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TEACHER TRAINING IN THE KOSTANAY REGION AT THE KOSTANAY TEACHERS' INSTITUTE IN THE 1930s-1940s OF THE TWENTIETH CENTURY (HISTORICAL AND PHILOLOGICAL FOCUS)

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Kostanay Teachers' Institute has been operating since 1939. The institute was established on the basis of an existing Pedagogical School. The basis of the university was formed by two faculties: physics and mathematics, natural science and geography. Since 1944, the institute has been named after Amangeldy Imanov. In 1955, the university was transformed into Kostanay State Pedagogical Institute. Students studied at the faculties of physics and mathematics, natural geography and at the Faculty of Russian language and literature. A feature of the training model of the university was the correspondence form of study. A considerable number of teachers in the region had previously completed training at pedagogical colleges and various teacher-training courses and remained motivated to further advance their educational qualifications. Teachers in this category, who had extensive practical experience in schools, were inclined toward pursuing higher education through correspondence study. It is evident that some specialists had previously planned to study at institutes in other regions, and in some cases had even enrolled, but were unable to achieve their goals due to objective circumstances. A significant number of students stopped their studies during the war and were able to take a full educational course in the post-war time. Thus, during the research period, teachers and employees from different fields were entitled to qualified education. Part-time students have been described as successful professionals with discipline in the workplace. Based on progressive results, they fully demonstrated potential opportunities, hard work and perseverance during the period of study at the university. After completing the institute course, registered teachers continued their teaching activities in schools and presented by their own example an example of honor, decency, high culture and social activity for the younger generation.

Key words: *Kostanay Teachers' Institute, pedagogical education, student population, wartime period, correspondence education.*

XX ҒАСЫРДЫҢ 30-40 ЖЫЛДАРЫНДА ҚОСТАНАЙ МҰҒАЛІМДЕР ИНСТИТУТЫ БАЗАСЫНДА ҚОСТАНАЙ ӨҢІРІНІҢ ПЕДАГОГ КАДРЛАРЫН ДАЯРЛАУ (ТАРИХИ-ФИЛОЛОГИЯЛЫҚ БАҒЫТ)

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Қостанай Мұғалімдер институты 1939 жылдан бастап жұмыс істей бастады. Институт жұмыс істеп тұрған педагогикалық училище негізінде құрылды. Университеттің негізін екі факультет құрады: физика-математика, жаратылыстану-география. 1944 жылдан бастап институт Амангелді Имановтың есімімен аталады. 1955 жылы ЖОО Қостанай мемлекеттік педагогикалық институты болып қайта құрылды. Студенттер физика-математика, жаратылыстану-география факультеттерінде және орыс тілі мен әдебиеті факультетінде оқыды. ЖОО-ның оқыту моделінің ерекшелігі, ол – сырттай оқу түрі болуында. Облыс мектептерінде педагогикалық техникумдарда, түрлі педагогикалық курстарда оқыту курсынан өткен және білім беру мәртебесін көтеруге қызығушылық танытқан педагогтардың басым-көпшілік саны жұмыс істеді. Мектептерде үлкен практикалық тәжірибесі бар мұғалімдердің осы санатының өкілдері жоғары оқу орындарында сырттай оқуға бағдарланды. Әлбетте, бұрын белгілі бір мамандар басқа өңірлердегі институттарда оқуды жоспарлаған және оқыған, алайдашынайы себептермен олар қойылған мақсаттарды жүзеге асыра алмады. Студенттердің едәуір бөлігі соғыс уақытында оқуын тоқтатты және соғыстан кейінгі уақытта толық білім беру курсынан өтуге мүмкіндік алды. Осылайша, зерттеу кезеңінде мұғалімдер мен әртүрлі саладағы қызметкерлер білікті білім алуға құқылы болды. Сырттай оқытын студенттер жұмыс орнында тәртіпті және тиянақты мамандар ретінде сипатталды. Прогрессивті нәтижелерге негізделген олар университеттің оқу кезеңінде әлеуетті мүмкіндіктерді, еңбек-қорлық пен табандылықты толық көрсетті. Институттық курсты аяқтағаннан кейін тіркелген педагогтар мектептерде мұғалімдік қызметін жалғастырды және өскелең ұрпақ үшін ар-намыс, әдептілік, жоғары мәдениет және қоғамдық белсенділік үлгісін өз үлгісімен ұсынды.

