

THE HISTORY OF THE FORMATION OF SECONDARY SPECIALIZED VOCATIONAL EDUCATION IN THE AKTOBE REGION

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Abstract. The research focuses on the development of a system of secondary specialized and vocational education in the Aktobe region. Medical and teacher training schools played a leading role in this area. However, the development of the region's manufacturing and economic sectors and a shortage of qualified specialists led to an increased demand for mid-level specialists, prompting the opening of urban and rural vocational schools in the region.

This article examines the establishment and development of a nursing school and a teacher training school. The impact of the literacy campaign on education in the region is demonstrated.

The authors note the training of personnel directly in production through factory schools and substantiate the need for their subsequent transformation into educational institutions providing vocational education.

During the research, the authors conducted a critical analysis of materials collected from the Aktobe Regional State Archives and also conducted a historiographic review of scholarly works. Particular attention is paid to defining the role of mid-level specialists in the country's economic recovery in the first half of the 20th century and identifying the main areas for the development of vocational education.

Key words: nursing school, teacher training college, secondary specialized education, vocational education, specialist-worker.

Introduction

It is well known that the concepts of culture and education are based on knowledge and culture, which, as a rule, develop in close connection with the fate and history of a country. In this regard, one of the large-scale and consistent measures implemented by the Soviet government was the creation of a system of secondary specialized education, that is, the training of mid-level professionals. Between 1920 and 1945, thousands of secondary specialized and vocational schools were established in the republic. Their history developed directly in line with changes in socio-economic life. The growth and development of the country's economy were reflected in the construction and operation of factories, plants, factories, state and collective farms. The contribution of vocational schools to their establishment and development was invaluable. Thus, these educational institutions have traveled a long historical path, making a significant contribution to the training and education of thousands of skilled workers who served the country.

The authors' aim is to demonstrate the development of the secondary vocational education system in our region, identify the reasons for the emerging demand for professional specialists and ways to meet it, and present the results of the persistent efforts of educational institutions, achieved despite initial

difficulties. The topic of this study is one of the most important issues in the history of the region, and the lack of specific case studies on the training of the first professional personnel, in our opinion, further enhances its relevance.

Materials and methods of research

Since the history of the development of secondary vocational education in the Aktobe region is a little-studied topic, collecting and analyzing archival documents was an important step in our research. Based on an analysis of documents from collections No. 13 and No. 1858 obtained from the Aktobe Regional State Archives, we examined the political attitudes of the relevant historical period and drew substantiated conclusions, taking into account modern methodological principles of critical analysis.

In the article, the authors provide an objective assessment of the data regarding the Aktobe Pedagogical School, the Zooveterinary College and other vocational educational institutions. The archival documents reviewed, related to the opening of the medical school, were analyzed using historical-comparative, retrospective and systemic methods in the context of historical processes of the 1920-1950s.

The object of this research is the development of the secondary vocational and vocational education system in the region. The study established that defining the role of vocational and pedagogical specialists in the national economy is a pressing issue.

Results and its discussion

The formation and widespread expansion of the secondary vocational education system in the Aktobe region spanned the 1920s and 1950s. In response to the demands of the time, industry, agriculture, and other important sectors required new qualified personnel. While only two secondary educational institutions with a total enrollment of 66 students operated in the Aktobe region prior to the February Revolution, in 1940-1941, their number increased to four, with 692 students enrolled [1, 221]. During the Great Patriotic War, the development of specialized vocational education proceeded slowly. This was due to a weak material and technical base, insufficient methodological work, and an acute shortage of teaching staff. Despite this, educational institutions made every effort to maintain their operations. It should be emphasized that during the war, the vocational education system primarily placed high hopes on medical, teacher training, agricultural, and vocational schools. Undoubtedly, this was a special wartime need. This contributed to the advancement of mid-level professional training in medicine and education, which had begun to develop in our region since the late 1930s.

