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ISSUES OF SHAPING A NEW MODEL OF THE KAZAKH SCHOOL IN EARLY 20th CENTURY PRESS MATERIALS

Abstract

This article provides a detailed analysis of the role of the Kazakh-language press in the development of a new model of schooling in Kazakhstan during the 1920s–1930s. In the wake of the civil war and famine, mass literacy campaigns and the reorganization of the education system became key priorities for the Soviet state. Within this context, the press served as a crucial ideological and educational tool. Newspapers and journals such as *Yenbekshi Kazakh*, *Kazakh Tili*, *Kyzyl Kazakhstan*, and *Zhana Mektep* actively promoted educational policies, published government resolutions, and encouraged public participation in literacy and school reform initiatives. The article examines the coverage of issues such as commune-schools, teacher training programs, the Latinization of the script, the inclusion of girls in education, and the lack of proper textbooks and teaching materials. The critical perspective offered in some publications helped highlight the shortcomings in educational planning and teacher qualifications. The views and proposals of Kazakh intellectuals are examined as part of the broader effort to modernize national education. Overall, the press is portrayed as a powerful medium that influenced educational discourse and policy in Soviet Kazakhstan.

Keywords: education, Kazakh press, literacy campaign, teacher training, new alphabet, Kazakh intelligentsia, public education policy, 20th century, commune school, *Yenbekshi Kazakh* newspaper

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XX ҒАСЫР БАСЫНДАҒЫ БАСПАСӨЗ МАТЕРИАЛДАРЫНДАҒЫ ЖАҢА ФОРМАТТАҒЫ ҚАЗАҚ МЕКТЕБІН ҚАЛЫПТАСТЫРУ МӘСЕЛЕЛЕРІ

Аңдатпа

Бұл мақалада XX ғасырдың 20–30-жылдарындағы Қазақстандағы жаңа үлгідегі қазақ мектебін қалыптастырудағы ұлттық баспасөздің орны мен рөлі жан-жақты қарастырылады. Азамат соғысы мен ашаршылықтан кейінгі қиын кезеңде халықты жаппай сауаттандыру, оқу-ағарту ісін жолға қою маңызды мемлекеттік міндеттердің біріне айналды. Осы тарихи үдерісте баспасөз шешуші идеологиялық әрі ағартушылық құрал ретінде қызмет атқарды. «Еңбекші қазақ», «Қазақ тілі», «Қызыл Қазақстан», «Жаңа мектеп» секілді мерзімді басылымдарда оқу-ағарту мәселелеріне арналған мақалалар үздіксіз жарияланып отырды. Мектеп-коммуналар, курс жүйесінде мұғалім даярлау, жаңа әліпби енгізу, қыз балалардың білім алуы, оқу бағдарламалары мен әдістемелік құралдардың жай-күйі кеңінен талданды. Сонымен қатар баспасөз бетінде білім

беру жүйесіндегі олқылықтар, мұғалімдердің кәсіби даярлығы, мектептердің материалдық-техникалық базасының әлсіздігі сияқты мәселелерге де сын тұрғысынан баға берілді. Мақалада қазақ зиялыларының ағарту саясатына қатысты ұстанымдары мен ұсыныстары тарихи деректер негізінде зерделеніп, баспасөздің оқу-ағарту саясатын жүргізудегі орны ерекше көрсетіледі.

Кілт сөздер: Оқу-ағарту, қазақ баспасөзі, сауатсыздықты жою, мұғалім даярлау, жаңа әліпби, қазақ зиялылары, халық ағарту саясаты, XX ғасыр, мектеп-коммуна, «Еңбекші қазақ» газеті

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ПРОБЛЕМЫ ФОРМИРОВАНИЯ НОВОЙ МОДЕЛИ КАЗАХСКОЙ ШКОЛЫ В МАТЕРИАЛАХ ПЕРИОДИЧЕСКОЙ ПЕЧАТИ НАЧАЛА XX ВЕКА

Аннотация

В статье рассматривается значительная роль казахоязычной периодической печати в процессе формирования новой модели школы в Казахстане в 1920–1930-е годы. После Гражданской войны и массового голода задачи ликвидации неграмотности и развития системы народного образования стали приоритетными для советского государства. В этих условиях печать стала действенным идеологическим и просветительским инструментом. Газеты и журналы, такие как *Еңбекші қазақ*, *Қазақ тілі*, *Қызыл Қазақстан*, *Жаңа мектеп*, активно освещали образовательную политику, публиковали постановления правительства, призывали к участию в просветительской работе. Внимание уделяется таким вопросам, как организация коммуна-школ, подготовка кадров через курсы, переход на латиницу, обучение девочек, нехватка учебников и методических пособий. Некоторые публикации носили критический характер, указывали на недостатки в образовательной системе, слабую подготовку учителей, низкий уровень школьной инфраструктуры. В статье также анализируются взгляды и инициативы казахской интеллигенции в сфере просвещения, раскрывается важная функция прессы как инструмента государственной образовательной политики в условиях Советского Казахстана.

