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Specialized Vocational Education in Southern Kazakhstan in the 1920s–1940s as a Factor of Regional Modernization

In the article, the authors examine the process of formation and development of the system of specialized vocational education in Southern Kazakhstan in the 1920s–1940s as an important element of regional modernization during the Soviet period. Based on archival materials from the Central State Archive of the Republic of Kazakhstan, documents of party-administrative bodies, regulatory legal acts, and published statistical data of the interwar period, the institutional changes accompanying the establishment and expansion of a network of technical schools, factory apprenticeship schools, agricultural and other vocational institutions are analyzed. The authors consider the evolution of the regulatory framework, the mechanisms of organizational formation of the system, and the specific features of the development of its material and technical infrastructure. It is shown that in the 1920s the development of vocational education took place under conditions of limited resources, weak mechanization, and high pressure on educational facilities and equipment. The processes of institutional integration of the regional educational network into the centralized system of governance subordinate to the bodies of public education and economic planning are analyzed. It is established that the transition to industrialization and collectivization in the late 1920s led to the institutional reorganization of vocational schools, their transformation into technical schools, and the expansion of the factory apprenticeship system. The authors regard the 1930s as a stage of mobilization-industrial development of the system, characterized by the strengthening of links between personnel training and the production sector and by the increasing complexity of professional specialization. It is concluded that specialized vocational education 1920–1940 acted as a structure-forming factor of regional modernization, providing institutional and personnel support for agrarian mechanization and industrial construction and contributing to the transformation of the social structure of Southern Kazakhstan.

Keywords: interwar period; Soviet modernization; specialized vocational education; Soviet cadre policy; industrialization of the 1930s; social transformation; regional educational policy; Southern Kazakhstan; institutional reforms.

Introduction

The problem of the formation of the system of specialized vocational education in Southern Kazakhstan in the 1920s–1940s occupies an important place in the study of the history of regional modernization. During this period, profound socio-economic transformations took place, associated with industrialization, agrarian transformation, and the institutional restructuring of society. Within the framework of modernization theory, these processes may be interpreted as a transition from a traditional agrarian system to an industrially organized model of economy, accompanied by structural differentiation of the economy and the professionalization of labor [1; 16–18]. At the same time, Sh. N. Eisenstadt's concept of multiple modernities emphasizes that modernization processes are neither universal nor linear, but are realized within specific institutional and cultural contexts [2; 5]. This makes it possible to regard the Soviet experience as a particular form of directive modernization implemented through mechanisms of centralized planning and state cadre policy. Southern Kazakhstan, characterized by a pronounced agrarian specialization and a relatively low level of urbanization in the early 1920s, became involved in large-scale modernization processes that required the training of qualified mid-level specialists. From the perspective of Immanuel Wallerstein's world-systems analysis, the region may be characterized as a peripheral space integrated into a broader economic system under conditions of structural asymmetry [3; 15]. In the logic of A.G. Frank's dependency theory, the modernization of peripheral territories is determined by the strategies of the center and is accompanied by the institutional restructuring of local structures [4; 9]. Consequently, the establishment of a network of technical schools, factory apprenticeship schools, and other specialized educational institutions became an integral part of regional development and a mechanism for integrating the territory into the industrial-agrarian model of the economy.

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The formation of the system of specialized vocational education may also be examined from the perspective of D. North's institutional approach, according to which societal development is associated with the creation of formal institutions regulating economic and social interactions [5; 3–5]. The establishment of a network of vocational educational institutions functioned as an element of institutional construction aimed at forming new rules for the training and allocation of labor resources. Thus, vocational education performed not only the function of staffing, but also contributed to the transformation of the region's social structure, the expansion of channels of social mobility, and the formation of a new professional stratification.

