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The Development of Pedagogical Education in the Semipalatinsk Region in the 1920s: Problems and Achievements of the Kazakh Pedagogical College

The article presents formation and activity of Semipalatinsk Kazakh Pedagogical College in the 1920s, which played a key role in the training of Kazakh youth in the early years of the formation of Soviet power. The study analyzes the history of the founding of the pedagogical college, its educational programs and its role in the training of teaching staff for schools in the region. The features of the historical context, in which the training of teaching staff was conducted are determined, as well as the main difficulties faced by college in the process of training and educating future teachers, such as lack of financial resources, problems with the provision of educational materials, lack of personnel and technical equipment. The article considers key aspects of the educational process, including language policy, the level of education and qualification of teachers, it analyzes the national and age composition of students. Based on archival materials, data on the number of students and teaching staff, the list of subjects taught, and the organization of production practices are presented. Special attention is paid to the state of the educational institutions' infrastructure, including dormitories and a library. In addition, the article analyzes innovations in educational approaches, such as the use of laboratory and guided learning methods. The article also highlights the role and contribution of graduates who later became representatives of the country's national intelligentsia. Thus, the Kazakh Pedagogical College has become an important link in the formation of educational personnel not only for the Semipalatinsk region, but also for the whole republic.

Keywords: Kazakh Pedagogical College, Semipalatinsk region, public education, educational institution, national intelligentsia, teachers, students, national school, pedagogical education.

Introduction

In the early 1920s, the country faced an acute problem of low literacy, which significantly hampered the development of various spheres of life, including education. In Semipalatinsk region, the literacy rate in the study period was only 13.3 %, which indicated serious difficulties in the educational sphere of the region [1]. There was a shortage of teachers in secondary schools of grades I and II, especially in rural areas, which further aggravated the problem of illiteracy. Under these conditions, the phenomenon of illiteracy recurrence became even more noticeable. To solve the current situation, it became necessary to create new forms of specialist training. One of the most important steps in response to this problem was the opening of pedagogical educational institutions. In this context, the Semipalatinsk Kazakh Pedagogical College played a key role, becoming one of the first educational institutions in the country to train qualified teachers to work in schools.

Originally founded as a teacher training seminary at the end of the 19th century, the institution has undergone significant changes since 1920, when it was transformed into the Institute of Public Education. In 1922 Kazakh and Russian pedagogical training schools were opened on the basis of the educational institution, and in 1937 two pedagogical schools were formed on their basis [2; 140]. In 1953 these educational institutions were united and renamed the K. Ushinsky Pedagogical College, which has changed its shape and structure several times, including the period of temporary closure and reopening. In 1967 the educational institution was named after the Kazakh writer Mukhtar Auezov, and later in accordance with changes in the educational system, it was transformed into a pedagogical college [3]. Its long-term activity clearly demonstrates the connection of times, reflecting the process of development of the region educational system.

In the 1920s the Semipalatinsk Kazakh Pedagogical College went through several stages of development due to the changing requirements of the Soviet educational policy. On the one hand, the college focused on the training of teachers for primary and secondary schools, on the other hand — on the training of personnel to work in government agencies. Under these conditions the educational process included not only learning, but also educational tasks corresponding to the ideas of Soviet ideology characteristic of the studied historical period.

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120 years have passed since the founding of the Semipalatinsk Kazakh Pedagogical College; its history continues to be the subject of scientific research and a measure of national pride. Outstanding teachers and scientists were teaching at the college, whose work became the basis for the education of a new generation of teaching staff. In 1924-1925 academic year such figures as Alimkhan Yermekov, Mannan Turganbayev, Kanysh Satpayev and his wife Taisiya Koshkina, Galiakbar Turebayev, Khayrola Ibragimov, Abzal Zhiengaliyev, Kabr Mahmudov, Ibrahim Sakatov and other teachers worked at the college [4], [5].

The achievements of graduates of pedagogical college are no less significant. The educational institution is rightfully considered a “training workshop”, outstanding personalities who have made significant contributions to the development of science, culture, public administration and journalism graduated from this college. During the 1920s and 1930s following known people studied and completed their studies at the pedagogical college — academician Alkey Margulan, Doctor of Historical Sciences, Professor Mussatay Akynzhanov, Minister of Education of the Kazakh SSR, Doctor of Pedagogical Sciences Abdyhamit Sembayev, writer Azilkhan Nurshaykov, Minister of Internal Affairs of the Kazakh SSR Shirakbek Kabilbayev, Doctor of Historical Sciences Tleukazhy Shoiynbayev, Doctor of Philology Muratbek Bozheyev, famous journalist Gaissa Sarmurzin, Hero of Socialist Labor, teacher Zhakiya Chaizhunusov, poet Akhat Kudaiberdiyev, and also Turlyhan Kassen, a person, who became a victim of political repression, a poet, journalist and teacher, and many other prominent public figures [6], [7].