Ключевые слова: народное просвещение, казахская пресса, ликвидация неграмотности, подготовка учителей, новая азбука, казахская интеллигенция, образовательная политика, XX век, коммуна-школа, газета «Еңбекші қазақ»

Introduction. After the Civil War in the Kazakh region, the cultural and educational sphere was in a difficult state. The main reason was the massive illiteracy of the population. In the 20-30s, the issue of combating illiteracy was raised in the field of public education. In all regions, counties, and volosts, departments of public education were established under local councils, which made efforts to eliminate illiteracy and cultural uplift of the masses.

On January 26, 1919, the Chairman of the Council of People's Commissars of the RSFSR, V. I. Lenin, signed a decree on the eradication of illiteracy among the peoples, which stated the voluntary nature of all citizens of the autonomous republics aged 8-50 years who cannot read and write, open a letter in their native or Russian language [1, p. 118]. After this decree, in June 1920, on the initiative of V. I. Lenin, the All-Russian Emergency Commission for the Elimination of Illiteracy was established. A branch of this commission was established in Kazakhstan, which was actively engaged in the elimination of illiteracy. However, the drought and famine of 1921 led to an emergency commission and educational activities. The Government has reduced funds for public education on the path to hunger and food consumption. Moreover, in provinces where there was no harvest, the work on the eradication of illiteracy has completely stopped. The involvement of the Kazakh intelligentsia in the field of public education became one of the most pressing issues of the Soviet government. In 1920, a congress of workers of public education was held, at which Akhmet Baitursynov outlined the specific tasks of the field of education and

outlined the mechanisms for its implementation. A. Baitursynov stressed the need for teacher training and showed two ways. One of them was to train rural teachers through courses, and the other was to create pedagogical special educational institutions and strengthen the teaching system in them. He also attracted literate Kazakh citizens to educational work and raised the issue of compiling textbooks in the Kazakh language.

The main part. In 1919, a Kazakh department was opened under the Central Executive Committee of the Turkestan Autonomous Republic, to which N. Torekulov, G. Safarov, S. Kozhanov, S. Asfendiarov, and the Secretariat were elected. Dosmukhamedov. On August 21, at an expanded meeting of the People's Commissariat of Education, in order to update the spiritual culture of the region, an education commission was established, of which I. Toktybayev was elected chairman, and X. Dosmukhamedov, K. Kozhykov, N. Kuserbayev.

At public meetings and rallies held in 1920, questions began to be raised about the need for training. He encouraged young people to study and promoted active participation in this matter. So, on November 1 of this year in Orenburg, at a rally among Kazakh youth in the Sverdlovsk Club with the participation of S. Sadvakasov, the importance of the issue of education was voiced and young people were called upon to fight illiteracy [2].

In the autumn of 1920, a three-month teacher course was opened in Alma-Ata, headed by Bilal Suleev. This course was taught by such teachers as F. Gabitova, Sh. Sarybaev, X. Basymovich. The course staff jointly opened regional educational schools for teacher training for primary schools of local labor. At first, 50 people studied here. The following year, the number of school teachers increased, and educational work became more relevant. In 1923, the school became a regional Kazakh-Kyrgyz educational institute, the number of students in it reached 400 [3, p. 72].

Despite the difficult conditions in the country, the issue of regulating the sphere of education began to be boldly raised at party meetings. The first Kazakhstan regional Conference of the Russian Communist Party (b), held in Orenburg on June 11-18, 1921, identified the need to solve six different tasks to improve culture in the country. The Conference identified the importance of conducting political and educational work, eliminating illiteracy of the population, for which it is necessary to start publishing textbooks and political literature for schools and educational institutions. After this conference, the government instructed the party committees, first of all, to open a special section dedicated to reading and education in newspapers, and to organize propaganda activities. In accordance with this resolution, on June 26, 1921, a resolution was adopted on the mobilization of all literate people aged 16 to 50 years to work on the elimination of illiteracy [4, pp. 497-498]. After this decree, Komsomol members, students and high school students took part in the literacy campaign. Special attention was paid to the elimination of illiteracy after the X All-Russian Congress of Soviets. In accordance with the above, divisions of the organization "Eliminate Illiteracy" were opened on the lands.

In an article published in the newspaper "Kazakh Tili", M. Auezov noted that in the Semipalatinsk province, the educational department in 1921 raised the issue of building more than 300 schools, while the Provincial Labor Committee provided appropriate assistance and noted that it showed that more than 50 workers and necessary materials were submitted to the school. M. Auezov himself in the autumn of 1920, at the library of Zhanasemy of the Semipalatinsk provincial Department of political education, created the first educational society of Kazakh youth called "Es Aimak".

Materials and methods. At the beginning of the twentieth century, the Kazakh periodical press was the only mass media promoting the campaign against illiteracy. Newspapers and magazines actively participated in strengthening the interest of workers in knowledge. Newspapers and magazines "Enbekshi Kazak", "Kazak tili", "Ak Zhol", "Bostandyk tuy", "Zhummyker tili", "Kyzyl Kazakhstan", "Leninshil Zhas", "Zhas Kayrat" have opened a special section on the elimination of illiteracy. The newspaper "Yenbekshi Kazak" in the section "Internal communications" published special reports on the progress of the fight against illiteracy. He also provided space for articles explaining the importance of issued orders, decrees, resolutions adopted at congresses, conferences, and plenums related to educational work. A week

of literacy awareness and advocacy was held. Newspapers and magazines have turned the fight against illiteracy into a real popular movement.