The relevance of the study is determined by the growing attention of contemporary historical scholarship to the regional dimension of modernization processes, which makes it possible to clarify the mechanisms of state policy implementation at the local level. At the same time, the issue of specialized vocational education in Southern Kazakhstan during the interwar period remains insufficiently studied. Historiography is dominated by works devoted either to all-Union educational policy or to industrial development and collectivization, whereas the regional aspects of personnel training, the institutional dynamics of educational institutions, and their impact on the social structure of the southern districts of Kazakhstan have been examined only fragmentarily. The absence of a comprehensive analysis hinders a holistic understanding of the role of vocational education in the modernization of the region.

The study is further highlighted in light of the contemporary stage of reforming the system of technical and vocational education in the Republic of Kazakhstan, which is oriented toward strengthening the alignment of education with the needs of the economy. An examination of the historical experience of the 1920s–1940s makes it possible to identify long-term patterns in the interaction between educational institutions and the economic specialization of the territory, as well as to trace the formation of regional models of personnel training.

The aim of the article is to provide a comprehensive analysis of the formation and development of the system of specialized vocational education in Southern Kazakhstan in the 1920s–1940s within the context of the region's socio-economic modernization, to identify its institutional features and sectoral orientation, and to determine its significance in the transformation of the social structure.

Materials and Methods

The source material of the study includes documents from the central archival institutions of the Republic of Kazakhstan, regulatory legal acts of the Soviet state, as well as published statistical materials from the interwar period illustrating the processes of formation and functioning of the system of specialized vocational education in the 1920s–1940s. Materials from the Central State Archive of the Republic of Kazakhstan are of key importance, primarily the collection of the People's Commissariat of Education of the Kirghiz (Kazakh) ASSR / Kazakh SSR (Fond 81). The documents of this collection include orders and circulars of the People's Commissariat of Education, annual reports of technical schools and vocational institutions, and consolidated data on student enrollment, teaching staff, and the material and technical resources of educational institutions. Planning and financial documentation, staffing schedules, and correspondence with regional structures allows us to reconstruct the mechanisms of organizational formation and functioning of the system for training mid-level specialists.

Party-administrative materials are represented by documents from the Archive of the President of the Republic of Kazakhstan, including the collection of the Kazakh Regional Committee of the RCP(b)–VKP(b) (Fond 708) and the collection of the Central Committee of the Communist Party of Kazakhstan (Fond 708). Minutes of meetings, resolutions, and directive letters reflect the priorities of personnel policy, issues related to planning the training of specialists, and party control over the activities of vocational educational institutions.

A significant group of sources is formed by regulatory documents at both the union and republican levels that regulated the organization of vocational education. These include resolutions of the All-Russian Central Executive Committee and the Council of People's Commissars of the RSFSR on the establishment of the system of factory apprenticeship training, decisions of the Central Executive Committee and the Council of People's Commissars of the USSR on the reorganization of vocational education in the early 1930s, regulations concerning technical schools and factory apprenticeship schools, as well as resolutions of the Council of People's Commissars of the Kazakh ASSR that determined the development of the network of vocational educational institutions within the territory of the republic.

The study employs the historical-genetic method, which allowed us to trace the sequence of the institutional formation of vocational educational institutions in Southern Kazakhstan, including the region's major

educational centers—Shymkent and Kyzylorda—to identify the stages of their organizational development and the transformation of the structure of specialist training in the 1920s–1940s. This approach ensured the reconstruction of the evolution of regulatory frameworks and administrative mechanisms in the sphere of specialized vocational education. The historical-chronological method was used to periodize the development of the vocational education system according to the main stages of the interwar period, which made it possible to identify changes in the pace of growth of the network of educational institutions and in the sectoral priorities of personnel training.

The historical-typological method was applied to classify vocational educational institutions (technical schools, factory apprenticeship schools, agricultural and pedagogical colleges), which made it possible to determine their functional differences and their place within the structure of regional specialist training. The method of historical-statistical data analysis was used to analyze quantitative indicators, including the number of educational institutions, the dynamics of enrollment and graduation, and the sectoral structure of training. The quantitative data were interpreted in the context of the economic development of Southern Kazakhstan and its industrial-agrarian specialization. Source analysis made it possible to identify the specific features of archival materials and regulatory documents, to determine their degree of informativeness, and to assess the particular characteristics of official reporting in the field of education. Elements of structural-functional analysis ensured the examination of the system of specialized vocational education as a component of the regional socio-economic structure and as a mechanism of personnel provision for the modernization processes of the interwar period.