Түйінді сөздер: *Қостанай мұғалімдер институты, педагогикалық білім беру, студенттер контингенті, соғыс кезеңі, сырттай оқу.*

**ПОДГОТОВКА ПЕДАГОГИЧЕСКИХ КАДРОВ КОСТАНАЙСКОГО РЕГИОНА
НА БАЗЕ КОСТАНАЙСКОГО УЧИТЕЛЬСКОГО ИНСТИТУТА В 30-40-Е ГОДЫ ХХ ВЕКА
(ИСТОРИКО-ФИЛОЛОГИЧЕСКОЕ НАПРАВЛЕНИЕ)**

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Костанайский Учительский институт начал функционировать с 1939 года. Институт был сформирован на базе действовавшего педагогического училища. Основу вуза составляли два факультета: физико-математический, естественно-географический. С 1944 года институт носит имя Амангельды Иманова. В 1955 году вуз реорганизовывается в Костанайский государственный педагогический институт. Студенты обучались на физико-математическом, естественно-географическом факультетах и факультете русского языка и литературы. Характерной особенностью вузовской модели обучения являлось наличие заочной формы обучения. В школах области работало значительное количество педагогов, которые ранее прошли курс обучения в педагогических техникумах, различных педагогических курсах и сохраняли заинтересованность в повышении образовательного статуса. Представители этой категории учителей с большим практическим опытом работы в школах были ориентированы на обучение в вузе по заочной форме. Очевидно, ранее определенные специалисты планировали обучение и учились в институтах в других регионах, но по объективным причинам не могли реализовать поставленные цели. Значительное количество студентов прервало свою учебу в военный период, и получили возможность пройти полный образовательный курс в послевоенное время. Таким образом, в исследуемый период учителя и служащие различных сфер обладали правом получения квалифицированных знаний. Студенты-заочники характеризовались по месту работы в качестве дисциплинированных успешных специалистов. Мотивированные на прогрессивные результаты, они в вузовский период обучения в полной мере демонстрировали потенциальные возможности, прилежание и упорство. По завершении институтского курса дипломированные педагоги продолжали учительствовать в школах и собственным примером представляли образец чести, порядочности, высокой культуры и общественной активности для подрастающего поколения.

Ключевые слова: *Костанайский учительский институт, педагогическое образование, студенческий контингент, военный период, заочное обучение.*

Introduction. The Kostanay Teachers' Institute began its operation in 1939. The institute was established on the basis of an existing pedagogical school. Initially, the structure of the institution included two faculties: Physics and Mathematics, and Natural Sciences and Geography. Since 1944, the institute has been named after Amangeldy Imanov. In 1955, the institution was reorganized into the Kostanay State Pedagogical Institute. Students were trained at the faculties of Physics and Mathematics, Natural Sciences and Geography, as well as at the Faculty of Russian Language and Literature. A distinctive feature of the educational model was the presence of a correspondence (part-time) form of study. In the early post-war years, the material and technical base of the institute improved significantly: laboratories were equipped, and the library collection gradually expanded. The teaching staff undertook scientific internships and training through academic missions. From the moment of its establishment, the institute was recognized as a major scientific, educational, and cultural center of the region.

During the period under study, representatives of various professions studied at the correspondence department of the Faculty of History and Philology. In official documents, applicants referred to the faculty using the terms "historical" and "philological." For a long time, students followed a combined historical and philological curriculum. The majority of them were employed as teachers or held positions in various administrative structures. All students demonstrated a strong motivation for success and revealed their best professional and personal qualities. Graduates of the institute, holding diplomas, were entitled to work within the public education system and other sectors, particularly in conditions of a shortage of qualified personnel. One of the key factors in the formation of the educational model was the availability of correspondence education. At that time, this form of study emerged from the necessity to train a required number of specialists within a limited time frame to support the functioning of the social sector, agriculture, and industry.

In regional schools and other institutions, many employees had only primary or secondary education. Most of them were motivated to systematically obtain higher qualifications in order to advance their professional careers. The opening of the institute generated significant public interest both within the region and beyond. Many applicants recognized the importance of correspondence education and showed a strong interest in enrolling in the institution.