In the section "Politics", "Education" of the magazine "Kyzyl Kazakhstan", articles on party measures to eliminate illiteracy and various proposals on this issue are published, as well as in the specially created "Department of Education", the youth magazine "Zhas Kairat" raised the issue of youth involvement in the education system, actively inviting Kazakh youth to participate in work to eliminate illiteracy. In addition, the special sections of the magazine "History and Political Department", "School business", "Department of Art, Education", "Department of Literature" informed readers about the main shortcomings and achievements in the educational process.

Discussion. The Kazakh periodical press has highlighted the publication of articles explaining the importance of education. So, the newspaper Kazakh Tili wrote that "if a country reads, opens its eyes, sees the evil that the king does, sees evil, can help someone," this was motivated by the desire of the Kazakh people to better understand the need for education in the pursuit of a new life [5]. In connection with the tasks adopted at the 1921 conference, work began on the opening of training centers and the training of specialist teachers. The People's Commissariat of Education of the educational system in provincial and district schools has committed to strictly monitor and publish the results of the elimination of illiteracy in the press. M. Auezov, in an article for the newspaper Kazakh tili, emphasizes the need to pay special attention to these areas, drawing attention to the shortcomings in the field of education in Semipalatinsk province, schools, in particular, negligence [6]. The decline of the sphere of education in the context of the new economic policy, A. Baidildin, in an article published in the Red Kazakhstan magazine, clearly outlined and proposed ways to increase it. He created former schools, cultural and educational institutions in a new way, held various events to train personnel for the education of a new generation, made useful reports, gave lectures, effectively familiarized with the state of the country [7, p. 22].

The article by T. Arystanbekov, published in the newspaper "Enbeksil Kazak" under the title "X meeting of All-Union councils and educational work", was devoted to clarifying the issue of literacy elimination, considered at the X Congress. Before this congress, the author saw the reason for the lameness, the irregularity of educational work on the part of the government not in the fact that it was insignificant, but in the fact that the struggle against internal and external enemies prevented the famine of 1921. He tried to convey to the population the tasks outlined at the X Congress in the educational field. According to him, provincial and regional executive committees should open primary schools in sufficient numbers, finance them with taxes collected from the population, allocate land for schools, teach children from low-income segments of the population free of charge, all schools should be in the hands of the government, train specialist teachers. In addition, as in the old days, everyone should independently open schools, prohibit the education of children and raise the salaries of teachers. This suggests that the debt lies on the shoulders of local institutions [8]. The newspapers "Kazakh tili", "Enbeksil Kazak" published articles supporting the need not to open schools for individuals. The Executive Committee of the Semipalatinsk province issued restraining orders indicating that individuals had opened a school and started teaching children [9].

The eradication of illiteracy has become a nationwide movement. On August 14, 1923, the decree of the Central Executive Committee of the RSFSR and the Council of People's Commissars on the eradication of illiteracy was adopted, obliging to open a pre-school before the 10th anniversary of the October Revolution. Since this year, the number of schools has increased. Due to the deficit of the republican budget of Kazakhstan, it was allowed to transfer several secondary schools and cultural schools from the local budget to the state budget. In the newspaper "Yenbekshi Kazak", 230 million were allocated to the People's Commissariat of Education at the expense of the Government of Kazakhstan in 1922-1923, of which 115 million were allocated for salaries of education workers, teachers, 26 million for printing, 31 million for educational and educational houses (schools, teacher training institutions, educational institutions, etc.) and the rest - information on the allocation of scholarships, educational and educational works, scientific works, public education activities, household and office expenses of institutions is printed on the students [10]. Due to the weak control in the educational committees at that time,

shortcomings in the opening of schools were obvious. The newspaper "Kazakh tili" notes that there have been few teachers in Zaisan county for two or three years, they are threatened with closure, the county educational department is asking about taking measures as soon as possible [11], and in the article A. Asylbekov's "About Semey" notes the poor educational work in the Semipalatinsk region and the lack of teachers in the newly opened schools for the elimination of illiteracy as an example [12]. About this M. Auezov also wrote an article in the newspaper, pointing out that the reason for the underdevelopment of the educational business is the retirement of knowledgeable citizens in educational departments. Indeed, the influence of the Bolsheviks increased in the Semipalatinsk province, and former Alash figures working in the field of education began to withdraw from government power.