Results

The regulatory starting point for the formation of the vocational education system was the adoption of the Decree of the Council of People's Commissars of the RSFSR of July 29, 1920, "On Vocational and Technical Education" [6], which established the state character of vocational schools, their financing through the bodies of public education, and the compulsory nature of industrial training. The document introduced a fundamentally new model of personnel training based on state control, centralized funding, and a close connection between education and production. It stipulated that vocational and technical schools were to be incorporated into the system of the People's Commissariat of Education and financed from state resources. This eliminated previous departmental fragmentation and established a unified administrative mechanism. The decree also mandated the combination of theoretical instruction with industrial practice, reflecting the Soviet educational policy's orientation toward the training of skilled workers for the national economy.

The inclusion of the Kirghiz (Kazakh) ASSR in the all-Union vocational education model meant the extension to the territory of the autonomy of unified legal and organizational principles governing vocational schools, as established by Union and republican legislation. This ensured institutional integration of the regional educational system into a centralized administrative structure subordinate to the People's Commissariat of Education and the relevant economic authorities.

In 1922, a vocational and technical school was opened in Chimkent, becoming the first stable institution of this type in the region. At the initial stage (1922–1923), it was located in the building of a former municipal school, had a two-year program of study, and focused on training craftsmen and repair specialists for agricultural equipment. By 1924, enrollment had reached 146 students; three workshops and seven pre-revolutionary machines were in operation. The instructional space amounted to approximately 600–650 square meters, providing less than 4.5 square meters per student. More than 60 % of the equipment required repair, and practical classes were often conducted in shifts due to a shortage of workstations [7; 11]. In 1923, a craft vocational school began operating in Turkestan; in 1926, 118 students were enrolled there. Its material base included five machines and four workshops. The absence of its own dormitory forced students to live in private accommodations, limiting the inflow of rural youth [8; 27].

A significant impetus for the development of the vocational education network was provided by the Resolution of the All-Russian Central Executive Committee and the Council of People's Commissars of the RSFSR of October 16, 1924, "On Measures for the Development of Vocational Education" [9], which gave priority to the expansion of agricultural training. The document directed regional authorities to establish specialized agrarian educational institutions in accordance with the objectives of agricultural modernization. In further implementation of this policy, on March 12, 1925, the Council of People's Commissars of the Kirghiz (Kazakh) ASSR adopted the resolution "On the Development of Agricultural Education" [10; 6], demonstrating the transmission of all-Union priorities to the republican level.

The implementation of these regulatory provisions led to the establishment of agrarian institutions in Aulie-Ata and Kzyl-Orda. The Aulie-Ata Agricultural Vocational School, operating from September 1, 1924, had 212 students by 1927 and possessed five specialized classrooms and a 42-hectare training plot. Although these quantitative indicators demonstrate an effort to create a full-fledged agrarian base, the level of technical equipment remained extremely low: one tractor served more than 200 students. Mechanized training was sporadic in nature, and the majority of practical work was carried out using horse traction. This indicates a discrepancy between modernization directives and the actual resource capacities of the region [11; 22]. A similar situation was observed in Kzyl-Orda, where agricultural courses were organized in January 1925 under the provincial land department. In 1928, 96 trainees were enrolled with one tractor and two plows available. The ratio of 90–100 trainees per tractor practically excluded the systematic mastery of mechanized land cultivation methods. An additional limiting factor was the absence of permanent educational infrastructure: classes were conducted in a rented building, and stationary workshops were lacking [12; 9]. Thus, despite intensified regulatory measures and the quantitative expansion of agrarian institutions, the material and technical base in the mid-1920s remained limited. The implementation of agricultural modernization at the regional level took place given shortages of equipment and infrastructure, which predetermined the preservation of traditional forms of practical training until the beginning of the industrialization stage.

