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TEACHING PERSONNEL OF WESTERN KAZAKHSTAN DURING THE EDUCATIONAL REFORMS (1960-1980)

Abstract. The main purpose of the article is to analyze the development of the Soviet system of education in the second half of the 20th century in Kazakhstan and in the West Kazakhstan region in particular. The value of the research lies in the fact that this historical period is a landmark for the educational sphere. It was during these years that important regulatory documents were adopted, the foundations for developmental and problem-based learning were laid, and new teaching methods were created. As a result of the application of comparative historical, statistical and logical methods, the main aspects of the research topic are revealed. Special attention is paid to the characteristics of the teaching activity and the contribution of individual representatives of the educational sphere. Thanks to their work, the implementation of state educational programs was underway, and above all, the transition to universal compulsory secondary education, an important indicator of which was the development of new programs and the improvement of students' academic performance. Due to the tasks set, the article gives a qualitative analysis of students' academic performance in schools in Uralsk, the West Kazakhstan region. After all, the general state of the educational sphere of Kazakhstan depended on the activities of the regions. The author presents the personal data of teachers of the West Kazakhstan region, with good results of mastering new programs, highlights the issues of staff retraining and generalization of the experience of innovative teachers. The result of the conducted research is to identify the main trends in the development of the education system in the Soviet period, consider the reform in education as a system, as well as identify its positive and negative aspects and highlight the educational reforms of the West Kazakhstan region as an integral part of the all-Union and republican reforms, identify its advances and controversies. The tasks and problems in the education system, in a changed form according to modern requirements, remain relevant today. Based on this, it is concluded that the field of application of the results of historical research is the modern education system. Historical analysis makes it possible to draw a parallel between the Soviet education system of the second half of the twentieth century and the objectives of the education system of independent Kazakhstan, since the main goal of all historical periods of development is a high level of development of the education system.

Key words. Education, teacher, school, intelligentsia, reforms, personnel

Introduction. The appeal to the historical past in order to rethink and evaluate has a promising value at all stages of the development of any state. After all, it is a deep analysis of the historical past that allows us to understand the present and see the prospects for future development. Therefore, the study of the historical experience of the main activities of the state is of intense relevance. The key factor in the successful development of the state is the education system, especially at the current stage of reforming. The period of the Soviet school stands apart in the system of the historical path of education development. In particular, the educational

reforms carried out in the 1960s and 1980s are currently relevant. In fact, these reforms solved the common tasks of implementing educational programs, improving the educational process and issues of training and advanced training of the teaching staff. Therefore, the historical experience of the development of the Soviet education system is an urgent task today. The object of the study is the system of educational institutions in the West Kazakhstan region, in Uralsk in particular, their activity during the second half of the twentieth century, the process of transition to universal compulsory secondary education and the contribution of individual teachers to the formation of the education system. The subject of the research is the educational reforms carried out in Kazakhstan and the West Kazakhstan region and their results. The purpose of the study is to reveal the specifics of educational processes in the second half of the twentieth century in the republic and its western region through analyzing the teaching staff activities. Hence, the objectives of the study are: firstly, the analysis of the reforms carried out, the issues of transition to new training programs, improving teaching at school, improving students' academic performance and strengthening control over the activities of educational institutions, as well as issues of training and advanced training of the teaching staff, analysis of the activities and teaching skills of innovative teachers on the example of the West Kazakhstan region.

Materials and methods of research. In the article all the facts are considered systematically, holistically, and in the interrelation of processes and phenomena. Logical, comparative historical and statistical research methods were used while considering and analyzing historical facts. The paper complies with the principles of scientific character and objectivity. The research methodology was based on the works of scientists of historical and historical-pedagogical sciences, legislative, regulatory and archival documents.