Thus, the formation of the Kazakh pedagogical college is of particular research interest, since the educational institution not only laid the foundations of the pedagogical system of the region, but also had a significant impact on the formation of the national intelligentsia, which makes it an important and relevant object of scientific analysis. The purpose of this research is to study the history of education and operation of the Semipalatinsk Kazakh Pedagogical College, its role in the educational system, in the formation of teaching staff in the region. To achieve this goal the following tasks are defined: to consider the history of the formation and functioning of the Semipalatinsk Kazakh Pedagogical College; to identify the key problems and challenges that the college faced during the period under review; to study the features of the learning process and the educational program of college in 1920s; to analyze the role of an educational institution in the training of teaching staff and its impact on the educational system in the region.

Materials and Methods

To study the history of the Semipalatinsk Kazakh Pedagogical College in 1920s a wide source base was used, including archival documents, collection materials, periodicals and visual materials. The main part of the historical data in the article consists of office management documents stored in the fund 81 - “People’s Commissariat of the Kazakh SSR” of the Central State Archive of the Republic of Kazakhstan (hereinafter referred to as the CSA of RK) and in the fund 415 - “Semipalatinsk Provincial Department of Public Education (PDPE) Semipalatinsk city” of the State Archive of the Abai region (hereinafter — SAAR). The key materials were the minutes of the meetings of the pedagogical council of college, which covered the issues of the educational process, personnel policy and disciplinary measures. The annual reports on the educational and administrative activities of the educational institution were used, containing data on the number of students, teachers, financial condition and material and technical base of the college.

Additionally, materials from state and regional newspapers covering the history of education and the role of the Kazakh Pedagogical College in the formation of the educational system in the region were used. Visual sources also became an important source of information, including photographs of graduates and teachers of training school, the academic building and the dormitory, which played an important role in reconstructing the daily life of the educational institution and recreating its atmosphere.

The materials of the two-volume edition “Alashtyn bilim ordasy” (Alash University), dedicated to the 105th and 110th anniversaries of the M. Auezov Pedagogical College, have become a valuable source for this research. This publication is the first scientific work that chronologically systematizes events related to the history of the educational institution, from its foundation to the present. Archival documents, photographs and memoirs of graduates included in the publications play a key role in deepening the historical reconstruction of the college’s development, emphasizing its importance in the education system of Kazakhstan [8], [9].

The third volume of the publication “Alashtyn tyngysh bilim ordasy” (Alash first University), prepared in 2024 for the 120th anniversary of M. Auezov college, the first educational institution in Kazakhstan for teachers training, was also used as a source. This volume presents the history of college in detail, its current state and achievements. The book, supplemented with valuable archival materials and photographs, enhances

its importance for the analysis and confirmation of data related to the history and development of the educational institution [10].

The methodological basis of the research is the principle of historicism, the critical and analytical method, the descriptive approach and the system analysis. The principle of historicism was used as the main method, which allowed us to consider the activity of the Semipalatinsk Pedagogical College in the context of socio-economic and political changes in 1920s in the Steppe Region. The article also uses a critical and analytical method, which made it possible to assess the reliability and significance of the sources used. This approach has contributed to a deeper understanding of primary sources and a critical understanding of historical information, which has significantly increased the objectivity of research. The use of a system analysis allowed us to study the structure of college, its functions and interaction with other local institutions. In addition, a descriptive method was used for a detailed analysis of archival materials, which allowed for a deeper study of the college's organizational structure, the specifics of the educational process and the logistical base. The use of these methods made it possible to comprehensively explore the historical path of the Semipalatinsk Pedagogical College, determine its contribution to the development of education in the region and evaluate its role in the training of teaching staff in 1920s.

Results

The Kazakh Pedagogical College began its work on September 4, 1922 by the decision of the IV Provincial Congress of Soviets under the management of the Provincial Department of Public Education (PDPE), on the basis of the Kyrgyz Department of the Institute of Public Education and nine-month Kyrgyz pedagogical courses to train school staff for Kazakh schools. The establishment and operation of the college was difficult to achieve without significant financial support. Before receiving approval from the central authorities, the college was financed from the local budget and was under the patronage of the "Khleboprodukt" joint-stock company [11].

Initially the educational process at the college was organized over three years of study, which included two basic courses and one preparatory course. However, with the growing number of applicants who did not meet the admission requirements, it became necessary to create an additional preparatory class. Thus, a second preparatory class, called "junior", was opened, which made it possible to divide the preparatory groups into levels "A" and "B" [12; 42].

This reorganization increased the duration of studies to four years, including two preparatory and two core courses. Subsequently, with the introduction of a new six-year program, the structure changed: it began to include two preparatory and four basic courses. The innovation has significantly improved the level of training of students and their socialization. However, in the first years of the college's operation, the education system faced many difficulties and required further development.