Overall, in 1924–1926, two to three vocational institutions operated in the region with a total enrollment of 300–480 students [7; 12]. By 1928, the number of vocational institutions had increased to four, and enrollment reached approximately 640 students [8; 29]. The machine inventory increased to 11 units, and the tractor fleet to three [11; 24]. Nevertheless, the provision of instructional space remained within 3.9–4.4 square meters per student [13; 18], indicating the preservation of an adaptive infrastructural model.

The transition to planned industrialization caused an institutional turning point in the vocational education system. The Resolution of the Council of People's Commissars of the USSR of September 11, 1928, "On Factory Apprenticeship Schools" [14], reinforced the production orientation of training and provided for the establishment of Factory Apprenticeship Schools (FZU) at industrial enterprises. This normative act strengthened the connection between the educational process and the production sector and formed the personnel base for industrial construction. At the same time, the Resolution of the Central Executive Committee and the Council of People's Commissars of the Kazakh ASSR of August 18, 1929, "On the Reorganization of Vocational Schools into Technical Schools" [12], initiated the transformation of advanced vocational schools into secondary specialized institutions. Thus, an institutional transformation of the network took place, accompanied by longer periods of study, more complex training programs, and expanded material and technical requirements for educational institutions.

By the end of 1929, five vocational institutions were operating in Southern Kazakhstan; enrollment had reached approximately 720 students, and the expansion of training farms and mechanization facilities had begun. In Chimkent and Aulie-Ata, vocational schools were reorganized into agricultural technical schools, accompanied by extended training periods and expanded mechanization curricula. By 1930, an institutional foundation had been formed that enabled ensuring rapid network growth during the subsequent decade.

The next stage, covering the 1930s, was characterized by accelerated expansion of the material and technical base. By 1932, three agricultural technical schools and six FZU schools were operating in Chimkent and Aulie-Ata with approximately 1.1 thousand students [15; 33]. By 1936, enrollment had reached 2.3 thousand students with 6.2 thousand square meters of instructional space [13], which meant a decrease in per capita provision to 2.7 square meters per student. In Chimkent, the machine inventory of FZU schools increased from 18 units in 1934 to 47 in 1939, while enrollment grew from 280 to 760 students [16]. In Kzyl-Orda, annual graduation of mechanization specialists in 1933–1937 amounted to 350–420 individuals [17], and the growth of the republic's tractor fleet by 1939 totaled of more than 2 thousand tractor operators [18; 215].

Thus, the period 1920–1929 should be considered a stage of institutional and infrastructural formation characterized by a limited material base, minimal mechanization, and high equipment load. The legal acts of 1920–1929 created the regulatory and organizational foundation that enabled in the 1930s to transition to a mobilization-industrial model of vocational education development. The evolution of the material and technical base of Southern Kazakhstan reflects the all-Union modernization logic while preserving regional specificity associated with the predominance of agrarian training in the first half of the period under consideration.

The period 1930–1940 became a stage of intensive institutional and material modernization of the specialized vocational education system in Southern Kazakhstan. If the 1920s were characterized by restorative

and organizational development of the network, the 1930s were marked by a transition to a mobilization-industrial model of development determined by the tasks of collectivization, agricultural mechanization, and the expansion of industrial construction.

At the beginning of the first five-year plan, a sharp increase in enrollment was observed. By 1932, three agricultural technical schools and six Factory Apprenticeship Schools of agrarian profile were operating in Chimkent and Aulie-Ata with approximately 1.1 thousand students [15]. The instructional fund amounted to approximately 4.8 thousand square meters, providing about 4.3 square meters per student. By 1936, however, enrollment had reached 2.3 thousand students while space increased to 6.2 thousand square meters [13]. Thus, the growth in student numbers (+109 %) significantly outpaced infrastructural expansion (+29 %), leading to a reduction in per capita space provision to 2.7 square meters. This indicates the mobilization character of the functioning of educational institutions and the high load on the material base. Particular importance in the 1930s was acquired by agricultural mechanization, which directly influenced the structure of personnel training. In Kzyl-Orda, annual graduation of tractor drivers and mechanization specialists in 1933–1937 amounted to 350–420 individuals [17]. A significant portion of practical training was conducted at Machine and Tractor Stations (MTS). If at the end of the 1920s there were no more than three tractors used for training in the region, by the mid-1930s the number exceeded 30 units. The growth of mechanization was accompanied by a republic-wide increase in tractor operators: by 1939 their number exceeded 2 thousand [18; 215]. Thus, the educational infrastructure functioned in close interaction with the production sector.