The results and their discussion. The historical value of studying the experience of the development of the state, both in bygone years and in the recent past, is undoubtedly important. The appeal to the experience of previous years was reflected in particular in N.A. Nazarbayev's article "Seven Facets of the Great Steppe", where he emphasizes the idea that antiquity and modernity are one unique civilization [1]. A special page in the general history of modern republics is the Soviet years, the so-called "developed socialism". It was during this period, despite a certain ideologization, that significant successes were achieved in the economy, social life, culture and, above all, in the education system. Already in the 60s-80s of the twentieth century, the Soviet state laid down the basic principles of management and development of the education system, training of teaching staff, improving their skills, sharing best practices, and other issues that remain relevant today. These achievements were reflected in the works of many Kazakh historians, and before the Soviet period, in particular Balakhmetov K.B.[2], Rustemov L.Z.[3], Zadorozhny G.K.[4], Mukaeva O.D[5]., Prokofiev M.A.[6]. The authors consider the achievements and unresolved problems of Soviet education from the point of view of the Communist Party and its tasks - educating the younger generation with a comprehensively developed personality and in the spirit of communism. Therefore, the studies published during the Soviet period are not devoid of an ideological component. The Soviet education system is rated by the authors as the best in the world. However, it is important for the research that valuable statistical data are provided in the works. The researchers also characterize the pedagogical and educational activities of famous cultural and educational workers, analyze the pedagogical innovation of teaching, reveal the issues of periodization of the development of public education and highlight the problems that exist in considering the development of education in Kazakhstan. But the education system of the regions is given in fragments. The leading scientists of the region, Rysbekov T.Z.[7] and Sdykov M.N. [8], focus on the development of education in Western Kazakhstan, who provide data on quantitative and qualitative changes in the education system of Western Kazakhstan, and also consider the

problem from the point of view of demographic processes that naturally influenced and contributed their own characteristics to the development of the region's education sector. Along with fundamental works, candidate's and master's thesis on the problems of the development of the region's education system were defended, but not in the chronological framework of 1960-1980s.

These works undoubtedly made a great contribution to the scientific development of issues related to the history of public education in the republic and its regions. However, it should be noted that in many published works, especially those of the Soviet period, the problems of public education are covered either in historical and pedagogical terms or as part of cultural construction and are not considered independently, but only in the context of historical events. Some studies were conducted, as already mentioned, in the Soviet period and are burdened with emphasizing the role of the party, while others, on the contrary, published in the post-Soviet period, consider the period under study exclusively as a time of "stagnation" and crisis of the Soviet system. In addition, they do not give a holistic and systematized view of the history of school education in the regions, particularly in Western Kazakhstan, in the 60-90s of the twentieth century. The national historical development of education as a whole depended primarily on the development of the regions. Therefore, this article analyzes the successes and achievements of the Soviet education system of the second half of the twentieth century in the West Kazakhstan region, in particular, by studying the achievements and contributions of individual representatives of the educational sphere, thanks to the work of whose the state educational program was conducted, great results were achieved, and the main task of transition to universal compulsory secondary education was solved. The idea of transition to universal compulsory secondary education was proposed back in 1952 at the XIX Party Congress by phased implementation. Then, the process was further developed in the following decades, which became the topic of our research. Plans for the transition to the level of high-quality complete education accordingly required large financial investments. It was also necessary to train an additional number of teaching staff and, accordingly, pedagogical institutes were tasked with increasing the number of students and future teachers. At the same time, after the transition from compulsory eight-year education to ten-year education, the number of school students also increased. Hence, the Soviet state and the educational system faced the task of building new schools. And for graduates of eight-year schools, the network of evening and shift schools was expanded and opened for secondary education. The next important stage in the development of education is the adopted resolution on compulsory secondary education for the entire population. Therefore, at the XXII Party Congress in 1961, the main tasks in the field of education were adopted in the form of universal compulsory secondary education. The implementation of the decisions of the congress made it possible to create conditions that ensure a high level of education and upbringing. In the form of the construction of new schools, the opening of subject laboratories in schools, various production workshops and school sites. The historical period of the 60s-80s of the twentieth century was marked by constant party control of all spheres of state activity, including the educational system. Because of this, and at the next XXIII Party Congress in 1966, it was said that the Soviet school was obliged to provide students with solid knowledge of the basics of natural sciences and humanities. In the same year, Resolution №874 of the Central Committee of the CPSU and the Council of Ministers of the USSR dated November 10, 1966 "On measures to further improve the work of secondary schools" was adopted. This document developed not only specific tasks for the implementation of the decisions of the XXIII Congress of the CPSU, but also focused on the problems and shortcomings in the education system. Specifically, these are primarily the following factors. The presence of inconsistencies in curricula and programs, the lack of provision of schools with qualified teaching staff, especially rural ones, the weak