Research aim. The aim of this study is to analyze the process and characteristics of training teaching staff in the Kostanay region on the basis of the Kostanay Teachers' Institute in the 1930-1940s, with a particular focus on the historical and philological direction.

Research objectives:

- To examine the historical prerequisites for the establishment of the Kostanay Teachers' Institute.
- To analyze the structure and main directions of teacher training at the institute.
- To investigate the role of correspondence education in the preparation of pedagogical personnel.
- To identify the social and professional composition of students enrolled in the historical and philological faculties.
- To assess the impact of World War II on the educational process and training of teaching staff.
- To evaluate the contribution of the institute's graduates to the development of the regional education system.

Materials and Methods. In the course of this study, the author utilized documents from the State Archive of Kostanay Region (Kostanay, Republic of Kazakhstan). This archival institution contains extensive materials that make it possible to reconstruct a comprehensive picture of the training of youth from various districts of the Kostanay region at the Kostanay Teachers' Institute. The archival sources obtained from the Kostanay Regional Archive are of particular value, as they provide substantial data revealing both quantitative and qualitative characteristics of students.

In writing the article, the author applied a systematic approach, which made it possible to organize extensive material related to graduates of the institute. This approach allowed for the analysis of such aspects as numerical composition, social background, place of residence, and other relevant characteristics.

The historical-systemic method was employed to ensure a consistent presentation of the material and a logical structure of the study. One of the most significant methods used was critical analysis, which made it possible to approach sources with a critical perspective and interpret them within the context of understanding and revealing the main line of the presented material.

The research was conducted in accordance with the principles of historicism, objectivity, and academic integrity. In the process of preparing the publication, the author applied methods of description and measurement, synthesis, comparison of events, and the search method. The use of these methods predetermined the construction of the article based on a logical interpretation of facts and scientifically grounded conclusions.

The comparative analysis method was used to determine the quality of training in higher educational institutions and the level of students' academic performance at the institute. These statistical data are reflected in the studied archival files.

The search method was applied to identify information about students. Archival fonds related to the Kostanay Teachers' Institute were examined. The analysis of students' "personal files" made it possible to identify and systematize relevant biographical and academic data.

The methods of description and measurement were used to form an understanding of the living standards, material and financial conditions, and health status of a number of students. The methods of synthesis and comparison of events were applied to better understand various aspects of student life in Kostanay, including their academic interests, participation in professional trips, and their motivation to achieve success in the educational process.

Results and Discussion. There are fully published comprehensive studies related to the history of the Kostanay Teachers' Institute: "History of the Kostanay State Pedagogical Institute," 2009. Collective authorship of the team of Kostanay State Pedagogical Institute named after U. Sultangazin, editor-in-chief I.K. Ternovoy [1]. The monograph "History of the Faculty of Physics and Mathematics of the Kostanay Pedagogical Institute (1939-1991)," 2019, Doctor of Historical Sciences A.A. Aitmukhambetov. The book "Akhmet Baitursynuly Kostanay Regional University: History and Modernity," 2024, Aitmukhambetov A.A., Ismailov S.S., Tabuldenov A.N. [2].

In the first decade, the quantitative composition of students of specialties and faculties was limited to several dozen people. The geography of the student contingent is impressive. A significant part of them were natives of Kostanay region. During this period, representatives of other regions studied at the institute. For example, A. Mukhamedgaliyev, S. Askarov and others lived in other regions at the time of admission to the higher educational institution. Many students had a non-urban status. In particular, Baidash M., Sokolova T., Murzataev N. and many other students lived in rural areas.

The professional activity of applicants of the correspondence departments was distinguished by diversity. A comparative analysis of the employment of employees interested in higher education clearly shows the dominance of representatives of the pedagogical sector in this category. During the research period, the age of many part-time students varied between 25-27 years.

For example, one of the graduates of the Kazakh Pedagogical College was Tirzhan Sarsenbayuly Sarsenbayev. Tirzhan Sarsenbayev worked as the head of the Karashilik seven-year school. In 1948, he noted the issue of admission to the institute: *"Hereby I ask to consider my application in order to further improve my qualifications and knowledge, I wish to enter the Kostanay Teachers' Institute to the correspondence form of study, Historical department. I have secondary pedagogical education (Mendikara Pedagogical College, July 19, 1947, by the decision of the State Examination Commission I was awarded the title of primary school teacher). My pedagogical experience begins from 1946. I ask to satisfy my application and inform me. March 29, 1948, Karashilik settlement, Molotov rural council, Uritsky district, Kostanay region"* [3].

