no teachers, and in addition to this, there are numerous challenges and hardships that continue to persist.

In short, my message to those gentlemen who took on the task of writing books is this: in a month, the school year will begin. Where is the promise? Or was it merely an intention to appease at the time? [15].

In response to «Tashkent's» alarm, Kazhimolla Basimov published his reply in issue №86 of the newspaper. He explained that he was unable to finish writing the book on time due to his busy schedule with urgent work and cultural events, which left him with little time for writing. In Kazakhstan, educated individuals were scarce, and as a result, it was rare for an intellectual to focus solely on one area of work. «...On June 4th, I was sent by KOMZIM to explain land and water matters to the people of Aulie-ata. Ghaziz was sent by KOMPROS to the people's education department of Aulie-ata. Upon arrival, both of us became teachers at the courses. Since we were engaged in teaching, we were unable to find free time to write books...»—he recounts his situation [16]. Similarly, many of the Kazakh intellectuals were involved in various tasks, including explaining the policies of the Soviet government, and as a result, they were unable to fully dedicate themselves to the field of pedagogy.

A. Baitursynov deeply understood that the advancement of culture could be achieved through widespread educational work and by mastering the achievements of global human civilization. By studying the nature of the Kazakh language, he wrote articles and textbooks on linguistics, which later became the foundation for his scientific works. In his articles on the Kazakh language, he advocated for maintaining the purity of the language and opposed its contamination by foreign influences. In this regard, he published several articles and prepared educational materials. In issue No. 160 of «Aq Zhol», he published an article titled «Application Needed», which discusses the correct use of letters in the Kazakh language. The article outlines the spelling rules proposed by Ahmet Baitursynov for the Kazakh language.

In the article, he discusses how correctly the spelling rules are being applied during writing and lists the mistakes made by writers. “What should ideal writing be like? Ideal writing should be easy to teach and learn, and should effectively convey your thoughts. For writing to be like that, it must be: ... 1. The form of the letters, that is, their shape, should be simple, and in some cases, the form of the letters should remain unchanged, with each letter being written in only one form. 2. The form of the letters should allow for the writing of each word without interruption, ensuring they can be written continuously. 3. Each sound should have its own distinct symbol, meaning there should be a specific letter for each sound, and each letter should represent only one sound: In other words, each sound should have exactly one corresponding letter, neither more nor less, and a letter should not represent more than one sound. 4. The spelling rules should be as simple as possible, with each word written as it is pronounced, and it should be read as it is written. 5. There should be enough punctuation marks to indicate places where a slight or

longer pause occurs while reading. In other words, punctuation marks such as the period (.), comma (','), semicolon (;), colon (:), question mark (?), exclamation mark (!), ellipsis (...), parentheses (), quotation marks (""), and dash (-) should be used», - thus, the author of the article, Faygalim, discusses each letter and analyzes how they are used to represent specific sounds [17].

After the establishment of the Soviet government, educated youth were actively involved in politics and engaged in awareness-raising efforts among the public. Additionally, youth organizations were tasked with combating illiteracy. A report from the youth congress was published in the pages of the «Aq Zhol» newspaper. The events organized by the youth were fully covered in the newspaper, setting an example for others. A special section titled «Among the Youth» was created to provide information about youth policies. In this section, the newspaper regularly highlighted cultural events organized by the youth, such as social gatherings, theatrical performances, literacy development initiatives, and other cultural activities.

In issue №15 of the newspaper, Aliyev discusses the regional youth congress held in Tashkent on December 19, 1920, in his article «The Duty of Student Youth». The report of the regional youth congress was published in issue №13 of «Aq Zhol». Representatives from youth organizations of various nations attended the congress. However, the participation of Kazakh youth was quite rare and limited. Moreover, those who did attend were not from the Kazakh-Kyrgyz youth organization but represented general youth organizations. In response to this, Aliyev notes: «At present, even though there are no youth organizations in districts and villages, or they are few, this is the reason for the limited attendance. Moreover, there are very few educated youth who are capable of going out into the countryside to unite the youth. Most of them are still in their studies. As for the youth in rural areas, many of them have adopted outdated models and have deviated from the proper path. Therefore, we cannot expect positive actions from them».

If we want to push the youth organizations forward and make them a reality, we need capable and educated young people. Where can we find such youth? Let us discuss this issue briefly:

As mentioned earlier, the youth with outdated ideas in the districts should be sent to the courses opened by the Soviet government in Tashkent or Moscow for education and training. These young people must be mobilized and enlightened in terms of modern ideas, so that they can actively contribute; otherwise, the harm will outweigh the benefits.