Despite the economic difficulties in the country, in the early 20s, the number of boarding schools and community schools gradually increased in nomadic and semi-nomadic areas. The commune schools are aimed at educating the children of the Kazakh poor. The children themselves led the entire life of the commune with the assistance of educators. In addition to the lessons that took place in the classrooms, the students worked in an additional household. He also took part in various circles - circles of nature lovers, dramatic, choral, sports and others. The commune schools were an educational and methodological center for schoolchildren, as well as an important support for cultural and educational work among rural workers. One of these schools was opened in Orenburg in 1921 under the name of the commune "Regional Orphanage". This is reported by the newspaper "Enbeksil Kazak". Segizbayev's article was published, and on December 31, 1922, the Commune was renamed and reopened into the "1st regional commune of Kazakh children", in honor of the opening of which representatives of the Kazakh Party Committee, the Central Executive Committee, food and educational institutions of Orenburg were invited, there are conditions for the further life of the commune for orphans, not having parents. It was noted that an examination of the existence of the commune to date has been carried out.

The places of residence and places of study of children studying in the commune were checked, and the work of M. Samatov, who made every effort to open this commune, was evaluated. At the end of this article, the editorial board published a proposal from the department to assign the name of Sh. Alzhanov, sacrificed in the name of freedom, to the "regional commune of Kazakh children" [13]. The commune schools contributed to the formation and development of the Kazakh school. Later, many of them became schools for peasant youth, and schools in the city became ordinary seven-year labor schools or secondary schools. Despite the fact that the literacy school, the commune has increased the number of schools, there were still many difficulties in its educational process. It was associated with educational books and teaching aids. It was openly written about this in the magazine "Zhas Kairat" that there are still unsuitable habits in the educational business, that primary classes of Kazakh schools use a textbook for Russian children, which is not suitable for Kazakh children, for which, firstly, it was proposed to start the production of Kazakh textbooks, and secondly, increase the number of Russian teachers. The educational work was carried out in rural areas in a different way than in urban areas. The main reason for this was the lack of funds. About this, an article was published in the magazine "Kyzyl Kazakhstan" on how educational work was conducted among Kazakhs, and the main shortcomings of the educational sphere were noted. The validity of the decision to spend most of the expenses in rural areas, in the course of general educational work from various taxes collected locally by the government [14, p. 12].

In order to further improve the knowledge of young people who studied at the literacy school, she continued her studies in various schools and municipalities of cities. The article by S. Seifullin, published in the newspaper "Enbekshil Kazak", provides brief information about various schools, courses, communes and secondary educational institutions opened in the city of Orenburg in the period from 1921 to 1924. In general, 14 schools were held in Orenburg, where 2,000 Kazakh young people study. These schools were: 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) police course; 14) the course of Kazakh funds. Classes in these educational institutions were held in their native language, and

the paperwork was completed in Kazakh and Russian. On November 22, 1923, the decree On record keeping in the Kazakh language along with Russian was adopted in the Kazakh ASSR [16].

The issue of education of Kazakh youth abroad was also raised through the press. For example, in an article by G. Birimzhanov published in "Ak Zhol", "it is necessary to send schoolchildren aside, to mobilize for training," it says that Russia itself is lagging behind art and should send young people abroad to study. Referring to the fact that 25 young people are being sent from Tatarstan to Germany and taught various arts, they raise the issue of sending Kazakh youth to educational institutions in such large cities as London, Paris, Berlin. In his opinion, the art and knowledge of people who read a lot, see, do not die, but go into the future as a book. The author continued his game in subsequent editions of the newspaper, explaining the importance of studying in Europe. "We need advanced technology, flourishing science in Europe. Our goal is to remain at the head of the won government and calmly improve our economy. To do this, you also need to learn art and knowledge. Science and method are also needed to fight our enemies," says [17].

In April 1922, the Kazakhs intended to take advantage of the agreements concluded between Russia and Germany on the shift training of young people for the benefit of the Kazakh-Kyrgyz peoples. As the scientist T. Kozhekeev writes, on July 19 of the same year, S. Sadvakasov, A. Baydildin, E. Aldongarov wrote letters to higher authorities and asked to send themselves abroad. However, the applications of these three citizens were not satisfied, and three more people were sent in their place [13, p. 15]. From June 12 to 17, 1924, the first congress of experts of the Kazakh intelligentsia A. Bokeikhanov, A. Baitursynov, X. was held in Orenburg. Dosmukhamedov, M. Dulatov, A. Kenzhin, M. Zholdybaev, M. Nauryzbayev, N. Yeralin, M. Turganbayev. E. Aldongarov, R. Agybaev, R. Sugirov and other citizens took part, who decided on 6 issues: 1. unification of Kazakh spelling; 2. consideration of alphabetic terms; 3. Planning of subjects taught in primary schools; 4. consideration of conditions and methods of collecting folk literature; 5. replication of educational and educational books 6. Issues of formation of Kazakh subject words [18]. During the congress, some events on these issues began to be held. In particular, the issues of checking the quality of textbooks taught in primary schools, their discussion at the meeting of the Kazakh regional committee were discussed. In addition, the school conducts a variety of political and educational work, and entertainment evenings are held. According to scientist K. Nurpeisov, since December 22, 1924, schoolchildren have published the wall newspaper "Zhas Ulan" and given permanent headings "Eliminate illiteracy", "Health", "Education", "Desire to learn", "Words for women".