development of pedagogical research and pedagogical science. To eliminate the identified shortcomings, it was decided to establish a clear continuity in the study of the basics of sciences from grades 1 to 10; a more rational distribution of educational materials by year of study; systematic teaching of the basics of sciences, starting from the fourth year of study; the task of systematic and organized transfer of secondary school transfer to new curricula and programs, starting from 1966-1967 the academic year and the completion of the process are generally no later than the 1970-1971 academic year. In turn, the Ministry of Education undertook to ensure the timely preparation of stable school textbooks in full accordance with the curricula and in strictly specified volumes. The maximum occupancy of classes was set to 40-35 people, successful students were awarded diplomas and medals, to strengthen educational work in school, a new position of an organizer of extracurricular and extracurricular educational work with children as a deputy director was introduced. Along with measures to improve the organization of the educational process, special attention was paid to strengthening control over the activities of educational institutions by creating a system of inspectors in public education bodies. The task was given to the Ministry of Education of the USSR, the Ministry of Finance of the USSR and the State Committee of the Council of Ministers of the USSR on Labor and Wages, to develop and submit to the Council of Ministers of the USSR proposals on the number and terms of payment of inspectors in public education bodies. It was recommended that local party bodies nominate reputable school leaders, teachers, and specialists who knew the school system well and were able to organize the dissemination of positive work experience for the positions of inspectors. This was the process of party control over the state and development of schools and school education.

The All-Union Congress of Teachers, which was held for the first time in July 1968, contributed to the special activation of the teaching activity. And the new Charter of the secondary school, approved on September 8, 1970, became a kind of completion of the reform of the transition to universal compulsory secondary education. According to the Charter approved by the Decree of the Council of Ministers of the USSR, three stages of education were introduced – primary (up to grade 3), eight-year (up to grade 8) and secondary (10 years). In 1972, by Order of the Ministry of Education, Standard Rules of Instruction for Students were also introduced. As a result of all the measures taken, the final transition to universal compulsory secondary education was carried out in 1972. This fact was fixed by Resolution №463 of the Central Committee of the CPSU and the Council of Ministers of the USSR dated June 20, 1972 "On completing the transition to universal secondary education for young people and further development of secondary schools". This resolution completed a whole multifaceted system of measures to introduce universal compulsory secondary education in the USSR and Kazakhstan.

Now let's analyze how the transition to new training programs went in particular. The difficult transition process naturally fell entirely on the shoulders of school teachers. As a result of hard work, good results were achieved. The same work was carried out in the regions. There were many experienced teachers in western Kazakhstan who achieved good results in the implementation and introduction of new primary school education programs. They are teachers like A.P.Fomicheva from Uralsk and A.A.Deryugin from the Priuralny district. The implementation of the new parameters of the changed program in history and social studies was entrusted to the leading teachers-historians – M.P.Shchelokov from Uralsk, K.A. Akhmetov and Sh.Saparova from the Furmanovsky district and A.A.Aimesheva from the Karatobinsky district, the West Kazakhstan oblast [9, p.2]. During the transition to universal compulsory secondary education in western Kazakhstan, as well as in other regions, the task of improving the academic performance of secondary school students was carried out. The teaching staff of primary school №26 in Uralsk achieved high academic performance. The Principal of the