Secondly, in order to awaken the backward population and integrate them into the community, educated youth need to organize themselves. This must not be forgotten, and when the youth studying in the cities return to their villages during the summer, they should be prepared to uplift the spirits of the rural youth. The necessary tasks for this include:

1. The youth studying in the cities must organize themselves and work together with a single purpose and direction.
2. In order to integrate the youth with outdated views in the districts into their ranks, the Ministry of Education should send these youth to various courses for education and training.
3. To achieve these objectives, the youth in the cities must unite, work together as one, and start the work with a shared goal. There should be clear actions for the nomadic youth as well. It is essential to speak openly, aim for their rights, and only then will we be able to achieve our goals.

In addition, there is a central committee of socialist youth in the Turkestan region. We must maintain good relations with this committee, which operates in the region, and try to achieve our higher goals through its collaboration.

In the 1920s, the political, social, and economic structure of Kazakhstan underwent a new direction. This phenomenon manifested itself as part of the Soviet society's striving for a «bright» future, marked by class struggle, which intensified. The press played a crucial role in documenting and vividly portraying the early steps of the Soviet era, boldly illustrating the initial direction of this period.

In the history of Kazakh press, the «Aq Zhol» newspaper holds a special place. The newspaper primarily consisted of several regular sections, including «External News», «Internal», «Women's Rights», «History of the Basmachi», and others. [19]

The articles published in the «Women's Rights» section provided rich information about the society of that time. One of the key factors that prompted the establishment of a dedicated section (column) on

this issue was one of the first decrees issued by the Soviet government concerning women's equality – the decree adopted by the All-Russian Central Executive Committee and the Council of People's Commissars of the RSFSR on December 18, 1917, titled «On Civil Marriage, Children, and the Introduction of a Civil Registration Act» [20]. This decree stipulated that civil marriages would be legalized by Soviet authorities for men who reached the age of 18 and for women who voluntarily agreed by submitting a request, with the condition that those underage were prohibited from marrying. In addition, members of the Alash Orda government, at the All-Kazakh Congress held in Orenburg in 1917, proposed granting women the same political rights as men, allowing them to marry freely, requiring the consent of both the groom and the bride at the time of marriage, abolishing the practice of bride price and levirate, prohibiting the marriage of underage girls (establishing the legal age of marriage as 18 for men and 16 for women), and requiring the first wife's consent for a man to take a second wife [21].

The press serves as one of the most influential tools for shaping public consciousness and exerting societal influence. It acts as a key instrument of public education. Understanding this crucial role of the press, the Kazakh intelligentsia recognized its potential in addressing pressing social issues. The fact that the widely circulated newspaper «*Aq Zhol*» devoted a special column to such matters is no coincidence. In this regard, Mirzhaqyp Dulatuly, in the conclusion of one of his articles, emphasized the significance of this initiative: “...Starting from this issue of “*Aq Zhol*”, a special column titled *Women's Rights* will be introduced. From now on, if cases arise such as taking bride price against the published decree, forcing women to marry someone they do not love, or if strong-willed women refuse to follow outdated customs and leave their beloveds—let the writers who report such events clearly name and describe them. The newspaper's pages are open for this purpose” [22]. Following this appeal, articles recounting incidents from various villages and settlements began to appear. Subsequent issues of the newspaper reported on the plight of orphaned Kazakh girls who had been taken into Uzbek households and were being sold. Earlier issues had also called attention to the fact that many Kazakh girls were held as concubines or servants by Uzbek families, urging the public to assist in their liberation. Each article ended with a public call to action, such as: “Let us achieve women's equality!”, “Let us win freedom for women!”, “Save your young orphaned sisters!” These appeals were repeated at the end of each publication to mobilize society in support of women's emancipation.

From the very first issues of the newspaper, the topic of women's rights was frequently raised, focusing on such issues as the forced marriage of underage girls, the selling of girls for livestock, the low social status of women, and the lack of freedom granted to widows.

