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Development of education in Western Kazakhstan in the 60-80-s of the XX century

The article discusses the main stages of education development in the region. Particular attention is devoted to the reasons for the lag in implementation rate of general secondary and vocational education. The introduction of extensive ways of development at the expense of increasing volume of the studied material, without considering the quality of teaching and the development of independent and critical thinking skills of students. The lack of teaching facilities providing the education system with highly qualified personnel. Correlation of education development pace in the region with the republican rates in general. The role of government reforms in overcoming the mentioned problems.

Keywords: education, indicators, primary school, secondary and correspondence schools, schools for working youth, staff, general education, industrial training, vocational training facilities, reforms.

Introduction

Economic and political reforms in the USSR affected the education sector as well. The 60-80s are no exception. With the beginning of national economic development, the government turned its attention to the level of education. Reforms were launched in order to improve its quality and bring it in line with the state necessity. Particular attention was paid to the development of all levels of education – from primary to higher. It was an intention to overcome the shortcomings of the system, to fill the gap between the level of science development and the level of education at school. It was decided to abandon the principles of building schools, aimed at connecting schools and productive structures, the restriction of industrial training in schools, etc. However, practice has shown that these were no more than half-measures, since the material base remained insufficient, the qualification level of teachers was not high enough, there was a lack of textbooks, teaching laboratories, etc. Obviously, all of this hindered the fulfilment of intentions. The relevance of this article that all of the above-mentioned issues have much in common in modern education. The work used materials of statistical committees, data from the state archive of the Mangyshlak region.

Methodology and research methods

The basis of scientific research includes the use of general scientific principles, approaches and methods: historical and comparative methods; analysis and synthesis of archive documents and literature on the topic.

Method for collection and analysis of information, synthesis, historical and logical approaches, comparative, systemic and statistical analysis.

Discussion

The rapid pace of development of industrial production in Western Kazakhstan, the arrival of an ever-increasing number of people here contributed to the development of social infrastructure of the region and its cities, leading to the emergence of significant changes in the sphere of education. In 1958 the Law “On Strengthening the Connection between School and Life and the Further Development of Public Education system” was adopted, which played a positive role in the development of education system in the republic and in the region.

By the 1961 these tasks were done: “considering the request of Aktau settlement council and the availability of material base, teaching staff and contingent of students in Aktau settlement, to transfer a new network of seven-year music school for children from Makat district to Aktau settlement council” [1].

Due to CC of the CPSU and the Council of Ministers of the USSR resolution of August 31, 1961 “On measures towards providing public schools with teaching staff” and the Kazakhstani government took course

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on full supply with teachers the Western Kazakhstan. This was especially relevant for the undeveloped areas, such as Mangistau at that time.

With the construction of a town at Cape Melovoy, the natural resources exploitation of the peninsula and the rapid industrial development there, the situation in the field of education has improved drastically. The schools were mainly staffed with teachers. There were 54 teachers, 23 of them had higher education, 16 with the education degree of the teaching training institute, and 15 with secondary pedagogical education. 13 teachers studied by correspondence [2].

At the same time, schools were in desperate need of physics, math, English, and German teachers. There were completely no teachers of housekeeping, music (singing), and draftsmanship.

With decent academic performance in day school, out of 980 students in all schools, 52 were left for the fall and 74 for a retake of the schooling year. The lowest results came from the ITK-34 school, where more than half did not keep up. Performance in evening school was also low.

Started in the late 50's the alteration to 8-year education was finished in 1962-63. At that time there were 5 schools alone in the settlement with attendance of 1,649 pupils (i.e., growth by over 50%), employed 97 teachers (almost a threefold increase) [3].

The replacement of the seven-year school system by an eight-year general labor polytechnic school was not only a technical matter. It was a qualitatively new type and level of the general education system. The number of teaching hours at school increased significantly (by 1,659 in 1963).

The restructuring of the education system was also caused by turning of the state economy to an innovated type of economic impulse in the mid-60s. Both the pace of restructuring and the efficiency of enterprises in the new conditions depended on the preparation of school graduates.

The main advantage of the implementation of compulsory eight-year education was the emphasis on the content of teaching, strengthening the connection between school and life. On this matter, changes affected the teaching staff in western districts. For instance, in 1964 there were 163 teachers working in schools of Aktau, more than half of them had high education. For comparison purposes, in the 1964 there were 5 schools of general education in the city with the coverage of 3,034 pupils, then by January 1, 1965 the number of students in them was 4,835; accordingly, in 1964 there were 3 evening schools with the coverage of 575 students, then by January 1, 1965 there were already 6 evening schools with coverage of 1,537 students [4].

The growth of the education system in this district, mainly in the cities of Mangistau, was promoted by the process of urbanization associated with the acceleration of industrial growth (Table).