The industrial development of Chimkent led to the expansion of FZU schools at enterprises. In 1934, the machine inventory of FZU schools amounted to 18 units with 280 students; by 1939, the number of machines had increased to 47, and enrollment reached 760 students [16]. Despite significant growth in equipment (+161 %), the ratio of students per machine remained at approximately 16 per unit, indicating two-shift operation of workshops and high intensity of production training. In the second half of the 1930s, further network expansion was observed. As of 1940, in the southern regions at least nine technical schools and more than twenty FZO and FZU schools were operating, with more than 3.5 thousand students enrolled [18; 209]. This constituted about one-third of the total republican enrollment in secondary specialized education, indicating a high concentration of personnel training in the region. Growth of the material and technical base was ensured by increased capital investments. According to statistical data, during the second five-year plan the volume of investments in the public education system of the Kazakh SSR more than doubled compared to the first five-year plan [19; 186]. Specialized classrooms, laboratories in agrochemistry and mechanization were expanded, and dormitories were introduced; however, shortages of furniture, equipment, and spare parts persisted, as recorded in reports of the People's Commissariat of Education [13].

By the end of the 1930s, the specialized vocational education system of Southern Kazakhstan had acquired stable institutional forms. A differentiated structure was formed: agricultural technical schools (Aulie-Ata, Kzyl-Orda), industrial-oriented FZU schools (Chimkent), as well as mechanization courses at MTS. If in 1924 total enrollment in the region did not exceed 300 students, by 1940 it exceeded 3.5 thousand, increasing more than tenfold. At the same time, the machine and tractor fleets expanded, instructional space increased, and the connection with production was institutionally consolidated.

Thus, the period 1930–1940 became the stage of completion of the formation of the material and technical base of vocational education in Southern Kazakhstan. Despite continued infrastructural overload and the mobilization character of resource use, the system acquired stability and ensured personnel support for agrarian modernization and industrial construction of the region. The evolution of the material and technical base in 1920–1940 reflects a consistent transition from a restorative model to a planned-industrial structure integrated into the all-Union modernization strategy.

The analysis of the dynamics of student numbers in vocational educational institutions of Southern Kazakhstan in 1924–1940 demonstrates the need for comparative consideration of quantitative indicators across stages of institutional development. Comparison of data from the mid-1920s with the late 1920s and the industrialization period makes it possible to identify not only absolute growth in enrollment but also changes in the pace of network expansion.

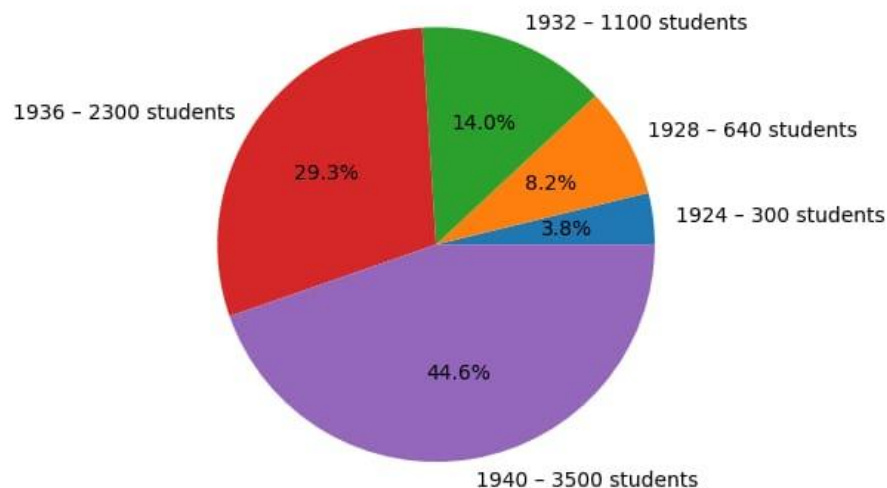


Figure 1 — Enrollment in specialized vocational educational institutions of Southern Kazakhstan (1920–1940)