There is every reason to begin the system of mid-level specialist training in the Aktobe region specifically with the medical field. Based on Order No. 279 of the People's Commissariat of Health on August 4, 1935, a two-year nursing school was established in Aktobe [2, 2]. Although the educational institution was called a school, it carried great hope and trust, and thus actively began training the first nurses. The nursing school began its work under severe challenges. In the first years, some students studied in the physiotherapy room, while the rest studied at one of the nearby secondary schools. This disunity among students led to a breakdown in their relationships and created difficulties in establishing inter-course relationships. Even during the Great Patriotic War, the Favoz Hospital building and the scarlet fever department in the city center were used as classrooms. During the first years of operation, the majority of the 16 faculty members were physicians-teachers; in particular, in 1938, 11 physicians, invited to teach, worked at the school. Between 1937 and 1953, 727 graduates graduated from the school and began working in regional healthcare agencies. The number of graduates during this period can be seen in the table below [3, 3].

Table 1. Graduates of the School of Nursing for the years 1937–1953.

Academic year	1936-1937	1937-1938	1938-1939	1939-1940	1940-1941	1941-1942	1942-1943	1943-1944	1944-1945	1945-1946	1946-1947	1947-1948	1948-1949	1949-1950	1950-1951	1951-1952	1952-1953
Number of graduates	25	32	25	31	44	43	44	49	38	37	36	66	57	52	66	27	55

Despite the difficulties, the secondary specialized medical education institution, which began as a regular school, was transformed into a Medical School in 1954 by Resolution No. 919 of the USSR Council of Ministers dated May 15, 1954.

Furthermore, during the literacy campaign of the Council of People's Commissars in the 1920s and 1930s, considerable attention was paid to the development of secondary specialized education in all regions of the republic. Since the mass literacy campaign created a shortage of teaching staff, the issue of replenishing the teacher deficit inevitably became a priority. The need to train educated, cultured primary school teachers with well-developed pedagogical thinking became a top priority. The task of training mid-level teachers was entrusted to pedagogical schools. In the Aktobe region, in the 1920s, the first pedagogical schools were formed through the Red Teachers' Courses [4, 16], and in the 1937-1938 academic year, the Aktobe Pedagogical School began its activities.

From 1946 to 1950, the pedagogical school graduated 1005 students [5, 227].

Table 2. Primary education teachers graduated in 1946-1950

department	1946 г.	1947 г.	1948 г.	1949 г.	1950 г.
stationary	25	50	108	122	143
correspondence course of study	34	93	116	144	138
total	59	143	224	298	281

As these statistics demonstrate, the annual growth in the number of mid-level teaching staff can be traced. Considering that the N. Baiganin Kazakh Women's State Teachers' Institute was reorganized in 1948, this growth deserves to be considered a significant indicator.

Schools, opened in remote villages of the Kazakh steppe, became platforms for strengthening the practical experience of young specialists. «Many graduates of the school worked diligently in production, achieved great heights and served the people. Among them were Sultanova, who graduated from the Higher Party School and worked in the regional party committee; then Kulibaba, who graduated from the institute and became the director of a secondary school; L. Stotskaya; poet and composer B. Tazhibayev; Doctor of History, Professor of KazMU A.S. Takenov and others» [6, 172]. In addition, Academician A. Zhubanov, journalists K. Erzhanov, S. Mukashev, and M. Dinishev, educators G. Aktayev, M. Zhangozhin, and E. Terekov, Heroes of the Soviet Union I. Urganishbayev, F. F. Ozmitel, and K. Zhazykov, Corresponding Member of the National Academy of Sciences of the Republic of Kazakhstan, Doctor of Philosophy, and Professor R. G. Kutkozhina-Syzdyk, Associate Professor Zh. Utepova, and other prominent figures are graduates of this school from the 1920s to 1940s. Graduates of the school joined the ranks of teachers involved in eradicating illiteracy and leaders in the cultural sphere, and also contributed to the implementation of many important projects in the national economy.

It is well known that the Soviet government attached particular political and ideological significance to the social status of the working class as the main pillar of socialist society. Therefore, the formation of the working class and the enhancement of its activity in material production were entrusted

to vocational and technical educational institutions (hereinafter referred to as vocational schools, as the authors call them). Taking into account the rapid development of industrial enterprises and the need for skilled workers, the Central Executive Committee of the USSR and the Council of People's Commissars adopted a special resolution on factory schools (hereinafter referred to as FZU/FZO, as the authors call them) on September 15, 1933, which established the training of specialists directly in production for a period of six months. On October 2, 1940, the Decree of the Supreme Soviet of the USSR «On State Labor Reserves» was adopted. These resolutions defined the activities of vocational and technical educational institutions for the training of skilled workers and also paved the way for the formation of a new workforce from among urban and rural youth to meet the needs of production.