From January 12 to 17, 1924, the All-Union Congress of Teachers was held in Moscow, which was attended by delegates from 49 nationalities of the RSFSR. The Congress identified the tasks of teachers to eliminate illiteracy in the country, which allowed them to actively get down to business. After this congress, the fight against local illiteracy began. . According to "Enbekshil Kazak", a 1st degree school of Education was opened in Tuztobinsk prison, where special lectures were held for those who did not recognize the letters of prisoners [19]. The Komsomol Youth Organization undertook propaganda work among young people, especially among Kazakh girls, and carried out mandatory work on their upbringing. The results of these works were published by the magazine "Zhas Kazak", which was the organ of the Kazakh regional youth committee. Thus, in an article by A. Orazbayev published in the magazine, it is said about the need to involve Kazakh girls in a youth organization, on the path of education: "only through education Kazakh girls can get political work. Special schools for girls should be opened among settled countries," the message says [20, p. 32].

The Kazakh intelligentsia expressed detailed proposals through newspapers and magazines on the organization of educational affairs, providing schools with the necessary equipment, and training teachers of education. In the article "Problems of Public Education" published in the journal "New School", S. Sadvakasov presented three big tasks to the People's Commissariat of Education: 1) the problem of the school house. Speaking about the fact that in Kazakh schools, students write sitting on the ground, they do not have glass in the windows, boards on the floor, stoves for heating the house, "if we continue to make the old Kazakh house a school, we will not be able to advance in the work of public education," he suggests that we immediately take up this matter; 2) The second the task was a textbook. By not releasing

textbooks for primary schools, it confirms that it is impractical to produce textbooks such as algebra, trigonometry, studied in places of high rank, and most importantly, the correctness of the preparation of textbooks for primary schools; 3) the language problem. He noted that teaching in the Kazakh language in schools has recently become not very useful, explaining this primarily by the lack of a proper textbook in the Kazakh language, the lack of educated people who can teach in the Kazakh language. In order for children who have graduated from a Kazakh school to continue their studies, they will have to hire Russian teachers and replenish their knowledge. Based on the questions raised above, S. Sadvakasov made the following suggestion: Russian should be taught in all secondary and advanced schools. 1) let the Kazakh language be only in elementary school, and at least a quarter of the Russian language lessons in it; 2) in all secondary and advanced schools, Russian should be taught. In his opinion, children cannot receive a full-fledged education without the Russian language [21, pp. 7-9].

Back in 1925, newspapers raised the issue of opening a university in Kazakhstan — a university that trains scarce specialists for our country. In the issue of the magazine "Enbekshi Kazak" dated October 2, 1925, it was said that this issue, which had been discussed for a long time by the Educational Committee of the RSFSR, agreed to open a national university and transferred Kazakhstan to the People's Commissariat of Education, the Education Council began this work from that date, prepared and planned accounting of the necessary funds for the university [22]. In 1925, the Society for the Eradication of Illiteracy was organized in Kazakhstan, and its first congress was held in May of this year. The ranks of the members of this society grew day by day. Members of the society organized concerts, various entertainments in order to eliminate illiteracy, and used the proceeds to purchase textbooks and textbooks. Together with the People's Commissariat of Education, they opened literacy centers and conducted explanatory work among the masses.

An "Open Letter" of the society was published in "Enbekshi Kazak", calling on the Kazakh people to take part in the fight against mass illiteracy [23]. In subsequent issues of the newspaper, several articles were published supporting the "Open Letter", seeking to explain that the eradication of illiteracy would lead to the progress of the country, the growth of science and education. The article entitled "the time has come" noted that the youth education campaign in 1924 did not produce the expected results, and several of its shortcomings were named, among which the following stood out separately: fewer literacy schools due to lack of funds; the inactive attitude of the party committee and youth organizations of the counties to the illiterate campaign; a shortage of teachers, shortcomings in the educational process; lack of motivation of young people to study. She set herself the task of involving all those who cannot read and write in the eradication of illiteracy [24]. And the article "Education in Aktobe province" says that education in the province has so far been divided into two stages, that at the first stage, covering the period 1920-1922, several schools were opened, at the second stage, covering the period 1923-25, the People's Commissariat of Education reduced the number of schools with high quality, reduced them by funds and he created only 406 schools in the province to eradicate illiteracy, it is reported that by that time 12,384 people had been opened. It is also noted that 145 Kazakh and 75 Russian mobile schools operate in the province [25].

The article the task of the country's teacher published in the New School magazine emphasizes that since Kazakh schools have not yet formed a generation, schools need, first of all, the necessary teachers, educational institutions, textbooks, teaching aids and students. In addition, the article notes that teachers are initiators of cultural affairs in rural areas, turn to the teacher in distributing newspapers and magazines to the population, in interpreting the laws of land and water problems [26, pp. 11-12]. This issue of the magazine also defined the role of the teacher in the development of the press business. The author, who published an article under the pseudonym "Look" "Teacher and the Press", emphasizes that the role of the teacher in the eradication of illiteracy and the prosperity of the Kazakh press is great, thereby emphasizing that newspapers and magazines can be turned into a tone for the poor [27, p. 49]. In May 1925, the charter of the Unified Labor School was adopted in Kazakhstan. According to the charter, Kazakh schools were to be created according to a common position for the RSFSR, taking into account local peculiarities, the results of the fight against illiteracy were regularly reported to the black masses. The article "eradication