Baitemirov Magmur Salmalembokovich completed a consistent course of primary and secondary education. Born in 1912 in a peasant family, a native of the "Rekord" sovkhos of Uritsky district [4]. Until 1928, he graduated from 5 classes of the Borovoy seven-year school of Burabay village. Mendikara district, Kostanay region. In 1928-1932 he studied at the Kostanay pedagogical technical school. In 1932-1934 he worked in the system of public education. He served in the ranks of the Soviet Army. At the time of admission to the institute, he held the position of director of the Churakov secondary school [5].

Milyavina Vera Nikolaevna grew up in a family of employees. She was born in 1910 in the Rostov region. Her father worked as an accountant in the pre-revolutionary period. In the 1920s he was on the staff of Soviet institutions. Vera Nikiforovna graduated from school in 1928. Three years later she completed the course of the Novocherkassk grain technical school. Subsequently, a certified specialist became the head of the laboratory of the mill station "Soyuzmuk." In 1932 Milyavina moved to Kazakhstan. She lived in Livanovka village. In the new place Milyavina worked as an accountant and economist. In 1936 Milyavina changed her professional field and moved to the pedagogical sector. As a school teacher, Milyavina taught physics and mathematics at Bestobe school. As a rule, specialists corresponding to the diploma were allowed to work in the staff of school teachers. Thus, Milyavina was in demand as a specialist in the education system. In the pre-war period, Milyavina was appointed director of St. George school of Ordzhonikidze district. The functions of the director were assigned to responsible, executive and educated employees. Subsequently, Milyavina became an instructor of the city committee of the CPSU(b). In 1948 Vera Nikolaevna was admitted to the correspondence department of the institute [6].

In the harsh post-war period, in conditions of shortage of professional, trained personnel, managerial duties were often assigned to young, purposeful specialists. For example, Mendigaliyev worked as an instructor of the personnel department of the regional committee of the CPSU(b). Mendigaliyev did not stop at this and continued his studies at the higher educational institution [7].

The study of many sources summarizes the conclusion about the high status of the Kazakh Pedagogical College in the regional education system. Graduates of this institution were distinguished by quality education, high methodological training and active social activity. Seitova Mnaura, a native of the Kyzyl-Army collective farm of Mendikara district, graduated from the Kazakh Pedagogical College in 1946 at the age of 18. Subsequently, she taught in primary classes of the Mendikara seven-year school and in the district orphanage. The work of teachers in these social institutions required special responsibility from Seitova, she was forced to teach children with very difficult and hard destinies. Respect for students and tactful patience are necessary qualities for teachers working in orphanages. At the institute Seitova studied in the specialty Philology [8].

It is obvious that the city pedagogical college played an important role in the training of pedagogical personnel. Kabdrakhmanov Yskak entered the institute in 1949 and successfully completed the course of study several years later: *"Diploma No. 070953. Kabdrakhmanov Yskak entered in 1949 and in 1953 graduated from the Kostanay Teachers' Institute named after Amangeldy Imanov, in the specialty History, with qualification of a teacher of history of grades 5-7 of a seven-year school"* [9].

Colleagues characterized their comrade as a good organizer and qualified specialist: *"Characteristic of the teacher of history of the Zhanazhol 7-year school of Mendikara district, Kostanay region Kabdrakhmanov Yskak, born in 1919. Comrade Kabdrakhmanov has been working in district schools since 1948 to the present time. As the head of the school he showed himself as a capable comrade in pedagogical work. In 1952 Kabdrakhmanov was recommended as a teacher of history and Constitution at Zhanazhol 7-year school, where he achieved good results in the performance of students of grades 5-7, conscientiously and honestly treated public assignments. Kabdrakhmanov has no administrative penalties"* [10].

Koshkina Angelina Ivanovna, a native of the village of Alexandrovka of the Middle Volga region of Pugachev district, was born in 1911 in a teacher's family. It should be noted that she continued the teaching traditions of her family. During the war she suffered severe grief – her husband and brother died in the war. She described her pedagogical activity as follows: *"In 1930 I got married. My husband and I went to the district to work as teachers. Until 1935 we worked in Lugovoy village of Taran district of Kostanay region, and in 1935 we moved to the city of Kostanay. In Kostanay I worked at the Kirov secondary school. In August 1944 I was appointed director of the same school. I have no relatives abroad, and I myself have not been abroad"* [11].