Table

The index of the system and the number of students in 1965-1966 and 1966-1967 academic years [5]

Schools and students	1965/66	1966/67
Total	9	12
Elementary	-	2
8 years education	4	2
Secondary	5	8
Number of students, total	6845	9170
Including 1-4 grades	3853	4998
5-8 grades	2473	3440
9-11 grades	520	742

In just one year the number of schools in Aktau city has grown by 3, the increase was due to an expansion of secondary schools.

The introduction of compulsory general secondary education was realized across the country in a few phases. On November 10, 1966 Central Committee of the CPSU and the Council of Ministers of USSR passed a resolution "On Measures to Further Improve the Work of Secondary General Education" which stated that the school should continue to develop as a general education, labor, polytechnic one, and the most important task in the field of education was implementation of general secondary education for the younger generation in the country by 1970. The resolution determined the measures for improvement of material and technical base of the school, development of the school network, ensuring the coverage of older pupils with secondary education.

The educational process was restructured, that is, the systematic study of the basics of science began from the 4th, not from the 5th grade, as it was before. A certain positive role in improving the quality of education was played by the addition of elective courses in separate subjects chosen by students.

Under the decree adopted two years earlier, on August 10, 1964, "On changing the period of study in secondary general, labor, and polytechnic schools with industrial training", the period of study in schools was shortened by 1 year – eleven-year schools were reorganized into ten-year ones.

Despite the positive changes, the party bodies themselves were forced to admit the poor state of school education in the Western districts of republic. On November 24, 1967 the CC of the Communist Party of Kazakhstan considered the matter, concerning the measures of further improvement of comprehensive secondary schools in the Guryev region". And stated that the region has undertaken certain steps in this direction.

Simultaneously, it was stressed that "in the past academic year 550 pupils dropped out of the 1st-8th grades due to unreasonable excuses. This year about 300 children are not involved in the educational process... Pupils poorly master the curriculum material, do not acquire a solid and profound knowledge of the basics of science, and their level of educational attainment is extremely low. Annually, a great number of children in district schools repeat the year of study. Due to the lack of teachers, foreign languages are not taught in 80 schools and some schools do not offer physical education classes. In district schools, more than 2,000 children currently study in the third shift" [6].

It would be incorrect to claim that these drawbacks were eliminated, but certain changes in the staff and material and technical support of schools did take place. Thus, in excess of the state outline city department of education together in cooperation with the heads of that department registered those people who did not have 8 years and secondary education; as a result, 2,256 people were studying at the evening school [7].

It is difficult to exaggerate the role of evening and correspondence schools in fulfilling of the program of transition to general secondary education. In 1969-1971, evening and correspondence schools received new curriculums. However, the main flaw in their functioning was the high dropout rate, whereas in the republic it was 14.1%, in Mangyshlak it was even higher – 14.6%.

In 1970, a new Charter was declared for secondary comprehensive. According to it experience has proved that the right combination of industrial labor and training on a broad polytechnic basis made this knowledge more specific, indeed tangible, necessary for a person entering into life.

Therefore, the system of secondary education was developing. If in 1959-60 academic year, for example, Shevchenko city had only one eight-year school with 240 pupils and 12 teachers in a barrack-type building, then by 1970 6 standard school buildings for 7040 pupils were arranged in the city.

In the 1970-71 academic year, due to those who arrived from other cities of the country, the number of students reached 6,956. Yet, the educational process had considerable disadvantages: the lack of necessary material and technical base, the lack of labor and industrial training teachers, the insufficient material resources, the low quality of professional training, a noticeable decrease of general education level of school graduates, especially young people, significant overload of education and work, while nothing was done to enhance and improve the work of the national schools. The staffing problem also remained acute.

In 1972, the educational process in the city was performed by 550 teachers, of whom 380 had higher education, 35 graduated from the academic institution, 135 had specialized secondary education, and 27 improved their education in correspondence pedagogical institutions [8].

In 1972 the CC of the CPSU "On the completion of the transition to general secondary education for youth and the further development of comprehensive schools", which set the task of completing by 1975 the transition to general secondary education and completing by that time the introduction of new curricula and programs for all school courses. On their basis, to prepare and publish coordinated textbooks and sets of methodological aids, reflecting the level of scientific and industrial achievements.

The government of USSR took into consideration development of education and set up the new steps for enhancement of secondary, specialized and higher education expressed in its resolution on the matter. It emphasized the consistent application of measures to further improve system due to the needs of economy, science and culture development, social and scientific-technological progress.

In 1973 there were 2 urban professional technical colleges which also gave the opportunity to get the general secondary education along with profession. Education was also carried out in the evening school.