If in 1924 the total number of students did not surpass 300, by 1928 it had more than doubled, reaching approximately 640. The most significant changes, however, were recorded in the 1930s: by 1932 enrollment exceeded 1.1 thousand, by 1936 it reached 2.3 thousand, and by 1940 it amounted to 3.5 thousand. Thus, over the period under consideration, growth represented more than a tenfold increase compared to the baseline level of the mid-1920s (Fig. 1).

Comparative analysis enables the identification of the years of the first and second five-year plans as the decisive turning point, when the pace of expansion accelerated substantially. Whereas in 1924–1928 growth stemmed primarily from the organizational expansion of the network, in the 1930s it was driven by the mobilization model of industrialization, the institutional reorganization of vocational schools into technical schools, and the expansion of Factory Apprenticeship Schools (FZU).

Discussion

The data obtained allow us to view the development of specialized vocational education in Southern Kazakhstan in 1920–1940 not merely as a quantitative expansion of the institutional network, but as an element of a broader transformation of the region's socio-economic structure. The dynamics of institutional change demonstrate the integration of the educational system into the processes of state-led modernization, in which personnel training functioned as an instrument of structural economic restructuring.

A distinctive feature of regional development was the initial predominance of agriculture-focused training. This was determined by the specific economic profile of Southern Kazakhstan, where the agricultural sector dominated in the 1920s. Unlike the industrial centers of the RSFSR, where Factory Apprenticeship Schools (FZU) were oriented toward industrial production from the outset, in the southern regions emphasis was placed on the training of agronomists, mechanization specialists, and technicians responsible for servicing agricultural machinery. In this way, vocational education served as a mechanism for adapting the region to the all-Union program of agrarian modernization.

At the same time, the identified discrepancy between the growth rates of student enrollment and the development of the material and technical base reflects the specific nature of a mobilization economy. The prioritization of quantitative expansion of personnel training over the creation of adequate infrastructure indicates the dominance of tasks associated with the accelerated reproduction of the labor force. Such a model is characteristic of the first phase of industrialization, when educational institutions operated under conditions of heightened intensity.

The institutional reorganization of the late 1920s (the transformation of vocational schools into technical schools and the expansion of the FZU network) indicates a transition from a restorative to a structurally more complex system of training. This implied not merely an increase in the number of students, but a change in the status of educational institutions, higher qualification requirements for graduates, and stronger integration into the production sector. Thus, vocational education ceased to function as an auxiliary element of social policy and became an independent component of industrial strategy.

Regional specificity was also manifested in the combination of centralized regulatory directives with local resource constraints. Despite the unification of curricula and administrative mechanisms, the pace and forms of modernization depended on the economic potential of the southern regions. This confirms the thesis of the heterogeneity of Soviet modernization, which was implemented in different regions with varying intensity and structural priorities. In the long term, the system of specialized vocational education formed in the 1930s provided the personnel foundation for the region's industrial growth in the second half of the twentieth century. Therefore, the period under consideration should be assessed as a stage of institutional consolidation of professional training in Southern Kazakhstan, when educational infrastructure became a stable element of the regional socio-economic structure. It should be noted that the quantitative analysis of the material and technical base of vocational educational institutions in Southern Kazakhstan remains insufficiently developed, which determines the scientific relevance of the present study.