Thus, Koshkina A.I. began her career as an ordinary teacher. She worked in several schools. In the mid-1940s she was appointed to the position of director of one of the leading schools of the regional center, which imposed special responsibility on her as an administrator and public figure.

The teacher of the Uritsky secondary school Kravchenko Valentina Petrovna studied at the correspondence department of the Faculty of Literature. At the time of admission to the higher educational institution Kravchenko had qualification training in a number of specialties: *"I, Kravchenko Valentina Petrovna, was born in 1947 in the village of Sevastopol of Uritsky district in a family of employees. In 1933 I graduated from the Zlatoust railway seven-year school. In 1935 I completed the drawing and design department of the Industrial technical school. In 1948 I graduated from the Pedagogical College. Since 1936 to the present time I have been working as a teacher at the Uritsky secondary school. 25.05.1949"* [12].

Kravchenko successfully completed the course of study at the university, which was certified by an official document: *"Comrade Kravchenko Valentina Petrovna entered in 1949 and in 1953 completed the full course of the Kostanay State Teachers' Institute. Named after Amangeldy. In the specialty Russian language*

and literature and by the decision of the State Examination Commission of July 1, 1953 she was awarded the qualification of a teacher of Russian language and literature of grades 5-7 of a seven-year secondary school. Chairman of the State Examination Commission. Director: signature. Secretary: signature" [13].

Due to circumstances arising from reality, the procedure of transferring students between higher educational institutions was applied. A student of the Karaganda Institute named after Molotov applied to the directorate of the institute. The application of Tamara Ivanovna Medvedeva had the following content: *"I ask you to consider my application and accept me to the Faculty of Literature to the 1st year, since I have completed the 1st year of the Karaganda State Teachers' Institute named after Molotov. At present, due to my transfer to another school, I would like to enroll in your institute. I ask you not to leave my application without consideration"* [14].

Her father died at the front. T.I. Medvedeva completed her schooling and her formation took place in the pedagogical sphere. She consistently worked in several schools and held the position of head teacher. Thus, Medvedeva was able to prove herself as a responsible and authoritative specialist.

Nurgali Urmanuly Kurymbayev, born in 1917, was a native of Baymak village of Irgiz district of Aktobe region. He grew up in a peasant family. In the second half of the 1930s he studied at the Kazakh pedagogical technical school. In 1937 he completed six-month courses. For several years he taught at a seven-year school. Kurymbayev's pedagogical activity was interrupted by the war. From 1941 to 1947 he served in the ranks of the Soviet Army. After demobilization he continued his pedagogical activity at Secondary School No. 1 of Baymak city of the Bashkir ASSR [15]. In addition to professional activity, he actively engaged in public work, participated in school life, worked as chairman of the local committee. During the election campaign he performed the duties of a senior agitator of the Supreme Soviet of the Bashkir ASSR [16]. In the late 1940s Nurgali Urmanuly decided to continue his studies at the teachers' institute: *"...I ask you to reinstate me to the 2nd year of the teachers' institute at the Faculty of History. I studied at the Magnitogorsk Teachers' Institute, I provide a certificate from the Magnitogorsk institute"* [17].

In 1947, Samsonova, a teacher of the Novo-Nezhen school of Semiozersky district, applied to the institute with the following statement: *"I ask you to accept me as a student of your institute to the Faculty of Literature. I studied at the Frunze institute. In 1946 I passed exams in 4 subjects, however due to relocation to Kostanay region I had to leave. Therefore, I ask you to accept me again to your institute. May 15, 1947"* [18].

Samsonova grew up in a worker's family. After finishing the 9th grade, at the age of 17 in 1939 she entered the Omsk Institute for Advanced Training of Teachers to historical courses. After completing her studies, Samsonova taught history subjects at the Tyukalin primary-secondary school. During the war years Samsonova moved to Frunze, where she completed one-year courses in Russian language and literature. After completing the courses she worked as a teacher in Jalal-Abad region. In the mid-1940s Samsonova continued her pedagogical activity in Kazakhstan.