school was M.V.Grechanina, an experienced leader and teacher. This school managed to achieve one hundred percent academic performance, which was not easy to achieve in those years of reforms. Among the eight-year schools of the studied time, sources note school №7 in Uralsk, the director was Usov. And among secondary schools there were also №12 and №17, that achieved 95% of academic performance, which was also a pretty good indicator [10, p.1]. In the same years, the first Kazakh secondary school №11 named after Saken Seifullin showed excellent qualitative and quantitative indicators. Already at that time, it was staffed by highly qualified teaching staff representing the Kazakh national intelligentsia. We are proud to name the names of excellent workers of public education: J.B.Bisenov, R.G.Vakhitov, M.M.Abdushev and others. And at the present stage of development, this school occupies a worthy place in the global educational space. We also see a qualitative characteristic of the academic performance of Uralsk school students from the analysis of available archival materials of the second half of the XX century. In particular, according to the "Annual text report of the Ural City Council for the 1956-1957 academic year". In Uralsk, 38 classes completed the academic year with 100% academic performance during the above period. Teachers in the number of 28 people have full academic performance in their subjects. In terms of subjects, archival materials indicate that these are teachers of biology, history, geography, drawing, physical education, labor and primary school teachers. And so, the following teachers achieved full academic performance in their subject during this period:

At secondary school №1: Ivanova A.D. in geography, Davydova A.N. in chemistry.

According to secondary school №3: Nesterova in biology, Mitrofanova in geography, Idrisova in history.

In secondary school №5: Vaiburin in chemistry, Sladkova in geography, Soldatov in physics, Borodin in history.

At secondary school №18 Zelentsov in literature, Pachkalin in literature, Ivanov in physics, Nelivaiko in biology.

The following schools in Uralsk had the best indicators: № 6, 8, 12, 15, 26, 30, 34. According to the schools of the city: excellent students are 589 people; graduated from school with a gold medal – 28 people; with a silver medal - 44 people. As indicated in the report, schools have achieved such high-quality results thanks to the systematic leadership of principals and heads of schools, as well as the school's skillful communication with parents and the public. At the same time, it is indicated that the main measure to improve academic performance is to conduct full-fledged lessons, general monitoring of both student performance and teacher work, timely assistance to lagging students through individual and additional classes, and of course parental control [11, p.2].

Educational reforms, updating the content of curricula put on the agenda the problem of retraining of teaching staff. Thus, the transition to a three-year period of primary education meant joining the fourth grade in terms of program and methodology to grades 5-8, which accordingly increased the total time for studying systematic courses of basic sciences by 500 lessons. And this, in turn, required retraining of teaching staff. The state has entrusted the implementation and solution of this important task to the regional Institute for Teacher Training. The Institute, fulfilling the program, conducted special 20-day courses to prepare for work in new conditions under a new program, with teachers of singing, music, fine arts, history, labor training and physical education in the fourth grades. The main purpose of the courses was to implement the transition of the fourth grades to subject-based learning [12, p.2].

Thus, as the study shows, the tasks of the reform and transition to new requirements in education fell on the shoulders of teaching staff. So, by the beginning of the introduction of new requirements, 7640 teachers were working in schools in the West Kazakhstan region. According to the level of education, 63% of them had higher and incomplete higher education

and more than 2,000 people had secondary pedagogical education. An important role belonged to the school management. The Regional Department of Education noted the principals of schools who carried out high-quality qualified education management like M.P.Shchelokova, V.D.Cherevatova, S.M. Aukhariev, I.Ya.Mitichkina, L.F.Zemyshev, A.P.Sin, I.A. Podkuiko, K.U.Utegulova, H.N.Nurumgalieva. The quality of education, of course, depended on the teachers' hard work. Honored teachers of the Kazakh SSR - M.Darishev, M.Amanzholov, M.I. Uteova, and G. Nizovkina and others worked in the schools of the region. For special services in the field of education, 50 teachers of the West Kazakhstan region were awarded the title "Honored Teacher of the Kazakh SSR", 473 were awarded orders and medals of the Soviet Union, more than 800 teachers were awarded the badge "Excellence in Public education". This is how the state assessed the contribution of each individual teacher to the common cause of the development of the educational sphere in Kazakhstan.