In Kazakhstani historiography, the development of vocational education in the 1920s–1930s is examined primarily within the context of industrialization and the modernization of traditional society. M.K. Kozybayev analyzed the industrialization of Kazakhstan as a historically conditioned yet contradictory process accompanied by the formation of new social groups, including technical intelligentsia and skilled workers [20]. In his interpretation, the vocational training system functioned as an instrument for forming the personnel base of industrial construction. Zh. B. Abylkhozhin considered modernization as a structural restructuring of the economy in which vocational education was functionally subordinated to the tasks of economic transformation [21]. He emphasized that under conditions of agrarian predominance in the 1920s, personnel training was primarily agricultural in character. K.S. Aldazhumanov, in his studies of collectivization and industrialization, pointed to the mobilization character of modernization and administrative-command methods of governance, which also extended to personnel policy [22]. In his view, the educational system functioned as an element of a centralized mechanism for the redistribution of labor resources. N.E. Masanov examined the transformation of Kazakh society as a transition from a nomadic to an industrial-agrarian type of economy, in which education, including vocational education, became an instrument of social stratification and the formation of a new identity [23]. T.O. Omarbekov emphasized the social consequences of collectivization and industrialization, considering personnel training as part of a broader process of dismantling the traditional social structure [24].

Thus, Kazakhstani historiography demonstrates several research directions—modernization-oriented, structural-economic, mobilization-based, and socio-cultural.

Conclusions

The analysis conducted makes it possible to interpret the formation of the system of specialized vocational education in Southern Kazakhstan as one of the key mechanisms of regional modernization during the interwar period. The creation and institutional consolidation of a network of vocational educational institutions represented not merely a response to economic demands, but an element of purposeful state policy aimed at the structural transformation of the economy and society. Specialized vocational education functioned as an instrument of the institutional integration of the region into a centralized industrial-agrarian model of development. It ensured the formation of the personnel resources necessary for the implementation of modernization projects and simultaneously contributed to the transformation of the social structure, the consolidation of new professional roles, and the emergence of new patterns of social mobility. The regional material confirms that modernization processes were heterogeneous in character and were implemented with regard to the economic specialization and resource constraints of the territory. In this way, the system of vocational training became an important component of the institutional consolidation of Southern Kazakhstan within the framework of the Soviet socio-economic system.

The formation of the system of specialized vocational education in Southern Kazakhstan in the 1920s–1940s constituted an essential element of regional modernization. Within the framework of classical modernization theory, this process reflected the transition from a traditional agrarian order to an industrially organized economy, accompanied by the professionalization of labor and the structural differentiation of the economic system. From the perspective of the concept of multiple modernities, the Soviet model of development appears as a specific variant of directive modernization implemented through mechanisms of centralized planning and state cadre policy. Vocational education did not function as an autonomous social institution but rather as an instrument of purposeful regional transformation.

World-systems and dependency approaches allow Southern Kazakhstan to be interpreted as a peripheral space whose modernization was shaped by the strategies of the center. The establishment of a network of

technical schools and Factory Apprenticeship Schools (FZU) ensured the integration of the region into the industrial-agrarian model of the Union economy. In institutional terms, the development of vocational education represented the formation of new formal rules governing the training and allocation of personnel. This contributed to the transformation of the social structure, the expansion of channels of social mobility, and the formation of professional stratification.

Thus, the system of specialized vocational education in Southern Kazakhstan functioned not only as a mechanism for supplying personnel for industrialization, but also as a significant factor of the region's institutional and social modernization.

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1920-1940-жылдардағы Оңтүстік Қазақстандағы арнайы-кәсіптік білім беру — аймақтық модернизация факторы ретінде

Мақалада 1920–1940-жылдары Оңтүстік Қазақстанда арнайы-кәсіптік білім беру жүйесінің қалыптасуы мен дамуы кезеңдегі аймақтық жаңғыртудың маңызды элементі ретінде қарастырылған. Қазақстан Республикасы Орталық мемлекеттік архивінің материалдарына,