One of the effective measures of educational process improvement was the turning to the modern teaching content. To this end, special equipped classrooms were created in schools in the district and in the city. Thereby, in Shevchenko 6 out of 8 schools were switched to the classroom system and 150 classrooms were created. The first school of the city took the first place in the union-wide show of visual aids. And as a cul-

mination of the work done by the teachers of the city: 98,6% of all students succeeded in the 1972–1973 academic year, of which 37,7% – with “5” and “4” marks [9; 14–28].

Great support in improving the base of vocational training colleges was provided by production associations, which allocated funds, donated transport, lathes, electric and gas-welding machines, furniture and tools.

In 1976 more than 15.5 thousand people received eight-year and secondary education in 10 of day schools, 4 of evening ones and 1 correspondence schools. 66 teachers were awarded with orders and medals, 39 – with the badge “Excellence in Education of the KazSSR” and 2 – “Excellence in Education of the RSFSR”. In total, there were 720 teachers in the city, of whom 498 had higher education, 30 – incomplete higher education, 182 – secondary specialized education [10; 40–45].

On August 23, 1974, the Council of Ministers enacted the Resolution “On organizing interschool vocational training facilities providing professional training and occupational guidance for students”, which set the following goals: to acquaint students with labor processes and the work of employees at enterprises, to provide occupational guidance for students to prepare them for a conscious choice of a profession, to teach students initial skills in their chosen occupation.

The labor training profiles of students at the interschool vocational training facilities had to be determined with regard to local needs for workers and the available production base. The interschool training facility of the city, by the efforts of the Caspian Construction Department, put into effect in 1984 and managed to organize production work in 17 profiles on its basis.

If secondary education in the western regions, as we see on the example of Shevchenko city, was developing quite successfully, even though it had significant deficiencies, then on the part of universities the educational infrastructure of the region was represented rather modestly. Thus, apart from the traditional pedagogical institutes, typical for almost every region, there was also an agricultural university (Ural region), as well as a medical institute and a civil aviation flight school (Aktobe region). Overall, there were 5 institutions in the 70s, and 6 in the 80s [11].

Secondary specialized educational institutions, due to their specificity, assumed a narrower material and technical base, and the educational and methodological process could be fully provided by a less qualified team of teachers in comparison with the teaching staff of universities. That is why there were much more educational institutions of this type. In the 60s, for example, there were 21 of such institutions in the 70s – 25, and in the 80s – 31 [12].

The student contingent also acquired the corresponding dynamics. If in 1965 10.5 thousand people studied at the universities of Western Kazakhstan, and 16.2 thousand in 1975, then in the mid-80s there were 21,200 students. 15.8 thousand people studied at secondary specialized educational institutions of the region in 1965, 18.3 thousand in 1975, and 31 thousand in the mid-80s [13]. Nevertheless, the growth of the number of students was low. Thus, if in the republic on the average this indicator was equal to 120 in 1965 (and in some regions it was even higher, for example, in Karaganda – 156, in Semipalatinsk – 132, in Eastern Kazakhstan – 125), then in Aktobe – just 33 people, in Guryev – 88, and only in Ural region that index was higher than the average republican level – 131 people.

By the mid-1970s, these figures were at the following level: average republican – 148, Aktobe region – 85, Guryev – 66 and Ural – 159 (while in the Karaganda region – 220 people).

Analysis showed, the number of students in specialized schools (again per 10000 of population) was considerably behind the average republican level. In 1965, in the republic it stood at 142 people, while in Aktobe region – 108, Guryev – 165, Ural – 110 people; by the mid-70s 160 people in the republic, in Semipalatinsk region – 228, Tselinograd – 241, Kustanai region – 207 people, whereas in Aktobe region – 120, Guryev – 132 and Ural – 121 people [14].

Higher educational and vocational schools in Western Kazakhstan, like in other districts of the state, had a distinct territorial nature and were serving the local population. Meanwhile, in the ranking of opportunities for obtaining education, Western Kazakhstan occupied a far from ambiguous position. For instance, if we take the index of opportunities for obtaining higher and secondary special education in the state as 1.00, then in the 80s it was 5.59 in the Alma-Ata city, 2.16 – in the Ural region, 2.33 – in Aktobe, and 0.77 – in Guryev [15].

This shows that the situation in Guryev region in this respect was extremely unfavorable, just as in other areas of the region in comparison with the conditions of the capital. Already from here it became obvious that the educational infrastructure characteristics of the region did not meet its needs for intellectual workers, especially those of high qualifications.

In 1976 in the city the general-technical faculty of the Kazakh Polytechnic Institute was organized. Out of 20 faculty members, 9 were candidates. They were experienced teachers – E.A. Kuznetsova, E.T. Bozhanov, A.M. Nekrasov and others. At the faculty, 320 students were engaged in the first stage of training. At the same time, 265 people took classes at organizational and preparatory courses [16].