In Issue No. 6 of the newspaper, dated December 24, 1920, a comprehensive article by O. Gymyr addressed these issues. The article provided a comparative overview of how the stated demands were being implemented across Kazakhstan, with a particular focus on the condition of Kazakh girls in the southern regions. It called on the Kazakh people to break free from the grip of ignorance. In the article, the author writes: “...Compared to the Steppe region, the situation in Turkestan is worse. Turkestan Kazakhs marry girls as young as 12–13 years old. Many buy girls as young as 5–6 and take them into their households as future daughters-in-law, making them fetch water and boil tea as soon as they grow up...” — thus openly exposing the dire conditions in the Turkestan region. The article also identifies the root cause of this worsening situation: “...These practices became even more widespread after the famine of 1917–1918”. By identifying the root causes of the issue, the author proposes several measures to combat it, including the abolition of bride price (*qalym*), the elimination of levirate marriage (*amangerlik*), and the prohibition of marriages involving girls under the age of sixteen. The article notes that such issues had already been addressed in the northern and eastern regions of Kazakhstan, where the practice of marrying off underage girls had been halted. It emphasizes the importance of using these regions as models for broader societal reform “...After the establishment of Soviet power in Semey, the youth of Semey united to pave the way for women's equality. On the one hand, they raised the alarm through the press; on the other, they appealed to Soviet institutions instead of relying on traditional Kazakh courts. They submitted petitions and granted women their freedom. Interfering in family matters, they abolished the bride price. Girls could not marry before reaching adulthood. Polygamy no longer existed. Levirate

marriage had long disappeared. Girls and women were free to marry whomever they loved,” the article states, presenting Semey as a model. The author calls for the full implementation of these measures to bring about a societal and mental revolution.

As previously mentioned, the issue of women's equality was addressed as early as 1917. Following this, specific decrees were adopted to support the matter. However, it becomes evident that the implementation of these measures was a long and complex process. This can be attributed to the deeply rooted traditions that had developed over centuries, as well as the challenging socio-economic conditions of the time, which hindered the effective resolution of the issue. The article analyzed above was published in 1920, and it clearly shows that even three years later, the problem remained acute in various parts of the country [23].

Articles published under pseudonyms frequently appeared on the pages of the *«Aq Zhol»* newspaper. For instance, under the pen name «Azamat», Mirzhaqyp Dulatuly published an article in issue No. 16 of *«Aq Zhol»* (January 19, 1921), in which the following lines are particularly noteworthy: “...There is no limit to how the Kazakh sees women as property. For example, Kazakhs do not consider girls as children. If someone has three daughters and one son, and is asked how many children they have, they respond, ‘one,’ without mentioning the daughters.” In my view, the author’s purpose here is to use such poignant examples to urge society to engage in self-reflection and moral reform. It would be incorrect to assume that all Kazakhs held such views, but highlighting them was likely intended to provoke critical awareness and change.

“...The upbringing of an entire nation lies in the hands of women. A woman is the mother of the people. What kind of person can a child become who raised by an uneducated mother? How can a free-spirited, noble-minded individual be born of a servant/slave woman? Is it not more likely that a slave will be born of a slave?”—with these concluding words, the author defines the status and importance of women. He emphasizes that if women continue to be held in an inferior position, the upbringing of future generations will suffer, and a mentality of servitude will prevail [22].

The newspaper serves as the critic of the people, a mirror of society. By reviewing the pages of *Aq Zhol*, and analyzing the data presented in comparison with actual historical facts, we can confidently assess the authenticity and value of the information provided. The published articles show a clear connection to historical events, and there is a logical progression in their structure. For instance, articles focused on education and enlightenment were prominently featured in the newspaper until the end of 1920 and into 1921, demonstrating the newspaper's vigorous effort to raise awareness and mobilize support for this cause. However, from the end of 1921, the topics of the articles shifted, with an increasing focus on issues such as combating infectious diseases, dealing with the plague, addressing famine, caring for orphans, and other similar matters.