One of the main difficulties in the functioning of the pedagogical college was the low quality of general education training for applicants. A certain level of knowledge was required for admission to the Kazakh Pedagogical College, but in practice admission was carried out according to significantly reduced standards. Due to the insufficient training of applicants, the college was forced to accept students with minimal basic knowledge. The younger preparatory group included teenagers who had graduated from only three grades of the first-level school, and sometimes with a lower level of knowledge. For example, in 1922-1923 admission required only the ability to read, write one's last name and count within the first hundred [13; 19]. Admission to the senior groups was also very flexible: students of village schools of the first stage with training could enter the second and third groups, in rare cases, graduates of seven-year schools — in the fourth group [14; 136]. This practice was caused by the lack of fully functioning schools in the steppe regions. The authority of college, realizing the problem of insufficient level of training of students, tried to improve the curricula. Archival reports emphasized that college could not provide full-fledged pedagogical specialization in senior courses, which was caused by the weak educational base of students, which made it difficult to master more complex pedagogical disciplines [12; 42].

The students of the pedagogical college, regardless of gender, were mostly young people between the ages of 14 and 25. In 1926 of the 229 enrolled in the Kazakh Pedagogical College, more than half (143 people, or 60 %) were aged 15-18 years, while the proportion of students in the older age group (18-25 years) was 1.6 times less, indicating the predominance of a younger contingent of students [14; 143].

During the period under study, it is also possible to observe peculiar, but insignificant trend of women's participation in the pedagogical college. According to the data provided in "Alashtyn bilim ordasy" study, only twenty-five students of two hundred students were girls, which certainly confirms the predominance of

the male audience [9]. Comparing the statistics of different academic years, we can identify a steady trend that characterizes the low involvement of women in teacher education. So, in 1925-1926 academic year, there were only 24 women and 245 men. In the following academic year (1926-1927), this statistic shows more dramatic difference: 216 men and 18 women [14; 143]. These data confirm that in the early years of the pedagogical college's existence, the female audience remained small, which could be related to socio-economic and cultural factors of the specified period (Table 1).

At the same time, it is necessary to highlight an important feature of the educational policy of the period under study as providing young people from different social strata of the province with a priority opportunity to enroll in technical schools. The majority of students at the college were Kazakhs, who came from a background of pastoralists or nomadic farmers. Based on statistical data from archival sources, the general social composition of the students of the pedagogical college is traced in the following dynamics:

Table 1

The number of students of Kazakh Pedagogical College [14; 143]

| | Social composition | | | | | Nationality | |
|-----------|--------------------|------------------|----------------|-------------------------|--------|-------------|--------|
| | Workers children | Farmers children | Office workers | Office workers children | Others | Kazakhs | Tatars |
| 1923-1924 | | | | | | | |
| Total | 64 | 70 | 7 | 7 | 7 | 127 | 21 |
| %% | 43,2 | 47,3 | | 4,8 | 4,8 | 91,2 | 3,8 |
| 1924-1925 | | | | | | | |
| Total | 62 | 119 | 5 | 9 | 6 | 170 | 31 |
| %% | 30,3 | 59,2 | 2,5 | 4,5 | 3 | 84,6 | 15,4 |
| 1925-1926 | | | | | | | |
| Total | 53 | 201 | | 3 | 11 | 243 | 23 |
| %% | 20 | 74,3 | | 1,1 | 4,6 | 91,8 | 8,2 |

These data demonstrate that the educational policy of 1920s was aimed at the socialization of the working peasantry, primarily Kazakhs, from the indigenous population of the region. The share of Tatars remained relatively small, ranging from 3.8 % to 15.4 % [14; 143 ob.].

A significant problem was that college did not train specialists to work in Tatar schools, since its graduates did not speak Tatar by the time they completed their studies, since Russian was the main language of instruction. This approach did not contribute to solving the problem of educating teachers for schools serving national minorities.

At an early stage the college's charter provided for teaching in Kazakh, which on the one hand, corresponded to the cultural and educational needs of the area, and on the other hand, the implementation of such action proved to be with serious obstacles. Firstly, due to the lack of the necessary number of textbooks, literature and teaching aids in the Kazakh language, it was decided to apply an addendum to the charter, which allowed teaching in Russian. Secondly, there was an acute shortage of teaching staff, especially Kazakh teachers. Thirdly, education in the Russian language provided graduates with the opportunity to enroll in higher education institutions, where teaching was also conducted in Russian [12; 50, 50 ob.]. These arguments and reforms served as the basis for the choice of Russian as the main language of instruction at the college.

In the Kazakh Pedagogical College, despite the fact that Russian was the fundamental language of instruction, the Kazakh language occupied a significant place in the educational process. This was quite logical, since the college was called the "Kazakh Pedagogical College", which became the determining factor in the availability of the Kazakh language in the curriculum. According to archival data the teaching of the Kazakh language covered all levels of education, starting with preparatory classes and ending with basic courses, where special attention was paid to the study of both the Kazakh language and Kazakh literature with an intensity of 4-5 hours per week [15; 20, 20 ob.]. However, the number of hours devoted to learning Kazakh was comparatively less than hours devoted to learning Russian (7-6 hours per week), which demonstrates the administration's desire to preserve and develop the national culture in the context of the predominance of the Russian language in the educational system.