партиялық-әкімшілік органдардың құжаттарына, нормативтік-құқықтық актілерге және соғысаралық кезеңнің жарияланған статистикалық деректеріне сүйене отырып, техникумдар, фабрика-зауыттық оқыту мектептері, ауыл шаруашылығы және өзге де кәсіптік оқу орындары желісінің құрылуы мен кеңеюіне байланысты институционалдық өзгерістер талданған. Авторлар нормативтік базаның эволюциясын, жүйенің ұйымдастырушылық қалыптасу механизмдерін және оның материалдық-техникалық инфрақұрылымының даму ерекшеліктерін зерделеген. 1920-жылдары кәсіптік білім берудің дамуы шектеулі ресурстық мүмкіндіктер, әлсіз механикаландыру және оқу бөлмелері мен жабдықтары жоғары жүктеме жағдайында болғандығы көрсетілген. Аймақтық білім беру желісінің халық ағарту және шаруашылық жоспарлау органдарына бағынышты орталықтандырылған басқару жүйесіне институционалдық тұрғыда кіріктірілу үдерістері талданған. 1920-жылдардың соңындағы индустрияландыру мен ұжымдастыру саясаты кәсіптік мектептердің институционалдық қайта құрылуына, олардың техникумдарға айналуына және фабрика-зауыттық оқыту жүйесінің кеңеюіне алып келгені анықталған. Авторлар 1930-жылдарды кадр даярлаудың өндірістік секторы байланысының күшеюімен және кәсіби мамандану құрылымының күрделенуімен сипатталатын мобилизациялық-индустриялық даму кезеңі ретінде қарастырған. Қорытындыда 1920-1940-жылдардағы арнайы-кәсіптік білім беру аграрлық механикаландыру мен өнеркәсіптік құрылысқа институционалдық және кадрлық қолдау көрсеткені, сондай-ақ Оңтүстік Қазақстанның әлеуметтік құрылымының трансформациясына ықпал еткен аймақтық модернизацияның құрылым құраушы факторы болғаны тұжырымдалған.

Кілт сөздер: соғысаралық кезең, кеңестік модернизация, арнайы-кәсіптік білім беру, КСРО-ның кадр саясаты, 1930-жылдардағы индустрияландыру, әлеуметтік трансформация, аймақтық білім беру саясаты, Оңтүстік Қазақстан, институционалдық реформалар.

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Специально-профессиональное образование в Южном Казахстане в 1920-1940-е годы как фактор региональной модернизации

В статье авторы рассматривают процесс формирования и развития системы специально-профессионального образования в Южном Казахстане в 1920–1940-е гг. как важный элемент региональной модернизации советского периода. На основе архивных материалов Центрального государственного архива Республики Казахстан, документов партийно-административных органов, нормативно-правовых актов и опубликованных статистических данных межвоенного периода проанализированы институциональные изменения, сопровождавшие создание и расширение сети техникумов, школ фабрично-заводского ученичества, сельскохозяйственных и иных профессиональных учебных заведений. Авторы рассматривают эволюцию нормативной базы, механизмы организационного становления системы и особенности формирования её материально-технической инфраструктуры. Показано, что в 1920-е гг. развитие профессионального образования происходило в условиях ограниченных ресурсов, слабой механизации и высокой нагрузки на учебные помещения и оборудование. Проанализированы процессы институциональной интеграции региональной образовательной сети в централизованную структуру управления, подчинённую органам народного просвещения и хозяйственного планирования. Установлено, что переход к индустриализации и коллективизации в конце 1920-х гг. обусловил институциональную реорганизацию профессиональных школ, их преобразование в техникумы и расширение системы фабрично-заводского обучения. Авторы рассматривают 1930-е гг. как этап мобилизационно-индустриального развития системы, характеризовавшийся укреплением связи подготовки кадров с производственным сектором и усложнением структуры профессиональной специализации. Сделан вывод о том, что специально-профессиональное образование в 1920–1940-е годы выступило структурообразующим фактором региональной модернизации, обеспечив институционально-кадровую поддержку аграрной механизации и промышленного строительства и способствуя трансформации социальной структуры Южного Казахстана.

Ключевые слова: межвоенный период, советская модернизация, специально-профессиональное образование, кадровая политика СССР, индустриализация 1930-х гг., социальная трансформация, региональная образовательная политика, Южный Казахстан, институциональные реформы.

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