In his statement during the investigation in 1929, Mirzhakyp Dulatov wrote about his work at “*Aq Zhol*”: «In November, I moved to the city of Tashkent, where I joined the secretariat of the Kazakh newspaper “*Aq Zhol*”. I worked at «*Aq Zhol*» until May 1921 and fully justified the trust placed in me. Sometimes I wrote translations; I cannot list them all now, but I clearly remember that the translations about the Kronstadt events were written by me. There was much discussion and debate about the newspaper «*Aq Zhol*» in general, and in particular about the political inconsistency of its content on the pages of the press, but all of this does not relate to the period when I worked there» [24]. In reality, M. Dulatov did not limit himself to just translations. Under the pseudonym «Azamat», he wrote poems and raised the issue of «land» in his article «The Kazakh-Kyrgyz Issue.» He described the situation of the Kazakhs who had been deprived of their land due to the policies of the Tsarist regime and argued that the newly established Soviet government would establish equality between the peasants and the Kazakh farmers. However, he also pointed out that the Soviet government was still constrained in its actions, writing: «...Some of them, turning their coats inside out and pretending to be socialists, advocating the slogan 'What's mine is yours,' now began to run courts and once again resumed exploiting the easily swayed Kazakhs and Kyrgyz, just as before....» [25], thus shedding light on the true state of the people. Another acute topic Dulatov raised in the newspaper was the issue of language. In the article, he

emphasizes the necessity of conducting administrative affairs and educational materials in the Kazakh language. He states in his article, «Now we must forget 'Russianization'!...» [26]. Another article of his is dedicated to the issue of women's equality. In it, he discusses how the Kazakh people view girls not as children but as property to be sold, denying them the opportunity to receive education and knowledge. M. Dulatov's poem «To Kazakh and Kyrgyz Students», published in issue No. 2 of the «Aq Zhol» newspaper, contains the following excerpt:

«Bostandyqta qarsy kep tur,
Qalqam, seniñ baǵyña.
Ne keregín alshy dep tur,
Taǵy da alshy, taǵy da.
Osyndaıda qaryshtap qal,
Qapy qalma, qaraǵym.
Bäige atyndai jarysyıp qal,
Jasymasyñ talabın....» [27]

In these two stanzas of the poem, the prevailing political situation in society can be discerned, that is, at a time when political equality and the right to autonomy are being granted to each nation, it calls for the assertion of one's share, urging individuals to demonstrate their activism and patriotism in such a critical moment.

M. Dulatuly's work via the «Aq Zhol» newspaper in establishing a national ideology in Turkestan and shaping public opinion about the state structures of the Soviet government continued the efforts he had undertaken in the «Kazakh» newspaper. One of the first to express this view was T. Ryskulov, who stated that «Aq Zhol» was the result of Dulatuly's work, the continuation of «alashordashıl» «Kazakh,» its offspring. He also noted that the alashordashıl exiles, who were driven out of “the cursed Orenburg” found ample opportunity to continue their work in Turkestan. Regardless of the context in which it was said, the truth remains this.

The operations of the «Aq Zhol» newspaper were systematically organized to a high standard. The distribution of the newspaper, as well as the interactions with writers who submitted announcements and news, were carried out in a well-structured manner. As a result, the newspaper gained significant demand among the public. The regular «From the Editorial Board» section provided updates on events within the newspaper's staff, analyzed articles that had been published or had not been published for specific reasons, issued warnings to authors, and responded to letters received by the editorial office. In issue No. 79 of the newspaper, a letter titled «Letter to the Editorial Board» was published. The letter read, «Since the establishment of Soviet rule, several newspapers have been published. Among them, we have only seen “Aq Zhol”. Now, I kindly request that the following newspapers, published in the Kazakh language, be delivered to our school: *Qazaq Tili, Enbek Tuiy, Kedey Sozi, Erik, Qyzyl Tuiy, Zhas Alash, Kedey Erki, Saule, and Bostandyk Tuiy*, at the address: P.O. Osedrovskoye, Kust. District, Karabalyk Regional Executive Committee, Korzhunkul School». This reflects that, among the publications active at the time, «Aq Zhol» had relatively high demand. It also indicates that the distribution and delivery processes were effectively managed.

The district authorities and other offices send official letters in Russian to a rural Kazakh. Upon receiving the letter, the Kazakh, unaware of the reason for the summons or when he should come, simply stuffs the piece of paper into his pocket and stays at home. Is it fair to consider this Kazakh at fault for not coming on time?

Higher authorities issue urgent orders to the district committee, demanding that the work be completed within three days. A strict order is sent in Russian, threatening that if the task is not completed on time, the committee will face punishment and be sent to court. However, the district committee does not understand Russian. The letter is left unread and remains in the canvas bag. In this case, is the district committee to blame for not fulfilling the urgent order on time?