The transition to universal secondary education and the change in its content required the mobilization of all available reserves of school time, all the possibilities of the intellectual potential of students, as well as the full development of their cognitive activities. During the years of educational reforms of the Soviet education system, a whole school of innovative teachers was formed, who were concerned not only about the quality of students' education, but also about fostering their interest in learning, activity, independence and the elimination of educational overloads of students. Since 1979, the experience of innovative teachers began to be summarized in the form of the publication of a series of books "Pedagogical search: experience, problems, findings". In this publication, practicing teachers, innovative teachers exchanged their work experience. 354 editions of this journal were published, in which such teachers of the Soviet school of the USSR as Sh.A.Amonashvili, S.N.Lysenkova, I.P.Volkov, V.F.Shatalov and others summarized their work experience and set promising tasks for improving the education system. During this period, K.N. Nurgaliev's school was known in Kazakhstan. In the newspaper Uchitelskaya Pravda, this school was called a small model of the spiritual and intelligent world of childhood. And the collection "Anthology of pedagogical thought of Kazakhstan" includes the names of teachers Elesh Sufiev, Kenzhaly Aimanov and Kartbai Berzhanov, who were born and received pedagogical education in the West Kazakhstan region [13, p.371]. Once again, it is necessary to analyze the work of experienced teachers who headed schools in Uralsk, such as V.A.Baev and N.P.Boyko. For fifteen years, V.A.Baev worked at the Uralsk Pedagogical Institute as a senior lecturer, and then as head of the department. But his love and thirst for school did not leave him for many years, and in 1971, with the permission of the head of the Department of Science and Educational institutions of the Regional Party Committee, he returned to school. V.A. Baev was appointed new school №23 Principal, which was just under construction in Uralsk. Two years later, the experience of school №23 in Uralsk, as the best, was summarized by the West Kazakhstan Regional Department of Public Education, the Institute for Teacher Improvement and recommended for distribution. And three years later, the construction of a new building of school №7 began in the city center, the principal of which was appointed V.A. Baev. For many years, this school has been a school of pedagogical excellence for teachers in Uralsk. The experience of this school in organizing student self-government, as the best, was distributed among all schools in the city of Uralsk.

As an experienced teacher, he became a delegate to the All-Union Congress of Teachers in 1968, and the principal of school №5, N.P.Boyko. Since 1959, after graduating from the Uralsk Pedagogical Institute, he began working as a school principal. In 1968, the Uralsk Department conducted an analysis of the activities of this school, and it was recognized as the best. As a result of the analysis, a brochure was released summarizing the experience of School №5 as the best. This is the historical experience of educational institutions of the Soviet period.

Despite all the results achieved, there were also many unresolved problems. Firstly, the classrooms were overcrowded, there was three-shift training, especially in large cities, this situation began to be resolved only by the early 1970s. There were no facilities for physical education and sports. There was a great shortage of specialists, especially in rural areas. As a result, school teachers spent 40-42 hours a week instead of the required 18 hours a week. Some of the schools in the 1950s and 1960s were still in dilapidated buildings. But the main problem of the development of the education system in the second half of the twentieth century is its ideological orientation, the overload of humanitarian disciplines with the dogmas of Marxism-Leninism, the lack of dissent, strict censorship, and the lack of national interests in the development of schools in Kazakhstan. According to the 1959 census, the Kazakh population of the republic barely amounted to 30%, hence Kazakh schools were closed in a number of northern regions of Kazakhstan. The situation of Kazakh schools was very difficult. As a rule, one Kazakh school has been preserved in regional and district centers. The situation was further aggravated by the development of the national education system in the 1960s and 1980s, in connection with reforms in the economic sphere. During this period, more than 700 Kazakh schools were closed in Kazakhstan. Even in the capital of Kazakhstan, the city of Almaty, there was only one Kazakh school, the same situation was in the regions, in particular the West Kazakhstan region. All these points had a negative impact on the development of the Kazakh national school.

Conclusions. Thus, during the studied period, the system of universal secondary compulsory education in the country was formed and successfully functioned. A clear system was created, which included the training of teaching staff, various types of educational institutions that provided secondary education, the organization of education control and retraining of personnel, as well as their professional development. In addition, which is also very important, free education was introduced, which was enshrined in the main law of the Constitution.