On this bases there was organized the faculty trained personnel only for the oil industry. But despite certain successes in the construction of schools, the opening of the pedagogical college and KazPTI faculty in the city, the educational process was ruled by dogmatic, standardized lectures, and reproductive teaching methods.

For developing education in general, a few decrees were of the government were issued. On November 27, 1985 the USSR Law “On Education” was passed in the new edition. 21 articles of the law stated that the education of children in school started at the age of 6. The following major goals were set for the secondary general education school: to carry out education in accordance with contemporary demands, to provide students with knowledge of the fundamentals of science, to use computers, and apply it in practice.

In 1986, while noting what has been done since the passage of these documents, the session of the City Council emphasized the following: “For three years, public education personnel have been working on the realization of the reform of general and vocational schools. And if the first two years we were preparing the material and technical basis for schools functioning in new conditions, this year we have started the direct implementation of the reform's requirements. For the first time on September 1, a total of 1,060 six-year-old pupils sat behind the desks, 1,015 tenth-graders were trained in their chosen occupation directly at the enterprises, which equipped 184 workplaces for this purpose. This made it possible to organize vocational training for 2,028 eighth-graders on the basis of interschool vocational training facilities and vocational technical college” [17].

The change in the country's policy in 1980's entailed revisions in the education system. Government policy, proclaimed in 1985, required the training of highly qualified specialists. Universities and vocational schools to a certain extent contributed to the development of production and the spiritual sphere. However, extensive measures prevailed over intensive ones. Creative thinking practically did not develop, mainly the volume of the studied material increased.

Conclusions

In spite of development of all levels of education in 60–80-s, implementation of new programs, opening number of vocational schools and institutes, in general there were no dramatic changes, primarily because they occurred on the basis of outdated forms and methods of work, they did not affect the principles of education: the state, public nature of education, its free-of-charge basis and planning. Restructuring at that stage was accomplished without scientific foundation and did not yield the desired results.

Nowadays, the diversification of the economy is a priority direction of the state program. As we understand, the main source of its implementation is highly qualified personnel. Unfortunately, the lack of secondary technical education, secondary medical, agricultural and other fields, as well as institutions and universities is a reason for the backwardness of the economy. Educational institutions need to establish a close link with production. The content of curriculum should be completely changed. It is required to teach modern information and technology programs. It is necessary for educational institutions to directly support large-scale production, as it was in Soviet times. To train highly qualified engineers, it is crucial to revive the Institution of Higher Technical Education (IHTE (VTUZ)). State participation in financing secondary technical education in all directions, excluding colleges at enterprises, is equally important. In this regard, the application of the experience of the aforementioned period is quite appropriate.

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К. Тайчикова

XX ғасырдың 60–80-жылдарындағы Батыс Қазақстандағы білім беру орындарының дамуы

Мақалада Батыс Қазақстандағы білім беруді дамытудың негізгі кезеңдері қарастырылған. Қарастырылып отырған кезеңдегі жалпы орта және кәсіптік білім беруді енгізу қарқынының артта қалу себептеріне ерекше назар аударылған, атап айтқанда: оқушылардың өз бетінше және сыни ойлау дағдыларын дамыту және оқыту сапасын есепке алмай, зерттелетін материал көлемін кеңейту есебінен дамудың экстенсивті жолдарын пайдалану; білім беру жүйесін жоғары білікті кадрлармен қамтамасыз ететін оқу орындарының болмауы; өңірдегі білім беруді дамыту қарқынының жалпы республикалық қарқынмен арақатынасы; аталған проблемаларды еңсерудегі мемлекеттік реформалардың рөлі.

Кілт сөздер: білім, көрсеткіштер, бастауыш, орта, сырттай мектеп, жұмысшы жастар мектебі, мамандар, жалпы білім, өндірістік оқыту, оқу-өндірістік кешендер, реформалар.

К. Тайчикова

Развитие учреждений образования в Западном Казахстане в 60–80-х годах XX века

В статье рассмотрены основные этапы развития образования в регионе. Особое внимание уделено причинам отставания темпов внедрения всеобщего среднего и профессионального образования, а именно: использование экстенсивных путей развития за счет расширения объемов изучаемого материала, без учета качества преподавания и развития у школьников навыков самостоятельного и критического мышления; отсутствие учебных заведений, обеспечивающих систему образования высококвалифицированными кадрами; соотношение темпов развития образования в регионе с республиканскими темпами в целом; роль государственных реформ в преодолении указанных проблем.

Ключевые слова: образование, показатели, начальная, средняя и заочная школа, школа рабочей молодежи, кадры, всеобуч, производственное обучение, учебно-производственные комбинаты, реформы.

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