In Kazakh culture, there are proverbs like «Slow and steady wins the race» and «Things get better with time» reflecting a tendency to approach tasks with patience and avoid haste. However, when it comes

to completing tasks efficiently and adhering to the language of the office, this is not the case. Tasks should be carried out as swiftly as possible. For something to be valued and respected in the eyes of the public, it must serve the needs of the people. If the Kazakh people are unable to address their concerns, complaints, and needs in their native language, then the Kazakh language will lose its value and respect. People do not strive for things that are irrelevant to them, and we can already see examples of this. For instance, when both a «shkola» (school) and a «mektep» (traditional school) are opened in a Kazakh village, the school tends to have more students. In terms of education, the children who attend the *mektep* (traditional school) have an advantage. The Kazakh people's inclination toward schools reflects the failure to meet their needs through the Kazakh language. The flourishing and development of Kazakh literature is also tied to its status and significance among the people.

From this point forward, the Kazakh language must be granted the equality it deserves and occupy its rightful position in society.

Complaints about a lack of personnel and the shortage of workers, ranging from major tasks to minor ones, are common. These issues arise from the inability of the Kazakh language to function effectively in practical matters. As long as office communication is conducted in Russian, there will never be sufficient time for services to operate efficiently. To hold even a modest clerical position, one must study Russian for at least six years, a rare and difficult requirement. If the office language were Kazakh, however, even Kazakh children with just two years of schooling would be qualified to serve as clerks. The number of employees would increase, and work would progress. The practice of having Kazakhs wait outside a Russian speaker's office, counting out their money, and enduring the frustration of running errands for years just to have a letter written or a request processed is an indignity that should not be tolerated.

According to the analysis of the historian and expert on the Alash movement, Mambet Koigeldiev, the failure to resolve current socio-political issues stems from the fact that the ideas, projects, and policies promoted by the intellectuals of a century ago were hindered by the Soviet government and were not fully realized. For example, the issue of «language» has not significantly diverged from the situation in the 1920s; in fact, even legal acts remain strikingly similar. In issue No. 48 of the «*Aq Zhol*» newspaper, under the section titled «Decrees and Orders», a regulation was published regarding «The use of the Kazakh and Russian languages in the institutions of the Kazakh Republic.»

1. In the state institutions of the Semey, Akmola, Orenburg-Turgay, Ural, Bokey governorates, and the Adai district, both Kazakh and Russian languages shall be used.

2. Decrees, projects, circulars, mandatory resolutions, and other government legal documents issued by central and provincial institutions of Kazakhstan shall be published in both Kazakh and Russian.

3. All internal correspondence between the offices of the central and provincial institutions of the Republic shall be conducted in Russian.

4. Correspondence between the offices of district institutions and higher-level (central provincial) institutions of the Republic shall be conducted in Russian.

5. District institutions shall communicate with each other and with the entities listed in Article 6 in the languages used in their respective offices.

6. Official correspondence with institutions in the Republic, as well as with the rural, settlement, and district councils, executive committees, revolutionary committees, and people's courts, shall be conducted in Kazakh if the population is Kazakh, or in Russian if the population is Russian.

7. The documents related to the Extraordinary Commission's revolutionary tribunal and investigative papers shall be conducted in the language of the individuals involved in the case.

8. In all other instances, the office language and the correspondence between institutions may be either in Kazakh or Russian, depending on which language is more convenient and practically useful at the time.

9. The mandates, certificates, and postcards issued by central provincial and district institutions shall be written in both Kazakh and Russian.

10. This decree shall come into effect and be enforced after it has been published in the provincial newspapers.

The head of the Council of People's Commissars of Kazakhstan: R. Zinkovich.

Secretary: Tisarskaya. This adopted regulation fully contradicted the declaration published in 1917. In the higher government institutions (provincial and central institutions), all documents were conducted in Russian, while at the district and village levels, the use of the local language was allowed. However, this opportunity can be considered largely ineffective, as the decrees and orders sent from the higher authorities were in Russian, and reports to higher institutions were also submitted in Russian. Therefore, even after the establishment of Soviet power, it is difficult to claim that the policies regarding national and language issues changed significantly from the Tsarist period. During the Tsarist era, translators, Russian-speaking residents, and Russian peasants held a high status, and this situation remained unchanged. In issue No. 151 of «*Aq Zhol*» newspaper, an article was published under the pseudonym «Zh», with the title «The Need to Implement the Kazakh Language in Institutions». The article stated, «For the Kazakh people to be recognized as an autonomous nation, one of the signs of this would be the establishment of their own government. This means that Kazakh should be used in governmental institutions (such as party, administrative, and judicial matters). Since the government of Kazakhstan would be a Kazakh one, there is no dispute that the Kazakh language should have equal status as the Russian language in state affairs. This was one of the main principles of equality, which the Kazakh government should have incorporated into its decree on the use of the Kazakh language. Whether the Kazakh language was not used due to a lack of opportunity or negligence by local institutions, to this day, no institution or region has used Kazakh as its official language.