And the main engine of progress in the education system was the teaching staff of Kazakhstan and the West Kazakhstan region, for example, such as the above-mentioned teachers N.P.Boyko, V.A.Baev, J.B.Bisenov, R.G.Vakhitov, M.M.Abdushev, as well as their other colleagues who made a great contribution to the development of the education system of Kazakhstan [14, p.1]. There were many such patriots of the pedagogical sphere in the West Kazakhstan region and in Kazakhstan as a whole. Thanks to their tireless work, the educational sphere of Kazakhstan was formed and strengthened in the 60s-80s of the 20th century in particular. And as we pointed out above, the leading principles of management and development of the educational sphere, issues of personnel policy for teacher training were formed in the education system. The issues of professional development of teachers and the exchange of best practices stood out, which has not lost its relevance in the modern education system. And the current generation should know the historical pages of the national education system of the past. However, taking into account the fact that Kazakh education in the period under study developed in the general context of transformations in the field of the Soviet system of public education. The specificity was only in the issues of teaching the Kazakh language as an academic subject in schools of Kazakhstan. Of course, it should be noted that in 1960-80 Kazakh people achieved certain successes in improving the level of education. The national intelligentsia in the field of science, enlightenment and culture was formed and developed. The enlightenment of Kazakhs of the period under consideration, as mentioned above, in Kazakhstan and in particular in the Western region was unthinkable without the teaching activity of hundreds of teachers who worked in schools of all levels. The profession of a teacher, the position of head teacher or school director was honorable and respected, and the share of educators and public education workers among Kazakhs was quite high. Many teachers showed

themselves as true professionals, highly qualified subject teachers, talented organizers and leaders of schools and other educational institutions. But, on the other hand, the entire education system was built on the directive policy of the Party and the government. By the decisions of the Party and the government, the system of public education was practically liquidated. As a result of voluntary-coercive Russification, there were serious losses in education, culture and language that the Kazakh nation suffered. Ideological scholasticism and standardization of the entire educational process without taking into account national specifics became characteristic of the content of education at all levels of educational institutions. And the main conclusion of the study is that we see the origins of alternative searches for the modern education system in the historical experience of the domestic development of the school of the studied Soviet period. But in view of the elimination of problems in the development of the Kazakh national school. Indeed, for the effective development of the state, it is necessary to implement the idea of a national education system with its traditional cultural values. After all, the Kazakh people have their own unique educational and educational system and its further development is the main task of the national school model of independent Kazakhstan.

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БІЛІМ БЕРУ РЕФОРМАЛАРЫ ЖЫЛДАРЫНДАҒЫ БАТЫС ҚАЗАҚСТАННЫҢ ПЕДАГОГИКАЛЫҚ КАДРЛАРЫ (1960-1980 ЖЖ.)

Аңдатпа. Мақаланың негізгі мақсаты – Қазақстан мен оның батыс өңірінде ХХ ғасырдың екінші жартысындағы кеңестік білім беру жүйесінің дамуын талдау. Зерттеудің басты құндылығы аталған тарихи кезеңнің білім беру саласы үшін маңызды екенін көрсетеді. Дәл осы жылдары маңызды нормативтік құжаттар қабылданды, дамудың және проблемалық оқытудың негізі қаланды, оқытудың жаңа әдістері жасалды. Салыстырмалы тарихи, статистикалық және логикалық әдістерді қолдану нәтижесінде зерттеу тақырыбының негізгі аспектілері ашылды. Мақалада педагогикалық қызметтің ерекшеліктеріне және білім беру саласының жекелеген өкілдерінің қосқан үлесіне ерекше назар аударылады. Соның арқасында мемлекеттік білім беру бағдарламалары, атап айтқанда жалпыға бірдей міндетті орта білімге көшу іске асырылды, оның маңызды көрсеткіші жаңа бағдарламаларды игеру және оқушылардың үлгерімін жақсарту болды. Қойылған міндеттерге байланысты мақалада Батыс Қазақстан облысы Орал қаласының мектептері бойынша білім алушылардың үлгеріміне сапалы талдау жүргізілді. Өйткені Қазақстанның білім беру саласының жалпы жағдайы өңірлердің қызметіне байланысты болды. Жаңа бағдарламаларды игерудің жақсы нәтижелері Батыс Қазақстан мұғалімдерінің тегі бойынша деректері келтірілген, кадрларды қайта даярлау және жаңашыл педагогтардың тәжірибесін жинақтау мәселелері қамтылған. Жүргізілген зерттеудің нәтижесі – кеңестік кезеңдегі білім беру жүйесін дамытудың негізгі үрдістерін анықтау, білім берудегі реформаны жүйе ретінде қарау, сондай-ақ оның оң