It is characteristic to highlight the application of Bisenbayev Tanatkhan for admission to the institute. Bisenbayev, like his predecessors, raised the issue of admission to the second year by correspondence form. Before that, after graduating from secondary school, in the second half of the 1930s he studied well at the Almaty Zooveterinary Institute. Later he continued his studies. T. Bisenbayev completed a 2-month course for teachers of Russian language [19]. The analysis of the quality of results characterizes Bisenbayev's high level of discipline and purposefulness. Bisenbayev did not stop there. In the period of the 1920–1940s, the process of reforming the state education model continued. Leaders at all levels were obliged to receive additional education. In the 1940s, administrative and party workers continued to replenish their knowledge in schools for party workers in order to teach certain subjects. In 1940 he graduated from the evening department of the party activists' school. The educational-methodical base of the school consisted of subjects in demand for increasing the level of knowledge of employees in the organizational-management sphere [20]. Thus, T.B. Bisenbayev, being the head of the section department of the Kostanay region, turned out to be a prepared specialist for further study at a higher educational institution.

Usabayev Taskali was born in 1922 in the village of Karashilik of Uritsky district. At the age of seven he was left without parents. From 1931 to 1939 he was brought up in the Uritsky orphanage. Usabayev understood well the necessity of education. In 1938 he graduated from 8 classes of the Kara-Oba secondary school with excellent results in all subjects. In 1939 he completed the 2nd course of the pedagogical college by correspondence. In 1940 he graduated from the Tashkent pedagogical college by correspondence. In 1939-1941 he worked as a teacher in Uritsky district. For 5 years he served in the army during the most difficult period. In 1941-1946 he served in the ranks of the Soviet Army. In December 1946 he was demobilized. From March 1946 he was a member of the Komsomol. He worked as a teacher of Russian language at the Oktyabr seven-year school of Uritsky district [21]. Usabayev systematically took courses in pedagogical educational institutions and was recognized as one of the trained and experienced specialists. He performed public work. In the post-war period, Usabayev together with his colleague Ibrayev addressed the institute administration: *"Hereby we ask to consider our application: in order to improve our education we wish to enter the Kostanay pedagogical institute by correspondence form. We graduated from the Tashkent pedagogical college in 1940. In 1941–1946 we served in the ranks of the Soviet Army. In 1946 we were demobilized. Now we work at our school. We wish to enter the Philology-Literature department to the 1st year. We ask not to refuse our application and to send us a response regarding admission to the institute"* [22].

The majority of the institute's students were participants of the Second World War. Garipov Gabdulla Mukhamedyanovich belonged to the category of фронтовики. At the time of admission in 1946 to the Faculty of History and Philology he was 23 years old. He described his biography as follows: *"I, Garipov Gabdulla Mukhamedyanovich, was born on July 25, 1923 in the village of Ilchino of Uchalinsky district of the Bashkir ASSR in a poor peasant family. My parents were engaged in agriculture before and after the revolution. In 1931 they joined a collective farm. At present my parents are not alive – both my father and mother have died. In 1931 I entered the Uchalinsky secondary school, which I graduated with honors in 1941. From September 1942 to December 1945 I served in the ranks of the Red Army. I was wounded in the war and demobilized. After demobilization, since July 1946 I have been working in the Kostanay regional committee. Since 1939 I have been a member of the Komsomol. Since 1945 I have been a candidate member of the CPSU(b). I have government awards. Family status – married. I was abroad while serving in the Red Army. I have not been convicted. I have no party or Komsomol penalties. 02.02.1946"* [23].

Galymzhanov Moldakhmet Khanadiluly was born in 1925 in the Torgay settlement of Torgay district of Kostanay region in a peasant family. Ғалымжанов graduated from a 10-year school in 1942. He worked for one year in the district cultural sphere. In 1943 he was drafted to the front. He documented the days of war and the first post-war years as follows: *"From January 1943 to August 1943 I was a private soldier of the 382 reserve rifle regiment of the 42 rifle brigade of the Ural military district. At the end of August 1943 I was sent to the front, where from August 1943 to December 1943 I participated in battles as a soldier of the 1004 rifle regiment, 305 rifle division, 1st Ukrainian Front. In December 1943 I was wounded. From December 1943 to March 1944 I was treated in the evacuation hospital in Kyiv, Ukrainian SSR. After treatment I was sent to the Ulyanovsk infantry school of the Volga military district, where I studied from March 1944 to July 1944, after which we were transferred to the Mogilev infantry school in the city of Volsk of the Volga military district. I studied there from July 1944 to August 1946. After graduating from the school I was awarded the rank of 'junior lieutenant' and sent to the city of Vyborg of the Leningrad military district, where from September 1946 to December 1947 I served as a platoon commander of the 134 guards rifle regiment of the 45 guards rifle division, and at the end of December 1947 I was demobilized. Since August 1948 I have been working as an instructor of the organizational-instructional department of the district party committee of Ordzhonikidze district in the settlement of Denisovka. Since April 1946 I have been a member of the CPSU(b). I have not been subjected to party penalties, among close relatives there are no dispossessed, convicted or deprived of electoral rights. August 25, 1948"* [24].