In relation to other academic disciplines of the pedagogical college, the educational process during this period was characterized by a significant variety of subjects included in the curriculum. Thus, the college consisted of 4 main groups, two of which were of a general educational nature, and included such disciplines as mathematics, physics and chemistry, natural sciences, basic pedology and hygiene, political economy, agricultural production, social education, manual labor and drawing, music and singing, geography, and the history of the class struggle, the Kazakh language, the Russian language and literature, physical education with military training. The third year was specialized and covered the academic subjects of the Constitution of the USSR, the RSFSR and the KSSR, the economic policy of the Soviet government, local history, the Kazakh language and literature, comprehensive programs (methods of work in a labor school and practicum in schools) and pedagogical drawing. In the fourth year, the main focus was on issues of pedagogy and teaching methods, which was reflected in a significant number of academic hours (22 hours) in the discipline "Integrated programs" (working methods at a labor school and practices at school), emphasizing their priority within the framework of new educational standards. In addition, the history of materialism and Leninism, political enlightenment, pedagogy and organization of school work, as well as the Kazakh language and literature were studied [15; 20, 20 ob.]. As we can see, in the years under study, there was a tendency to focus on pedagogical science and practical lessons, as well as on organizing an educational process focused on training specialists who were firmly committed to Marxist-Leninist ideas, which reflected the revolutionary situation of the period under study.

In the early years of its work, the curriculum of the Semipalatinsk Pedagogical College was developed by the pedagogical Council independently before receiving an official plan approved by the People's Commissariat of Education (PCE). There were differences between the curriculum drawn up by the college and the PCE plan. The curriculum approved by the State Educational Council (SEC) was implemented with certain changes, considering the peculiarities of the college, which did not fully meet the standards of similar educational institutions. In particular, the low level of training of applicants, as well as insufficient material and technical base (lack of laboratories, land plots, and shortage of educational facilities in the building) caused the transition to a standard curriculum to be implemented only in stages. This indicates that in 1920s educational policy was at the stage of implementation and adaptation to various socio-economic requirements and realities. The goal for the 1927-1928 academic year was to introduce the teaching of a number of disciplines, including social studies in the Kazakh language, which indicated the possibility of the educational system and teaching staff to adapt educational practice considering regional needs and peculiarities [2; 8 ob.].

In 1920s, in order to improve the training of future teachers, pedagogical educational institutions underwent specialization, which resulted in the division into institutions with industrial and agricultural orientation. College focused on the agricultural sector, which was confirmed by the introduction of disciplines with an emphasis on agriculture into the curriculum (chemistry, physics with a rural basis, encyclopedia of agriculture, etc.). However, the introduction of an integrated teaching system into the educational process of the Kazakh pedagogical college did not bring the expected results, since the pedagogical college did not have a real base for conducting agricultural disciplines. Practically, the pedagogical college did not have its own land plot, it also did not have the means to purchase equipment and necessary supplies for agricultural classes.

If this comprehensive method was not widely used at the college itself, then there were many events in the field of training students as future teachers of the 1st degree schools. Thus, in the report of the theoretical and practical work on the 1925-1926 program, it is written: "4 hours a week were allocated for the development of programs. The following complexes have been worked out: "The life of a child before school", "Getting to know the school and its work", "Health protection", "Man", "Our city", "20th anniversary of 1905", etc." Thus, we see that attempts to implement a comprehensive teaching method at the college were carried out [9].

During the period under study an attempt was made at the Kazakh Pedagogical College to use the excursion method as a universal tool. But this method was partly illustrative, due to the fact that the students visited the institutions of the city. Thus, the report for 1924-1925 indicates that the following excursions were conducted: in biology and botany — to the vicinity of Semipalatinsk; in physics — to the first mill, power plant and radio station; in social studies — visits to small trading enterprises, the museum of the geographical society; in pedagogy, a visit to small children's social education institutions was carried out. The purpose of the excursions, as indicated in the report, was to collect and accumulate material for classes and practical work [13; 110].

In the mid-1920s the laboratory and research method were used as the basis for the students' work. The basic principle was to divide the students into small brigade groups (5-6 people each), who performed the tasks independently. If in the early years of the college's work, laboratory classes were conducted only in disciplines for which there was equipment (for example, physics, chemistry, geology), then by the 1927-1928 academic year this method was entrenched in the educational practice of the college. In the annual report for the 1928-1929 academic year, the director of the college noted that the laboratory research method became the basis of education, and students actively visited laboratories of their choice [14; 137 ob.].

Based on the above, it can be concluded that, despite certain difficulties, the pedagogical college in 1920s gradually introduced progressive teaching methods, adapting them to capabilities and requirements of the time.

Much of the success of the Semipalatinsk Pedagogical College depended on the personality of its director. From the moment of its formation until 1927, this position was held by Abikei Zeinovich Satpayev [5]. One of the main achievements of A.Z. Satpayev was the creation of a cohesive teaching staff with high professional potential.