of illiteracy", published in the newspaper "Kyzyl Tu", notes that in Kazakhstan there are deviations in the conduct of this work, which indicates the great influence of living conditions on the development of political and educational work in 1922-1923. in the Ural province (except Bokei) 107,585 people had to be literate, and in 1925-26. according to the plan, 15,870 schools should be opened in the entire province (Ural province), for which 208 literacy schools should be opened. As noted in the article, in the Provincial educational plan, 50 percent of Russians and 25 percent of Kazakhs considered education issues, primarily party members, Komsomol members, women commissioners, allied artisans and military personnel were literate in rural schools twice, in urban schools three times. According to the county, there were 65 schools for the elimination of illiteracy in Uralsky County, out of 25,794 Blacks, 1,257 people studied in these schools, 961 people were literate. Out of 3,222 illiterates in the Tekin district, 245 people studied in schools, out of 633 illiterates in the Zhympitinsky district - only 515 people. The article notes that this is the literacy of two people. This is due to the lack of proper leadership, organization, improper campaigning, and negligent attitude of teachers to their work [28].

The shortcomings in the educational business were also discussed in the article by S. Sadvakasov "shortcomings of the educational business, measures against them", published in the newspaper "Enbekshi Kazak". This article was republished in the 4th issue of the New School magazine in 1926. In the article, Sadvakasov cites several examples written by correspondents on shortcomings in educational activities in the provinces, noting the shortage of Kazakh schools, 50,000 children are educated in 1107 primary schools available in the Kazakhs. In letters from the Syrdarya, Ural, Akmola provinces, he criticized the insufficient number of teachers in schools, not taking any necessary subjects in schools, how many Kazakh youth lag behind the program, stressing that it is necessary to properly train teachers for this. When hiring teachers at county and district meetings, it is proposed to require them to report on what they have done in the past. Educational inspectors need to attend teachers' classes, draw conclusions, and hold them accountable if they have teachers who do not want to work. Sadvakasov stressed that the first place in the supervision of teachers' activities is to adjust the activities of educational institutions. He also noted that fewer Kazakh youth are enrolled in secondary schools, the reason for this is insufficient education in schools, the lack of textbooks in the Kazakh language necessary to improve the knowledge of Kazakh youth, as well as the lack of propaganda work of teachers for further education in higher education institutions. Moreover, the work on introducing children to work is poorly conducted in Kazakh schools [29, pp. 326-330].

Sadvakasov was criticized by A. Baidildin at a meeting of the bureau of the Kazakh regional committee, held on February 24, 1926, for explaining the state of the school system through the press [30]. In 7-year-old schools, students received various work experience along with general education, and in the second (9-year-old) schools, together with general education, prepared students for a certain specialty. The type of profession in the vast majority of schools was pedagogical. Since the second half of the 20s, peasant youth schools have become widespread. Their programs were compiled in accordance with the three higher grades of the 7th anniversary. The resolution of the III Congress of Public Education Workers, held in May 1926, emphasized that the existence of a 3-year school with one teacher was not inevitable, and the Congress decided to create mass four-year elementary schools. At the same time, the delegates of the congress recognized that "in some areas of the Kazakh ASSR, the existence of one comprehensive 2-year school is a necessary condition," and expressed the need for further education of their graduates in the upper grades of elementary school. Gradually, these schools were ousted, and a plan was established to replace a fully functioning school that taught classes according to the unified Soviet labor school program. On December 2, 1926, at a meeting of the propaganda department, S. Sadvakasov made a report on the "public education system in the KKSР", noting that in the 20s 7-year schools were the main education system in urban areas, and a 4-year education system in rural, volost areas - in animal husbandry, agriculture. Nakymzhanov proposes to introduce compulsory Russian as a subject, starting from the 3rd grade of the 4-year education system. During this meeting, Dymshchits raised issues of the language of instruction in the school system. While lower-level schools are required to teach in the Kazakh

language, however, secondary schools are experiencing difficulties due to a lack of teachers and special educational institutions necessary for teaching in the Kazakh language [31].