Galymzhanov honestly passed the path of a combat soldier and was wounded. As a serviceman he was trained as an officer in an infantry school. He served until 1947. From 1948 he was involved in the administrative structures of Ordzhonikidze district. The practice of involving frontline officers in administrative structures was traditional in the post-war period. Administrators at all levels of the studied period worked under conditions of chronic overload. Obviously, Ғалымжанов corresponded to business requirements due to his personal qualities. Based on his personal application, he was admitted in August 1948 to the correspondence department of the institute.

Gabdulin in 1945-46 graduated from the 9th grade of the Torgay Kazakh secondary school. Due to the absence of the 10th grade, Gabdulin passed exams for the 10th grade externally. The young man's desire to receive education was significant. He entered the one-year pedagogical department of Kazakh State University in Almaty. Subsequently he studied in the 1st year. Due to circumstances, Gabdulin could not continue his studies at this university, therefore he applied to the administration of the institution named after A. Imanov with a request to transfer him to the correspondence department of the Faculty of History [25]. Gabdulin worked as an employee in Torgay district. Responsible workers tried to achieve high results through diligence and discipline.

Zhaurenbekov Kappen was born in 1926 in the Kyzyltu collective farm of Vvedensky district (former Mendikara) of Kostanay region. His father before the revolution belonged to the social group of peasants and died in 1928. His mother was engaged in housekeeping. Zhaurenbekov left several data in his autobiography: *"In 1938 I graduated from the Kyzyltau primary school. In 1941 I completed the Besagash secondary school. In 1942 I entered the Mendikara Kazakh pedagogical college and graduated in 1948. At the same time, in the 1944-45 academic year I graduated from the school of the Ministry of Internal Affairs of the USSR in Almaty. I have the relevant documents, namely my certificate, about graduating from the Mendikara Kazakh pedagogical college. At present I work in the bodies of the Ministry of Internal Affairs under the Kostanay educational department. October 8, 1948"* [26].

Baisaldin Saruar, born in 1924, spent his childhood in the village of Karagamyss of Presnogorkov district of Kostanay region. He was brought up in a peasant family. At the age of 2 he was left without a father. His mother, living in the Karagamyss collective farm, raised him. At the age of 8 Baisaldin went to the 1st grade of the local Karagamyss primary school. After finishing primary school he continued his studies at the Bayan seven-year school of Presnov district of North Kazakhstan region. The desire to receive demanded education was strong in the young man. As a graduate of a seven-year school, Baisaldin was a student of the Zhanazhol secondary school. There he studied in the 8th and 9th grades. He completed the 10th grade at the Maybalyk school. From this period his pedagogical activity began. In 1942 the young graduate became the head of studies of the Ayman seven-year school. However, his teaching was

interrupted by the war. In 1945, at only 21 years old, many hardships and severe trials fell upon Baisaldin. He performed harsh military service. After the war he continued his favorite work – teaching. In 1947 Baisaldin worked as an inspector in the public education system. Two years after the end of the war he applied to the directorate of the institute for admission to correspondence studies: *"In 1941 I graduated from the 10th grade of the Maybalyk secondary school and received a certificate of completion of secondary school. I worked as a teacher. In 1942 I was mobilized. In 1946 I was demobilized. Currently I work in the Kazakh inspectorate. In the future, in order to improve my education, I wish to enter correspondence studies. I ask to accept me to the Faculty of History and Philology for correspondence study. January 12, 1947"* [27].

