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PEDAGOGICAL VIEWS OF SMAGUL SADVOKASOV:

RECONSTRUCTION OF METHODOLOGY

Abstract: *the article examines the pedagogical views of the People's Commissar of Education Smagul Sadvokasov, 1925–1927. Based on the sources, his position on the topic of the national theater and the publication of textbooks is given. Sadvokasov defended the values – the quality of textbooks and the teacher's right to creativity.*

Keywords: *Kazakhstan, textbooks, teacher, education, Sadvokasov.*

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ПЕДАГОГИЧЕСКИЕ ВЗГЛЯДЫ СМАГУЛА САДВОКАСОВА:

РЕКОНСТРУКЦИЯ МЕТОДОЛОГИИ

Аннотация: *в статье рассматриваются педагогические взгляды наркома просвещения Смагула Садвокасова, 1925–1927 гг. На основе источников анализируется его отношение к качеству учебников и праву учителя на творчество, к национальному театру и вузам в поликультурном сообществе.*

Ключевые слова: *Казахстан, учебники, учитель, образование, Савдокасов С.*

Scientifically interesting layer of documentary sources is represented by the publications of the leaders of the People's Commissariat of Education (or the Ministry of Education) of the Kazakh Republic. Basically, these leaders corresponded to the mission of the Soviet school: to teach and educate. The attention of researchers is drawn to the recordings and texts of public speeches by Smagul Sadvokasov, created in an environment where their opinion (before the start of mass repressions) was listened to, commented on, and taken into account. To study Sadvokasov's views on pedagogy, the authors of the article studied archival materials: his published articles and transcripts of oral presentations, correspondence. These and other documents are stored in various archives in Almaty and Kyzylorda (Kazakhstan), Moscow, Orenburg, and Omsk (Russia), Tashkent (Uzbekistan). The documentary base of the study also covered the periodical press; Sadvokasov often published on the pages of Soviet newspapers and magazines. Such texts are important for understanding the overall picture in the field of pedagogical management of Soviet leaders. Documents are in the funds of the Central State Archive of the Republic of Kazakhstan, as well as the Archive of the President of the Republic of Kazakhstan (Almaty) and others. These are the transcripts of the meetings of the leadership of the republic on the issues of checking the People's Commissariat for Education, at which S. Sadvokasov, F. Goloshchekin, N. Nurmakov and others spoke. Sources are of value as «direct speech» of leaders, discourse on issues of working with the public. The school theme was given a certain place in them. The methods of scientific dialectics, analysis and synthesis, comparative, the principle of historicism was used to process the sources. When working with sources, the attributes of the Soviet vocabulary, the so-called «class» characteristics, had to be ignored whenever possible. Research methods include: dialectical – analysis and synthesis, comparative, methods of sociology, interdisciplinary – the principle of historicism, stratification, psychology, and others.

In modern foreign bibliography, there has been a tendency to consider the socio-cultural development of the republics of the East and their connection with the colonial system, which developed into the Soviet totalitarian system. Of course, there is some

truth in this. Такие исследователи, как, de Keller Shoshana focuses on the five majors «Stans»: Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, and Turkmenistan. Cultural and social history are interwoven with the military narrative to provide a sense of the people, their religion, and their practices – all of which were severely tested under Stalin [1, p.5] De Sheila Fitzpatrick, for example, explores the mission of the People's Commissariat of Education under the Soviet regime and came close to the topic of organizing school education among the peoples of the East. The Fitzpatrick's book is the first comprehensive history of Soviet education in the 1920s and early 1930s, and provides a sequel to the author's highly praised Commissariat of Enlightenment. In this, as in the earlier study, the author has used Soviet archival sources not previously available to Western scholars [2, p. 10]. Two other authors compare the system of the famous Soviet psychologist Vygotsky with the theory of Karl Marx [3, p. 22]. Carl Ratner, Director of the Institute for Cultural Research and Education, has developed the field of cultural psychology in generally Marxist directions. Daniele Nunes Henrique Silva is Professor of Psychology in Human Development Process and Health in the Department of Educational and Developmental Psychology at the Institute of Psychology, University of Brasilia, Brazil. Noted trends in Western bibliography on the topic of pedagogy and psychology in Soviet Central Asia and Kazakhstan suggest the need to study regional characteristics. In this regard, this article fills in some «blank spot» in the history of Russian pedagogy in the early Soviet period.