«It is necessary to use the Kazakh language. Not using it is an outrage!» — with this statement, «Zh.» outlines several ways to implement the Kazakh language. «Institutions that frequently interact with the Kazakh districts include: food and labor committees, police stations, administrative and educational departments, military commissariats, and the like. Each of these institutions has its own documents that it sends to the Kazakh districts. Often, decrees are printed and distributed by machines. Here is a full argument of those who claim that it is difficult to implement the Kazakh language. There are no machines for printing in Kazakh. It is claimed that there is not enough time to write by hand».

In response to this: First, such decrees do not appear regularly; they are issued occasionally and can be written by hand. Second, if such decrees are distributed from the governorate, they can be printed in Kazakh at a printing press and distributed to the districts. The printing press can print them in a single day, and if there is no urgency, they can be published in a newspaper. If the necessary materials are available, a machine for printing written text (such as a hectograph or stencil machine) can be used to print the documents.

The next issue is having Kazakh translators in the institutions. There are two solutions to this problem. One is to appoint a Kazakh translator in each district institution.

The advantage of this solution is that each institution can quickly review Kazakh documents received from the public and the documents to be sent out can be quickly distributed. The disadvantage is that finding a translator for each institution is difficult, as there are not enough people available.

The second solution: instead of searching for a translator in each institution, the institution head could route all documents going to the Kazakh population through one centralized source. For this, a special translators' council could be established. Each institution would send its documents to be translated by this council before distributing them. This could be managed by the central administrative office of the institution. The advantage of this solution is that fewer people would be needed. The newspaper editorial board agrees with this viewpoint and shares their opinion at the end of the article: «From the administration — We also support this opinion. Moreover, in Turkestan, it's not only the Kazakhs and Kyrgyz but also the Uzbeks and Turkmens, so here we refer to the Turkish language. It has been five years since the government of Turkestan decreed that Turkish should be the official language. The actions carried out in Turkish are limited to the decree on paper. People still turn to Ivan for any documents to be

written, or they search for his 'disciples.' They wear themselves out, and waste time. Those who know Russian in Tashkent act like clerks in a manner as basic as a dog's obedience».

Results:

1. The «Aq Zhol» newspaper has substantial historical and cultural significance as a prominent entity in the early 20th-century Kazakh press. Issues concerning education and enlightenment were often addressed in its pages, where many viewpoints and recommendations for the education of the Kazakh populace were examined. Analysing this newspaper provides insight into the attributes of the educational reforms of that period, the contributions of Kazakh intellectuals to enlightenment, and the advancement of literacy among the populace.

2. The publication covered issues with the enhancement of the education system, the establishment of national schools, the training of educators, and the development of textbooks in the Kazakh language. Examining the educational policies and changes of that era allows for the identification of the historical underpinnings of the contemporary education system.

3. The Educational Endeavours of the Alash Intellectuals: The «Aq Zhol» newspaper served as a primary forum for disseminating the educational philosophies and perspectives of Kazakh intellectuals. Publications on education by notable individuals such Sultanbek Kozhanov, Mirzhakyp Dulatov, and Khalel Dosmukhamedov appeared in the publication. Their presented principles continue to be pertinent to the contemporary education system.

4. The Advancement of Education in the Kazakh Language: The necessity and significance of instruction in the Kazakh language were continually emphasised in the newspaper. This research elucidates the process of defining the function of the Kazakh language in education and science.

5. The concerns articulated in «Aq Zhol» continue to be pertinent to contemporary educational reforms. Currently, matters such as enhancing the national education system, advancing the Kazakh language and literature, and safeguarding historical legacy remain pertinent. Thus, by examining the newspaper, one may discern the connection between the past and the present.

Conclusion. Studying the materials of the «Aq Zhol» newspaper focused on educational matters is a crucial step in comprehending the history of Kazakh education. It offers a chance to investigate the national ideologies of the early 20th century, the role of intellectuals in the Enlightenment movement, and educational reforms. This research elucidates the historical origins of the modern education system and aids in assessing the developmental trajectories of national educational policy.

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