Intensive processes were taking place in the Aktobe region in the 1930s and 1940s on this issue. By organizing six-month, two-three-year secondary specialized and vocational training, specialized educational institutions of the region began to prepare personnel for metallurgy, the mining industry, chemical plants, construction, railways, and public catering establishments. In this direction, 7 vocational educational institutions (Aktyubinsk, Emba, Shalkar, Alga, etc.) began to function in the region, which graduated 1,224 specialists in the first year, and in the first five years trained 16,950 qualified personnel (metallurgists, oil workers, builders, miners, etc.). In 1940, Vocational School No. 49 was created in Alga, which, since its foundation, has trained 15,000 skilled workers for the national economy, in particular for the chemical industry [7, 44]. They were assigned to the Aktobe Chemical Plant and the Donskoy Mining and Processing Plant. Theoretical classes at these secondary vocational schools focused on the depth of the curriculum, its accessibility, the use of technical teaching aids, and the use of film adaptations of the educational process. In 1945, Vocational School No. 4 was established at Kandyagash Station, where the school began training construction specialists. Aktobe Vocational School No. 50 began training railway specialists in several areas. The connection between theoretical knowledge and practical application was also emphasized: despite the lack of specialized training workshops, workshops were equipped within existing classrooms. Each classroom had a «Ukrainka» movie projector. Aktobe Vocational School No. 96, which actively participated in the work, only met 13% of the labor needs of «Aktyubinskselkhozstroy» Division No. 21. Along with the data provided, the shortage of specialized personnel in our region can also be traced by the constant increase in the volume of the specialist training plan approved by the state committee.

The vocational education system established in our region in the 1940s made a significant contribution to the development of the national economy. Aktobe vocational schools played a key role in strengthening the region's economy. Rural vocational schools primarily trained machine operators, mechanics, carpenters, electric welders, blacksmiths, and tractor drivers. The Aktobe Region Supplementary Labor Department, through its comprehensive work, continually improved the training of qualified specialists for industry, transportation, construction, and agriculture in vocational schools, who were knowledgeable and passionate about their professions.

In the 1950s, schools, initially organized as vocational schools, gradually transformed into vocational schools and began to undergo restructuring. As of January 1, 1943, the system of supplementary labor institutions in the Aktobe Region included three railway schools, one vocational school, and eight vocational schools. At the beginning of 1944, the Aktobe Region Department of Supplementary Labor had 8 educational institutions: 2 railway schools, 2 vocational schools, and 4 factory training schools. By the beginning of 1945, the total number of secondary educational institutions had reached 13: 2 railway schools, 4 vocational schools, and 7 factory training schools. In the 1950s and 1960s, 14 vocational schools and 12 mechanization schools operated in the region, training specialists for various sectors of the economy.

After 1950, vocational education entered a new phase. On April 1, 1952, a resolution was adopted on measures to improve the education and upbringing of Kazakh girls in schools, secondary schools, and higher education institutions. In the 1951-1952 academic year, 14 girls were admitted to the nursing

school, and 10 girls to the zoo-veterinary technical school [8, 501]. Thus, Kazakh girls began to become professional specialists in various industries.

One of the sectors where a high demand for specialists arose in our region was trade and catering. During the Eighth Five-Year Plan, GPTU No. 94 trained 927 people for work in trade and catering, including 667 sales workers and 260 cooks [9, 57]. In summary, efforts to meet the demand for specialists in our region were intensive, and the outreach to enterprises was systematic. Secondary vocational education in the region was able to fully cover such areas as medicine, education, manufacturing, and business activities. Advances in science and technology, economic development, and social reforms increased the demands on the training of skilled workers.

Conclusion

The aim of our research was to identify and demonstrate the significance of the formation and development of the secondary vocational education system in the Aktobe region from the 1920s to the 1950s. During this historical period, the need for specialists trained in secondary and vocational education was extremely high, as they provided a supply of new, professionally trained young people for various sectors of the economy. Based on the research conducted, the authors present the following findings:

- The formation of the secondary vocational and vocational education system was predicated on identified needs, driven by a combination of the Republic's educational policy and economic development trends.