A native of Mendikara district studied at the correspondence department of the Kostanay Teachers' Institute. The biography of Mukhlisov was similar in content to the biographies of many of his contemporaries who experienced the difficult wartime period. Below are data from his biography: *"Mukhlisov Lutfulla Gataulinovich. I was born on August 16, 1926 in the village of Burabay of Mendikara district in a poor peasant family. With the beginning of the organization of sovkhozes, my father's family moved to the Molotov sovkhoz, where it lives to this day. In 1942 my father was drafted into the Workers' and Peasants' Red Army and died at the front in 1944. My mother with children lives in the sovkhoz, due to health she does not work, she is a housewife. From 1934 until being drafted into the Red Army, I studied at the Molotov secondary school. In the 1942-43 academic year I completed the 9th grade with a commendation certificate. In December 1943, starting from the 10th grade, I was drafted into the Red Army, where I studied as an aviation mechanic at the aviation technical courses named after K.E. Voroshilov. In May 1945 I graduated from the mechanics school. From May 1945 to November 1946 I served as a mechanic in an aviation regiment"* [28].

L.G. Mukhlisov's father died in the war. Mukhlisov was drafted into the Red Army after completing the 10th grade. The presence of basic secondary education became an important factor for his training in the specialty of aviation mechanic and subsequent service in an aviation regiment. After the end of the war, Mukhlisov remained in the staff of a military-political school until 1948. In May he was demobilized.

After demobilization, he returned to his homeland and worked as a teacher of history subjects at the 7-year school of the Molotov sovkhoz of Fedorov district. In 1949, Mukhlisov decided to continue his studies and in the same year submitted documents for admission to the Faculty of History and Philology of the Kostanay Teachers' Institute. The content of the certificate: *"Certificate issued by the Fedorov District Department of Public Education to Mukhlisov Lutfulla Gataulinovich, born in 1926, confirming that he works as a teacher of history and the Constitution of the USSR at the 7-year school of the Molotov sovkhoz of Fedorov district, Kostanay region. The certificate is issued for submission to an educational institution. Head of the Department: signature"* [28]. On the basis of the application dated 26.05.1949, Lutfulla Gataulinovich was admitted to the higher educational institution. Subsequently, as a graduate of the institute holding a diploma, Mukhlisov obtained the right to teach history and law in 7-year and secondary schools [29].

Conclusion. The Kostanay Teachers' Institute, from the moment of its establishment, functioned as a major scientific and educational institution, within which thousands of students obtained education driven by urgent social and regional needs. The institute played a significant role in providing access to higher education, particularly through its correspondence departments, which offered broad opportunities for many individuals. As a result, graduates were able to develop into qualified professionals across various sectors. The archival sources analyzed by the author reveal valuable and multifaceted information about the lives and destinies of individuals who endured the hardships of a difficult historical period. Despite challenging social and economic conditions, these individuals demonstrated perseverance, dedication, and a strong commitment to education and professional growth. Their personal trajectories illustrate not only the process of acquiring knowledge, but also the formation of socially responsible and professionally competent specialists who contributed to the development of society. Thus, the activity of the Kostanay Teachers' Institute in the 1930-1940s should be regarded as an important factor in the formation of the regional system of education and the training of pedagogical personnel. The institute not only fulfilled an educational function but also acted as a center for social mobility, enabling individuals from diverse backgrounds – including rural populations and war veterans – to obtain higher education and realize their professional potential.

In general, the results of the study confirm that the institute made a substantial contribution to strengthening the intellectual and human resource potential of the region, laying the foundation for the further development of the education system in the Kostanay region.

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ӘБІЛҒАЗЫНЫҢ «ШЕЖІРЕ-И ТАРАКИМЕ» ШЫҒАРМАСЫНДАҒЫ ТҮРКІ ХАЛЫҚТАРЫНЫҢ ТҰРМЫСТЫҚ ЖАҒДАЙЫ МЕН ШАРУАШЫЛЫҚ НЕГІХДЕРІ: ТАРИХИ-ДЕРЕКТАНУЛЫҚ ТАЛДАУ

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Мақалада Әбілғазының «Шежіре-и Таракиме» еңбегінде көрініс тапқан түркі халықтарының тұрмыстық жағдайы мен шаруашылық негіздеріне тарихи-деректанулық тұрғыдан талдау жасалды. Зерттеу барысында деректегі көшпелі және жартылай көшпелі өмір салтына