In the years under review, at the invitation of A.Z. Satpayev, M.O. Auezov taught the Kazakh language and literature at the college. It is especially noteworthy that during this period Mukhtar Auezov taught the Kazakh literature after returning from postgraduate training program in Leningrad. Since December 1922 Khalel Gabbasov also worked at the college, holding the position of algebra teacher. In registration card No. 258 dated June 11, 1923, he personally specified the name of the institution as the Semipalatinsk Kyrgyz Pedagogical College [10].

In 1925-1926 academic year the pedagogical college employed 20 teachers. Among them 7 people had higher and specialized higher education, 1 teacher had general secondary education and 12 teachers had specialized secondary education [16; 49]. Most of them had pre-revolutionary teaching experience and were educated in seminaries and universities of the country. For example, geography teacher I.F. Vinokhodov, a graduate of the Faculty of History and Philology at Moscow University, combined his teaching activities with the duties of head of the economic department. E.I. Mertvetsov mathematics teacher, graduated from the teachers' seminary and was the head of the educational department. The director A.Z. Satpayev, also a graduate of the teachers' seminary, taught Russian [16; 52].

As in most educational institutions of 1920s, Pedagogical College faced problems caused by a shortage of staff and a significant academic workload of teachers. Despite efforts to recruit teachers, only two of 21 college teachers in 1923-1924 academic year were Kazakhs, which underscores the scale of the personnel crisis in the region [13; 20]. At the initial stage of their activity some college teachers were forced to work 40 hours a week, which created significant stress for both the teaching staff and the quality of the educational process [16; 5].

At the same time with an average workload of 12-15 hours per week, college teachers received a relatively high salary of 41 rubles and 25 kopecks per month, which represented a relatively high salary compared to the salaries of secondary school teachers. For comparison, the salary of teachers of the first stage in the first half of 1924 ranged from 14 to 25 rubles, which was significantly lower than the salary of teachers of technical schools.

Education at this educational institution was provided free of charge. Moreover, government support in the form of scholarships, which most students received, played an important role. Thus, in the 1926-1927 academic year, 190 students were awarded scholarships: 120 of them received scholarships from the People Education Committee, while 70 students received financial assistance from the Provincial Executive Committee. The scholarship system was quite diverse, and the amount of financial aid varied depending on the source. The scholarships provided by the People Education Committee amounted to 10.47 rubles per month. This was the standard amount for most students of that period, while the help of the Provincial Executive Committee was slightly less — 10.09 rubles per month, it can be concluded that the difference was insignificant, amounting to only 38 kopecks [14; 136 ob.]. This difference in the amount of payments could be related to the specifics of local funding and student support in different regions.

However, not all students received scholarships. Those who were unable to receive assistance from government agencies found other ways to meet their needs. One of them is help from relatives. Archival documents show that 34 students received help from their families during 1926-1927 academic year. In addition, 8 students worked to meet their personal needs, which also indicates the difficulties faced by young people trying to combine study and work [2; 42].

In order to improve the provision of students, most of whom came from poor families, free dormitories were organized at the educational institution. According to archival materials, in 1923-1924 academic year 70 students lived in the dormitory, while in 1925-1926 academic year, the number of places increased to 120 [13; 20 ob.]. Students received not only housing, heating and lighting, but also food on Red Army rations, as well as educational materials and manuals. However, despite official guarantees and support, the level of material provision for dormitories remained significantly below the required standards, amounting to only 60 % of the needed requirements, which indicates the limited capabilities of the college's infrastructure during the period under review [14; 137].

It should be emphasized that at the initial stage of the college's operation, students had to live in a dormitory located in the same building as the academic building, which caused certain inconveniences and required additional facilities. During the research on the use of the college buildings, it was found that buildings No. 58, No. 60 and No. 62 performed various functions, but their architectural and functional features only partially met the stated requirements. Thus, Building No. 58 functioned as a dormitory for students, while it also housed the apartment of a Kazakh teacher who constantly supervised the students living there (Fig. 2). This indicated the need for round-the-clock order control in the dormitory. While the main building No. 60, located on Sovetskaia Street, was used for training sessions (Fig. 1).



Figure 1. Building No. 60. Building of Kazakh pedagogical college, 1926 [12; 87].

It is important to note that this building also housed the apartments of the head of the technical school and the head of the administrative and business unit. Both buildings, as belonging to the school type, were considered satisfactory for their direct educational purposes, despite the insufficient area. Building No. 62, originally designed as a family-type house, turned out to be unsuitable for use as a student dormitory (Fig. 3). Despite this, it was used to house students, and the adjacent buildings often served as storage facilities for storing food, property and equipment of the college. In addition, one of the neighboring rooms was used to keep a horse, which was necessary for household and other needs [12; 59].



Figure 2. Building No. 58.
Dormitory for 90 students 1926 [12; 89].



Figure 3. Building No. 62.
Dormitory for 30 students 1926 [12; 88].