The question of how old schools should be was hotly debated and aroused different opinions. So, J.Aimauytov published in the newspaper "Enbekshi Kazak" the book "what should a school be?" 11 years of study in general education have proved the benefits of learning. M. Zholdybayev also expressed his opinion on this issue, proposing to extend the period of study in Kazakh schools [32, pp. 3-4]. All schools have a methodical teaching system. This issue was also included in the agenda at the meetings of the People's Commissariat of Education. At one of these meetings, T. Shonanovich made a presentation and proposed to introduce methodological manuals into the education system in schools and technical schools in Kazakhstan. Based on his report, a draft training system was developed, achievements in the application of teaching methods were discussed and announced. Thus, in all schools of Kazakhstan, they actively taught in several methodological areas, even in some schools of Kazakh and small nationalities, the American teaching methodology was used, and Kazakh and Russian schools began to use visualization (in particular, excursion, modeling, application), rather than book-verbal methods. This method is widely used by schools in Aktobe and Semipalatinsk regions. In addition, at the meeting, teachers and school methodologists were given recommendations in the pedagogical journal "New School" on the achievements of the teaching methods used in schools and on the necessary issues in the field of education, opinions and explanations of the public were given. Practical, methodical methods of conducting educational work in secondary and special educational institutions S. Kozhanov did not remain without attention. On this occasion, he took part in discussions and expressed his opinion. This is evidenced by the article "Preparatory departments are needed." In his opinion, classes on educational programs for general education technical schools, starting in the 1st part, begin with visits to Kazakh technical schools in the II-III parts. Before that, it will be possible to prepare students for this. Those who have completed this path receive only a quarter if they have more knowledge than the college provides. Because of this, they cannot enter universities. S. Kozhanov searches for the causes of these serious shortcomings and comes to the following: "The secret is the weakness of our primary schools. Despite the fact that we occupy the steppe and receive an elementary Kazakh school in the city, the education of a child who graduated from them is no more than the education of a child who graduated from the second grade of a Russian elementary school. Therefore, when Kazakh children graduate from 7-year-old school, they receive only half of their education. After that, the children who entered the college first go with compensation to the same school, they start the college program late." S. Kozhanov considers it necessary, first of all, to improve the quality of education at school, to improve teaching methods. But he did not hide the fact that within 2-3 years Kazakh schools should be elevated to the rank of schools in advanced countries. It takes a lot of effort, a lot of tools, a lot of finance, a lot of time. Therefore, at present, it is proposed to open preparatory departments in all Kazakh technical schools [32, pp. 119-120].

The need for systematic and special education in Kazakh schools was widely promoted in the press. In schools, teachers in the process of working with students gave them independent tasks, wrote notes, and began work on abstracts. However, in most cases, some teachers themselves did not understand the meaning of these tasks. To do this, they would need informative lectures. Periodicals considered this case particularly important and therefore independently published articles without interrupting them.

The training system, although slightly advanced, was not without drawbacks. The article "types of labor schools", published by M.Turganbayev in the New School magazine, emphasizes that school books are compiled relative to the school curriculum, the teacher conducts classes in subjects taught under this program, but the situation in schools in Kazakhstan is not very pleasant yet [33, pp. 17-24]. The same journal published articles by M. Zholdybaev and T.Shonanuly on the curriculum, the school program. Zholdybayev stressed the importance of developing curricula, curricula, and the introduction of state programs in the country's schools, and Telzhan Shonanuly tried to prove that the new program is comprehensively important for schools from four sides: from the point of view of creativity, work, society, and physical exercises [34]. Teachers and methodologists have proposed their own ways to improve the learning system through the New School magazine. For example, in the article "on the eradication of

illiteracy", Embergen Tabynbayuly noted that the eradication of illiteracy is one of the main things on the way to political education, that the government is implementing several measures on this path that can be canceled within 5-6 months, which requires three main things: teaching knowledge in the native language, teaching numeracy, political literacy [35, pp. 24-25.].

In 1926, discussion articles were published in periodicals about the language in which labor schools were effectively operated, and there were disputes about this. In 274 issues of the newspaper "Enbekshi Kazak", citizen Orazbek offers to teach Kazakh children the Russian language. His recommendation was published in the New School magazine in support of Estai Alkenovich, who also tried to prove the importance of teaching Russian to Kazakh children [36, pp. 29-31]. And in the 1st issue of the magazine For 1927, Turkpenbayuly wrote: "What language should the reading be in?" On the contrary, the article argued that schooling should be conducted in the native language [37, pp. 27-28]. Results. In the second half of the 20s, the issue of mass education of the republic's public was actively discussed. 1926-1929. at the meetings of the Supreme Government, educational, cultural and educational work was considered many times, measures were planned to improve it. In 1927, the Central School Building Committee was organized, headed by the Chairman of the Council of People's Commissars of the Republic. A public foundation for mass education has been established on all lands. The people built school houses, dormitories for schoolchildren, and teachers' apartments on their own and began repairs, participated in clean-up days and donated the money they earned to the Education Fund. From February 25 to March 3 of this year, the First All-Kazakh Congress of Teachers was held, at which issues of educational and educational work, teacher training and public work in Kazakhstan were considered. In the early years of mass education, about 500 thousand children were enrolled in school. And in 1925-26, this figure doubled. On April 25-29, 1926, at the joint plenum of the Kazakh regional Committee of the CPSU(b) and the regional control commission in connection with the decisions of the XV Congress of the CPSU(b) and the VIII regional party conference, the dissemination of literacy in the field of public education, in particular, along with the maximum development and strengthening of 4-year schools during the construction of primary schools in rural areas, a mobile school, an annual school, issues of attracting young people, women through the opening of a Summer school, the opening of teacher training courses for schools of education were considered, increasing state funding in the field of 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].