- First half of the 20th century in our region laid the foundation for training specialists in pedagogy, medicine, manufacturing, and economics, and also identified the important role of vocational education in raising the country's economic standing.

- The issue of vocational and specialized education remains a relevant and interesting topic. As is well known, the President of the Republic of Kazakhstan, Kassym-Jomart Tokayev, declared 2025 the «Year of Working Professions» [10]. In this context, we considered it appropriate to highlight the important role of blue-collar professions, which form the foundation of our country's economic and social development - such as construction, railways, agriculture, trade, industry, and mechanics - and to trace their historical origins.

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АҚТӨБЕ ОБЛЫСЫНДАҒЫ АРНАУЛЫ КӘСІПТІК ОРТА БІЛІМ БЕРУ ІСІНІҢ ҚАЛЫПТАСУ ТАРИХЫ

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Андатпа. Зерттеу жұмысының нысанына Ақтөбе облысындағы орта арнаулы, кәсіптік техникалық білім беру ісінің қалыптасуы алынып отыр. Бұл бағыттың көшін бастап тұрған Медициналық және педагогикалық училищелер. Сонымен қатар облыстың өндіріс, шаруашылық салаларын дамытуда кәсіби мамандардың жетіспеуі орта буын мамандарына сұраныс туғызды, облысымызда осы мақсатта қалалық және ауылдық кәсіптік-техникалық оқу орындары ашыла бастады.

Мақалада Медбикелер мектебі, Педагогикалық училищенің құрылып, дамуы баяндалған. Облыстағы білім саласында сауатсыздықты жою науқанының ықпалы көрсетілген.

Өндіріс жанынан мамандар даярлаудың фабрика-заводтық мектептер арқылы жүзеге асырылуы, кейіннен олардың кәсіптік-техникалық білім беретін оқу орындарына айналу қажеттіліктері аталады.

Ғылыми зерттеу жұмыстары барысында авторлар Ақтөбе облыстық мемлекеттік архиві қорларынан жинақталған материалдарға сыни талдау жасап, сондай-ақ ғылыми еңбектерге тарихнамалық шолу келтірген. ХХ ғасырдың бірінші жартысындағы елдің экономикасын көтерудегі орта буын кәсіби мамандарының ролін көрсетуге және кәсіби-техникалық білім беруді дамытудың негізгі бағыттарын анықтауға ерекше көңіл бөлінген.

Түйін сөздер: медбикелер мектебі, педагогикалық училище, орта арнаулы білім, кәсіптік-техникалық білім, маман-жұмысшы.

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**ИСТОРИЯ СТАНОВЛЕНИЯ СРЕДНЕГО СПЕЦИАЛЬНОГО
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ В АКТЮБИНСКОЙ ОБЛАСТИ**

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Аннотация. Объектом исследования является процесс формирования системы среднего специального и профессионально-технического образования в Актюбинской области. Ведущую роль в этом направлении сыграли медицинские и педагогические училища. Вместе с тем развитие производственных и хозяйственных отраслей области и нехватка квалифицированных специалистов обусловили рост потребности в специалистах среднего звена, в связи с чем в области начали открываться городские и сельские профессионально-технические учебные заведения.

В статье рассматриваются вопросы создания и развития школы медицинских сестер и педагогического училища. Показано влияние кампании по ликвидации неграмотности в сфере образования области.

Отмечается подготовка кадров непосредственно при производстве через фабрично-заводские школы, а также обосновывается необходимость их последующего преобразования в учебные заведения, осуществляющие профессионально-техническое образование.

В ходе научного исследования авторами был проведен критический анализ материалов, собранных в фондах Актюбинского областного государственного архива, а также осуществлен историографический обзор научных трудов. Особое внимание уделено определению роли специалистов среднего звена в подъеме экономики страны в первой половине XX века и выявлению основных направлений развития профессионально-технического образования.

Ключевые слова: школа медицинских сестер, педагогическое училище, среднее специальное образование, профессионально-техническое образование, специалист-рабочий.