If the condition of the buildings could not fully meet the needs of college, then the unsatisfactory condition of the furniture of the educational institution was also noted. The pedagogical college did not receive its own property when it was organized, and as indicated in the documents, in 1924, by order No. 16 of the Semipalatinsk Gubernatorial District dated January 24, 1924, all the property of the Semipalatinsk PINE (Pedagogical Institute of National Education) was transferred to the pedagogical college, in view of its predetermined closure. Based on archival documents, it can be established that in 1924 the Kazakh pedagogical college had at its disposal 14 bookcases, 29 tables, 95 desks, 28 chairs, 97 iron beds, 14 hangers and other items [13; 20 ob.]. Despite the variety of furniture, it was partially worn out and was assembled from different organizations, which did not meet the standards of the educational institution. This confirms that the infrastructure of the institution at the stage of its formation did not meet the requirements for organizing an effective educational process. It should be emphasized that these existing problems were typical for many educational institutions of that time. For example, the reports of the college note that the educational institution did not use the teaching aids of other educational institutions, since educational institutions were located at a considerable distance from each other and most of them were poorly equipped themselves [14; 138 ob.].

One of the important elements of the educational infrastructure was the library of Kazakh pedagogical college. There was no reading room at the college library, as there was not a single empty corner in the library — the entire space was occupied by the office of the educational institution. Visiting the library and reading books were completely free, without deposits or other restrictions, which underlines the accessibility of the services provided. The total number of books in the library in 1925 amounted to 11,871 volumes, and in 1926 the library's collection was supplemented with 26 titles of periodicals, which significantly improved the library's assortment [8]. The analysis of data on reader activity shows a steady increase in the number of readers. So, in 1925, 50 people visited the library, in 1926 their number increased to 167, and by 1927 it reached 388 people. Thus, there is an increase in the readership by more than seven times, which indicates a high level of demand for library services [14; 143].

In 1920s the educational institution operated various clubs, such as art, drama, sports and choir singing. Considering the fact that graduates were supposed to play a key role in the implementation of party policy, they were taught how to spell correspondence for the media and how to organize newspaper clubs. As part of this work the editorial board of the educational institution produced the wall newspaper "Ekbyn", published every two weeks. The newspaper had a four-page format, newspaper was illustrated, published in Kazakh and contained the following sections: socio-political, literary, local history, and general section. Special papers were issued in honor of revolutionary holidays and significant social events. The analysis of the content and structure of the newspaper allows us to conclude that the publication served direct educational purposes, but was also an important tool for the ideological education of future teachers [2; 140 ob.].

The graduation of the first teachers took place in the 1924-1925 academic year, 11 people graduated from college. An important document that preserves the memory of this event is a unique photograph of the first graduates, which contains both teachers and students by name. The central place in the picture is occupied by the administrative leadership: the first head of the college, director A.Z. Satpayev, head of the educational department E.I. Mertvetsov, head of the economic department I.F. Vinokhodov. The main disciplines were taught by experienced teachers. Thus, the Kazakh language was taught by G.T. Tyurebayev, and arithmetic by E.T. Mertvetsov, Kazakh literature — by M.O. Auezov, social sciences — by A.M. Volygin, physics and chemistry — by T.A. Koshkina (wife of K.I. Satpayev), methods of social studies — by S.V. Ivanov. The cultural and aesthetic education of the students was provided by V.D. Khaldeyev (fine arts) and P.V. Ivanov (singing and music), and the history of pedagogical ideas was taught by S.T. Sirotkin. In addition to the teachers, the photo shows employees of the administrative and economic part of the college. Among them are the technical head of the economic department Ya.K. Shutov, librarian A.I. Kalachikova and doctor I.V. Zagryadskov, who also taught an introduction to pedology (Fig. 4).

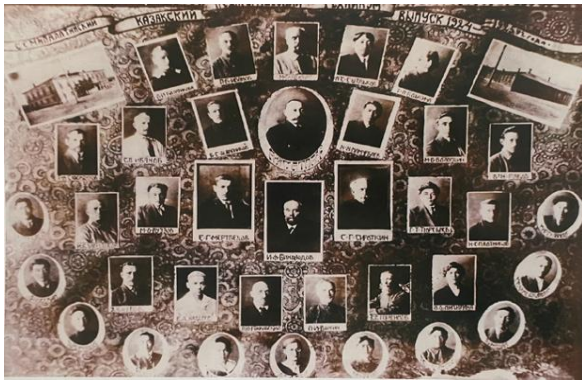


Figure 4. First graduates 1924-1925 [8].



Figure 5. Graduates 1928 [9].

Famous figures can be found among the graduates. One of the most prominent representatives of graduates was Alkey Margulan, an outstanding scientist, academician, Mussatai Akynzhanov, who later became a Doctor of Historical Sciences, Doctor of Philological Sciences M. Bozheyev, as well as a graduate Seifolla Mukhametzhanov — a teacher and at the same time a talented actor who stood at the origins of the creation of the theater in Semipalatinsk and other graduates [3:4]. Thus, the first graduates of the pedagogical college were of historical value not only for the field of education, but also for the entire cultural and scientific life of the republic.