және теріс жақтарын айқындау және Батыс Қазақстан облысының білім беру реформаларын жалпы одақтық және республикалық реформалардың ажырамас бөлігі ретінде жариялау, оның жетістіктері мен қайшылықтарын айқындау. Білім беру жүйесіндегі қазіргі заманғы талаптарға сәйкес өзгерген нысандағы міндеттер мен проблемалар қазіргі таңда да өзекті болып қала береді. Осыған сүйене отырып, тарихи зерттеу нәтижелерін қолдану аясы – білім берудің заманауи жүйесі деген қорытынды жасауға болады. Тарихи талдау ХХ ғасырдың екінші жартысындағы кеңестік білім беру жүйесі мен тәуелсіз Қазақстанның білім беру жүйесінің міндеттері арасында салыстыру жүргізуге мүмкіндік береді, өйткені барлық тарихи кезеңдерді дамытудың негізгі мақсаты – білім беру жүйесін дамытудың жоғары деңгейін көрсету.

Кілт сөздер. Білім, мұғалім, мектеп, зиялы қауым, реформалар, кадрлар.

ПЕДАГОГИЧЕСКИЕ КАДРЫ ЗАПАДНОГО КАЗАХСТАНА В ГОДЫ ОБРАЗОВАТЕЛЬНЫХ РЕФОРМ (1960-1980 ГГ.)

Аннотация. Основной целью статьи является анализ развития советской системы образования второй половины ХХ века в Казахстане и Западном регионе. Ценность исследования состоит в том, что данный исторический период является знаковым для образовательной сферы. Именно в эти годы были приняты важные нормативные документы, заложены основы для развивающего и проблемного обучения, созданы новые методики преподавания. В результате применения сравнительно-исторического, статистического и логического методов раскрыты основные аспекты темы исследования. Особое внимание в статье уделено характеристике педагогической деятельности и вкладу отдельных представителей образовательной сферы. Благодаря труду которых, шла реализация государственных образовательных программ, и прежде переход к всеобщему обязательному среднему образованию, важным показателем которого было освоение новых программ и улучшение успеваемости учащихся. В силу поставленных задач в статье проведен качественный анализ успеваемости учащихся по школам г. Уральска Западно-Казахстанской области. Ведь именно от деятельности регионов зависело общее состояние образовательной сферы Казахстана. Приведены пофамильные данные учителей Западного Казахстана, с хорошими результатами освоения новых программ, освещены вопросы переподготовки кадров и обобщения опыта педагогов-новаторов. Результатом проведенного исследования является выявление основных тенденций развития системы образования в советский период, рассмотрение реформы в образовании как систему, а также определение его положительных и отрицательных сторон и освещение образовательных реформ Западно-Казахстанской области как неотъемлемой части общесоюзных и республиканских реформ, определение его успехов и противоречий. Задачи и проблемы в системе образования, в изменившейся форме согласно современным требованиям, остаются актуальными и сегодня. Исходя из этого, вывод, что областью применения результатов исторического исследования является современная система образования. Исторический анализ дает возможность провести параллель между советской системой образования второй половины ХХ века и задачами системы образования независимого Казахстана, так как основная цель всех исторических периодов развития – это высокий уровень развития системы образования.

Ключевые слова. образование, учитель, школа, интеллигенция, реформы, кадры.