Sadvokasov Smagul, Kazakh, born in 1900, was appointed head of the People's Commissariat of Education of Kazakhstan in the spring of 1925. In total, he worked in this position for two years. During this time, he managed to adjust the process of training teachers, monitor the employment of teachers, and organize the process of writing textbooks for schools by specialists from various fields of knowledge. The difficulties of the stage (difficulty of access to central printing houses, change of the alphabet, shortage of teachers, etc.) did not prevent the young leader from critically looking at the industry entrusted to him. He boldly expressed his views, often being criticized by individual communists. After all, by 1926, the information about the victims of mass famine in the Kazakh Steppe was known, being voiced by the delegate of the

Turkological Congress in Baku (February-March 1926), scientist Akhmet Baitursynov. The well-known Turkologist-linguist and the first People's Commissar of Education Akhmet Baitursynov, speaking in Baku, stated: «The horrors of the famine of 1921–1922 are still fresh in our memory» [4, p. 268]. In another report, by the M.P. Pavlovich, at the same congress of Turkologists, the number of children in orphanages in Kazakhstan and the unprecedented number of homeless children were announced: «By the end of 1924, there were up to 45,000 homeless children in Kazakhstan. About 16,000 of them were kept in 218 orphanages» [4, p. 490]. Being the People's Commissar of Education of Kazakhstan (1925–1927). Sadvokasov, in November 1926, noted: «We once attached great importance to the question of the theater. I remember our conversation with Nurmakov with Comrade Stalin. When, after receiving the national fund last year, we talked about how to spend it, comrade. Stalin said: «First of all organize the National Theatre» [4, p. 126].

There were no universities in Kazakhstan at that historical period, and Sadvokasov promoted the idea of higher education in polemics with the leadership of the republic. Goloshchekin believed that the construction of universities was too costly and would not justify the investment. In this regard, Sadvokasov looked to the future, and it was no coincidence that in 1927 – early 1928 he worked as the rector of the First Kazakh Pedagogical University, which was located in Tashkent. Saduakasov, expelled from Kazakhstan, was the rector of the Pedagogical Institute in Tashkent» [6]. Of course, one cannot idealize the views of Smagul Sadvokasov, who was a relatively young manager in the education system, he tried to resolve several issues in an accelerated manner. It seemed to him that only the communist approach was the only correct one, even when writing school textbooks. It is known that he studied the works of V.I. Lenin, translated articles by N.K. Krupskaya on the specifics of educational work in the countryside. Sadvokasov read many works of Leo Tolstoy, shared his views on society and religion (more precisely, the denial of the church as a social institution). His pedagogy is effective, creative, filled with energy. He misused this passion for Marxism by criticizing textbooks written by non-communists (Magzhan Zhumabaev, Koshke Kemengerov), and this should be taken with caution.

The systematic nature of S. Sadvokasov's pedagogical views were expressed in the culture of his oral and written appeals to teachers. He urged teachers to read more, go to the theater, subscribe to newspapers and magazines. In his articles, Sadvokasov took a firm line on raising the role of the school so that school teachers in the villages would be treated with respect.

The result of studying the views of S. Sadvokasov on the issues of pedagogy and culture in the 1920s – 1930s can indirectly be considered the onset of the stage of understanding his important role in managing the socio-cultural sphere. Being a well-read person and absorbing two cultures at once: both Kazakh and Russian culture of reading, Smagul Sadvokasov often recommended to his associates to join reading. Moreover, during his work in the editorial offices of the media, the theater, and schools, much attention was paid to familiarizing the Kazakh population with world classical literature. Thanks to the perseverance of Sadvokasov, higher educational institutions, a theater, a vocational school appeared in the country.

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