In the following 1925-1926 academic year the graduation of students did not take place, as 3rd and 4th year students were sent ahead of schedule to work in mass schools as teachers, which was provided by the decree of the Provincial Executive Committee on September 25, 1925, No. 95 [16]. Following this a similar situation was repeated in the 1926-1927 academic year, due to the absence of the 4th year students, the college was unable to graduate. It was only in the 1927-1928 academic year that the college was able to complete its training and graduate 15 students, by the new director A. Zhiengaliyev [2; 4] (Fig. 5).

The school workers who graduated from the pedagogical college had quite sufficient educational training to work in the countryside among the working peasantry, where there was such an acute shortage of educated workers. During summer many of the college's students actively participated in the eradication of illiteracy, working at the points of the legal educational committee, in reading houses, cooperatives and office work in local Soviet institutions. For example, according to data at the end of the 1926-1927 academic year, 119 students out of a total of 201 taught 3502 people to read and write [14; 49]. Apart from the fact that almost all students were sent by the Gubernatorial Administration to villages throughout the province to eliminate illiteracy among the Kazakh population, summer full-fledged practice for technical schools was carried out in the usual format.

In the 1928-1929 academic year such events continued and expanded. Students actively participated in cultural campaigns, trips to sponsored villages, work in the red corner at employment exchange, and also participated in cultural and educational events such as presentations on various topics, re-election to councils, concerts for voters, and participation in seed companies. Thus, the students of the college, on the one hand, provided the educational needs of the region, on the other hand — contributed to the spread of Soviet ideology among the population. Based on these facts, it can be confidently stated that the Semipalatinsk Kazakh Pedagogical College played a key role in the political and educational life of the Semipalatinsk province.

Discussion

The current state of historiographical researches on teacher training in Kazakhstan during the 1920s is characterized by a variety of approaches and requires careful and critical analysis. As researcher K.A. Tulentayeva rightly notes, the process of forming the educational system during this period is a “complex and multifaceted phenomenon” [4].

It is noteworthy that most researchers, including Sh.M. Mukhtarova and N.S. Musraunova primarily consider this problem through the prism of socio-economic conditions, which is certainly important, but does not fully reflect the depth and complexity of the issue under study [17]. Their conclusions about the difficulties of forming a national school deserve attention, but the analysis of these works reveals an insufficient

emphasis on the role of individual education institutions as key centers for the formation of a new pedagogical intelligentsia.

The first Kazakh pedagogical college is particularly good example. As noted in N.A. Sagimbekov's research, "The history of M.O. Auezov Pedagogical College of Semey", this educational institution appears within the framework of the general educational system, but its specific role often remains in the shadows and is underestimated [18]. This is surprising, given that it was precisely such institutions that became the real "forgers of cadres" for the young Soviet school.

We agree with N.A. Sagimbekov's opinion that a detailed study of individual educational institutions allows not only to restore the structure of the educational system, but also to analyze their real impact on the quality of teacher training, identify the features of the regional educational process, and track the development of the pedagogical practice in the Semipalatinsk region.

In this context, the process of teacher education development in the regions is of particular importance. The regional analysis reveals that the organization of the teacher training system was closely tied to the socio-economics and cultural context of the region. Thus, the author E.A. Babakhanova emphasizes that the educational system of Semipalatinsk included various types of educational institutions that formed an integrated educational infrastructure, ensuring the gradual professional development of the teaching staff [7]. According to the author, even in conditions of limited resources, educational institutions played a key role in consolidating pedagogical knowledge and standards, creating the foundation for the emergence of a qualified pedagogical elite in the region. This approach allows us to better understand how socio-economics factors influenced teacher training and how the specifics of a particular region determined the specifics of the educational process.

In addition, it is important to note that educational institutions have adapted to specific social conditions, contributing to the integration of teachers into the professional community and the formation of their professional identity. According to A.K. Bogenbayeva, this included the development of practical skills, the development of pedagogical methods that meet social requirements, and the accumulation of pedagogical experience by students [19]. This analysis highlights that the training of teaching staff went beyond theoretical studies and was closely linked to regional demands and needs of schools.

In general, the institutional organization of pedagogical colleges, their socio-economics environment, and regional conditions interact with each other, thereby providing concrete results in the training of pedagogical specialist. Based on the conclusions of the above authors, it can be stated that pedagogical colleges played a key role in personnel training, and regional adaptation enhanced their effectiveness. Using this data, we tried to comprehensively assess the contribution of the Semipalatinsk Pedagogical College to the development of the regional education system of the 1920s.

Conclusions

Summing up the results of the research, having studied the analysis of the events of 1920s in the context of the creation and development of the pedagogical college, we can conclude several important output and results. The braking-up of the Semipalatinsk PINE and the transition to the technical school model affected the educational system of the region, subsequently this step turned out to be significant for the development of education in the period under study.