On January 12, 1928, an open letter was published in "Enbekshi Kazak" by the Deputy Chairman of the Central Committee of the New Alphabet for all Latin committees and organizations of Latin Americans O. Zhandosov and executive Secretary T. Shonanov, urging the newly created circles and organizations to work together with the committee. He also pointed out several of their main responsibilities [41]. Despite the fact that in Kazakhstan the Latin alphabet was introduced in schools and universities almost instantly, the process of implementation into practice lasted several years. At the same time, learning the Latin alphabet in all places reached all adults and young people. The number of people

willing to learn Latin writing grew day by day. However, a shortage of teachers and a lack of teaching aids for teaching the new alphabet, as well as a lack of study hours, hampered students. Therefore, supporters of the transition to Latin began to send applications to the committee with a request to send specially trained teachers and the necessary equipment. Several reports have been published about this in periodicals, and the need for support is emphasized. Work on the transition to the new alphabet was carried out at a high pace in urban schools. Special organizations and clubs have been opened in schools, Latin classes have been held seven times, and campaigning is underway. So, in the 7-year-old Kazakh school in Kokshetau in March, an organization of Latinists was opened, teachers conducted weekly classes in Latin writing, a section on the Latin alphabet was opened in the school wall newspaper and messages about the new alphabet were printed [42]. The Commissariat of Education often checked the premises of schools of I and II levels. The ways of providing them with educational books and methodological manuals were also considered. According to the newspaper "Enbekshi Kazak", in 1928 there were 3,574 pedagogical schools in all of Kazakhstan, in which 214,475 students studied 5,923 teachers, and in 1928 5,919 students studied and 247 teachers worked. The number of 7-year schools was 77, with 1,597 students, 783 teachers, 1,597 students, and 193 teachers in 13 9-year schools [43].

The progress of the work of the staff of the training departments, especially in the region, districts, was also checked. The results of these inspections were announced at meetings, plenums, meetings and summed up. Thus, in a report by Oraz Zhandosov at a meeting of educators, during the inspection, employees of educational houses inside the country criticized the non-compliance with government requirements [44]. In the educational and educational field, work is also underway to create programs related to campus schools. Teachers of the Genghis parish of Semipalatinsk district have drawn up a plan for the upcoming academic year and set themselves the goal of applying methodological experience in the educational system. They have developed their curriculum in accordance with the requirements of the Educational commissariat. At the teachers' meeting, the curriculum for the next 4 years was discussed and adopted. Teachers made plans for daily classes and checked them with the head [45]. The resolutions adopted on September 5, 1931 "On primary and secondary schools", dated August 25, 1932 "On curricula and procedures of primary and secondary schools", marked the beginning of a new stage in the education system. In these resolutions, the shortcomings that occurred in schools were identified, the problem of students' perception as the main form of education in the classroom in combination with independent work was voiced. S. Mendeshev noted that the number of schools in Kazakhstan increased by 53.2 percent in an article published in the journal Vestnik in 1930-1931. 6,404 schools were opened, with 187,000 children enrolled, 118,000 of them Kazakhs, which raised the issue of involving adults in literacy education. At the same time, stressing the importance of linking schools with production, he suggested that in the mass entry of Kazakhstan into the number of literate countries, it is still necessary to increase the centers of literacy, schools. Major achievements include 626 educational houses in 80 districts of Kazakhstan, 59 red schools in 36 districts, 156 libraries in 38 districts, 274 clubs in 51 districts, 51 cinemas in 25 districts [46].

At the VIII regional conference of the CPSU(b) in 1934, held from January 8 to 16, special attention was paid to strengthening primary schools, developing and strengthening rural schools, increasing and strengthening boarding schools in nomadic and semi-nomadic areas, turning two- and three-year schools in Kazakh villages into at least four-year fully integrated ones. The need to hold teachers accountable, take care of teachers, build a new school, and repair school houses was emphasized [38, pp. 237-338]. There were cases of violence and beating of students among teachers in schools. For example, the newspaper *Leninskaya Molodezh* published an article "These are not teachers, but mullahs", which stated that teachers of the Ryskulov school in Kyzylorda and the Aksu orphanage and the Kazalinsky orphanage beat children. It was noted that, despite the fact that the order of school work is improving every day, there are still bad habits, irresponsibility at work, there are many shortcomings in the educational process, specific examples were given. So, in the Shetsky district, studying at the school of Bayshegir's colleague was one day, and on the second day it was unbearable, he was casually looked after by a teacher Isatai Omarov, who was doing his job [47]. The newspapers emphasize the existence of shortcomings in school curricula,

major errors in the content of textbooks. The newspaper *Leninskaya Molodezha* also clearly expressed shortcomings in children's literature and textbooks [48].

Conclusion. The development of the press in Kazakhstan has provided effective assistance in the development of literacy. The press, working closely with workers and peasants, discussed daily the issues of involving Kazakh youth and women in social life with various materials. The role of the press in the development of public education as a means of propaganda was enormous. Voluminous articles and essays, proposals, reports on the successes, shortcomings of educational activities, and ways to eliminate them were published on the pages of newspapers and magazines. The *New School* magazine, etc. In republican and regional publications, in addition to the decisions of the government and the party, changes in the education system and various curricula were highlighted.

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