The Pedagogical College retained some features of the pre-revolutionary education system, nevertheless acquired features characteristic of the Soviet era, such as class orientation, the use of programs from the State Educational Council (SEC), the application of an integrated teaching principle, as well as a new approach to teaching with an emphasis on teaching methods and pedagogical disciplines. The college's funding system, which combined state and local resources, reflected the basic principles of the educational process aimed at creating affordable education for the general population. Co-education of men and women, support for students from low-income families, and compulsory teaching practice have become important innovations contributing to improving access to education in the training of highly qualified teaching staff. The research also highlights certain difficulties related to internal and external factors of the time under study.

In general, the activities of the pedagogical college have played a key role in strengthening the educational infrastructure and training qualified professionals. Since its establishment in 1920s, the pedagogical activity of the college has continued to have a significant impact on the cultural and educational development of the region, finding its continuation in the work of the Mukhtar Auezov Pedagogical College in the territory of the modern Abai region.

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1920-жылдардағы Семей өңіріндегі педагогикалық білімнің дамуы: Қазақ педагогикалық техникумының мәселелері мен жетістіктері

Мақалада 1920-жылдары Семей қазақ педагогикалық техникумының құрылуы мен қызметі қарастырылып, кеңес билігінің алғашқы жылдарында қазақ жастары үшін маңызды болған білім беру орталығының тарихы баяндалады. Зерттеуде педагогикалық техникумының қалыптасу үдерісі, оның білім беру бағдарламалары және өңір мектептері үшін педагог кадрларды даярлаудағы орны талданған. Мұғалім кадрларын даярлау жүзеге асырылған тарихи контекстің ерекшеліктері айқындалып, болашақ мұғалімдерді оқыту мен тәрбиелеу барысында техникум тап болған негізгі қиындықтар — қаржы ресурстарының жетіспеушілігі, оқу-әдістемелік материалдармен қамтамасыз етудегі олқылықтар, кадр тапшылығы мен техникалық жабдықталудың жеткіліксіздігі көрсетіледі. Мақалада білім беру үдерісінің негізгі қырлары, соның ішінде тіл саясаты, оқытушылардың білімі мен біліктілік деңгейі қарастырылып, студенттердің ұлттық және жас ерекшелік құрамы талданды. Мұрағат материалдары негізінде студенттер мен оқытушылар саны, оқытылатын пәндердің тізімі және өндірістік тәжірибені ұйымдастыруға қатысты деректер ұсынылады. Оқу орнының инфрақұрылымдық жағдайына, атап айтқанда жатақханалар мен кітапхана жұмысына ерекше назар аударылған. Сонымен қатар білім беру әдістемесіндегі жаңашылдықтар, мысалы зертханалық және экскурсиялық оқыту әдістерін қолдану тәжірибесі сарапталған. Мақалада елдің ұлттық зиялыларының қатарынан орын алған тұлғалардың ролі мен үлесі айрықша атап өтілді. Осылайша, Қазақ

педагогикалық техникумы тек Семей өңірі үшін ғана емес, бүкіл республика үшін педагог кадрларын қалыптастырудың маңызды буыны болды.

Кілт сөздер: Қазақ педагогикалық техникумы, Семей өңірі, халық ағарту ісі, білім беру мекемесі, ұлттық интеллигенция, оқытушылар, ұлттық мектеп, техникум, педагогикалық білім.

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Развитие педагогического образования в Семипалатинском регионе в 1920-е годы: проблемы и достижения Казахского педагогического техникума

В статье рассматривается становление и деятельность Семипалатинского казахского педагогического техникума в 1920-е годы, который сыграл ключевую роль в подготовке казахской молодежи в первые годы становления советской власти. В исследовании анализируется процесс формирования педагогического техникума, его образовательные программы и роль в подготовке педагогических кадров для школ региона. Определены особенности исторического контекста, в котором осуществлялась подготовка учительских кадров, а также основные трудности, с которыми столкнулся техникум в процессе обучения и воспитания будущих учителей, такие как нехватка финансовых ресурсов, проблемы с обеспечением учебными материалами, недостаток кадров и технического оснащения. В статье рассматриваются ключевые аспекты образовательного процесса, включая языковую политику, уровень образования и квалификацию преподавателей; анализируется национальный и возрастной состав студентов. На основе архивных материалов представлены данные о численности студентов и преподавательского состава, перечень преподаваемых дисциплин и организация производственной практики. Особое внимание уделяется состоянию инфраструктуры учебного заведения, включая общежития и библиотеку. Кроме того, анализируются нововведения в образовательных подходах, такие как использование лабораторного и экскурсионного методов обучения. В статье также подчеркивается роль и вклад выпускников, впоследствии ставших представителями национальной интеллигенции страны. Таким образом, Казахский педагогический техникум стал важным звеном в формировании педагогических кадров не только для Семипалатинского региона, но и для всей республики.

Ключевые слова: Казахский педагогический техникум, Семипалатинский регион, народное образование, учебное заведение, национальная интеллигенция, учителя, студенты, национальная школа, педагогическое образование.

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