

Smakhanova Zh.S.

Doctoral student of the Department of Eurasian Studies,
L.N. Gumilyov Eurasian National University, Kazakhstan, Astana,
e-mail: z.deil@mail.ru

SOME FEATURES OF HISTORY TEXTBOOKS PUBLISHED IN THE SOVIET PERIOD

In the following years, it is important to pay attention to the history of the history textbooks, especially when it comes to our history. We will consider these inheritance issues and apply it to future practice. The article considers some peculiarities of history textbooks published in the Soviet period. The effect of the time in which the textbook is written is determined. Notwithstanding the great majority of the study period, textbooks of that time are not paid much attention. The article focuses on the historic principle and the influence of the Soviet government's policy on history.

Key words: history, textbook, Soviet power, author.

Смаханова Ж.С.

Еуразиялық зерттеулер кафедрасының докторанты,
А.Н. Гумилев атындағы Еуразия ұлттық университеті, Қазақстан, Астана қ.,
e-mail: z.deil@mail.ru

Кеңестік кезеңде жарық көрген тарих оқулықтарының кейбір ерекшеліктері

Кейінгі жылдары мемлекет тарапынан тарихымызға ерекше көңіл бөлініп отырғанда тарих оқулықтарының жүріп өткен жолына назар аударудың маңызы зор. Осы асыл мұраға байланысты мәселелерді қарастырып, болашақ тәжірибесіне пайдалана аламыз. Мақалада кеңестік кезеңде жарық көрген тарих оқулықтарының кейбір ерекшеліктері қарастырылады. Оқулық жазылған уақыттың оған әсері айқындалады. Аталған кезеңді зерттеудің көптігіне қарамастан, сол уақыттың оқулықтарына жете көңіл бөлінбей отыр. Мақалада тарихилық қағида басшылыққа алынып, кеңес өкіметінің тарихқа қатысты ұстанған саясатының әсері айтылады.

Түйін сөздер: тарих, оқулық, кеңес өкіметі, автор.

Смаханова Ж.С.

докторант кафедры Евразийских исследований,
Евразийский национальный университет им. А.Н. Гумилева, Казахстан, г. Астана,
e-mail: z.deil@mail.ru

Некоторые особенности учебников истории, изданных в советский период

Важно обратить внимание на становление учебников истории, особенно сейчас, когда уделяется внимание со стороны государства. Мы, рассмотрев становление учебника, можем применить их в будущей практике. В статье рассматриваются некоторые особенности учебников истории, изданных в советский период. Определяется влияние времени, в которое написан учебник. Учебникам того времени не уделяется много внимания. Статья написана по историческому принципу, автором говорится о влиянии политики советского правительства на историю.

Ключевые слова: история, учебник, советская власть, автор.

Introduction

Writing a textbook has its own problem. It is especially difficult to record a history of the past in the history of the country, as well as periodicals. The significance and meaning of past history of human history to future generations will remain relevant. History is a combination of politics and ideology, and estimation of historical events depends on the political system of the times. Therefore, it is possible to notice that the history books published in our country have been evaluated by different generations.

The textbooks that are being taught in high school have a lot of news today. Today, while textbooks of new generation are written in each class, history textbooks are constantly changing. Historical events and data should be viewed in a number of ways and should not be limited to the same opinion and must be accurate to the story's perceptions.

The content of education is determined by the state educational standards, curricula and textbooks on the basis of state strategic documents. The standard defines the mandatory minimum content of education as well as the level of students' knowledge, skills, competence and competence. And the textbook is the main textbook in education. The textbooks usually refer to the textbook as «Textbook is a book that describes the content of a particular subject matter on a scientific basis, systematic, according to curricula and didactic requirements, learning objectives.»

It is possible to see that the history of the textbooks is still not sufficiently studied during the restoration of history due to the peculiarity of the country's past. Historical textbooks can not be avoided by the scientific heritages of national intelligentsia. Because the spirits are actively involved in the most important events in the life of the community.

Main part

History textbook not only educated but also learned that it is important to educate the country, heroic spirit. Asfendiarov, M. Tynyshpaev, E. It is possible that national intellectuals, such as Bekmakhanov, laid the foundations of history textbooks. Of course, it is difficult to say that the teaching materials at that time are fully in line with the above tutorial. However, their educational editions were written in the Kazakh steppes and were systematized. Any of the authors of the textbooks had a profound knowledge of history and

were fruitful and fruitful in educating the Kazakh people.

Historical events in the life of the society also affect education. Changes the requirements for the education system and quality as well. Since the establishment of the Soviet Union in the country, only the history of the USSR has been trained. Later on, the history of the world started to be added further. But they were translated textbooks.

In 1934-1935, according to the decision of the People's Commissariat of People's Commissariat of Kazakhstan, for the first time the schoolbook «History of Kazakhstan» (Aspendiyarov, 1993: 62) and «Essays of Kazakhstan History» manual were published. Sanzhar Aspendiyarov was the author of this program and essay written during the difficult times of the Soviet era. If you look at this program that is guided by the textbook, the program is divided into 24 hours in Kazakh history. This subject was not read individually but only in addition to the general history. The program's welcome speech is in line with the requirements of that time. This program, written in Soviet times during the history of the nation, has nowhere to be assessed indefinitely. On the contrary, it should be borne in mind that writing the «Kazakh History Program» at that time was a great feat. After all, the historian is dependent on his time, which can be traced back to his views and ideologies in his work.

The history of the Kazakh history is divided into three epochs: the history of the Kazakhs' pre-capital development (XVIII century), the colonial rule of Kazakhstan and the October revolution in Kazakhstan (XVIII-XX centuries) and the prosperity and tendency of the Socialist Revolution in Kazakhstan (Aspendiyarov, 1993: 62). Topics covered during the first episode include Starting from the III century. Then he will consider the Mongolian epoch, the origin of the Kazakh language, the construction of the people and the social construction.

In the second epoch of XVIII-XIX centuries, the Kazakh steppes devoted to the capture of Russia's Capitalism and the causes of the October Revolution in Kazakhstan. Third century began with the theme of the February Revolution and graduated from Kazakhstan in the Soviet Union republics.

Our review is a summary of the first program of Kazakhstan's history.

For the first time a talented scientist wrote the history and program of the history of Kazakhstan about AS Sh. Tazanov says: «Professor Aspendiyarov is the founder of Kazakhstan's history and has started teaching secondary schools and higher education institutions. It has covered the

whole history of Kazakhstan and has brought it into a system «(Takenov, 1994: 45).

Aspendarius's «History of Kazakhstan History» textbook is classified in three chapters. In the first chapter – the old epoch of the history of Kazakhstan, the second chapter – the history of the Kazakh Khanate, the rule of the Kingdom, national liberation movements against it, and the third chapter – about the colonial rule of the kingdom of Kazakhstan.

Unfortunately, in 1937, Because of the repression of Aspendiyarov, this work has left the readers unprotected.

Writing a program, a school curriculum in the history of Kazakhstan in the years of persecution, despite the pressures in the era of totalitarianism. Aspendiyarov's love for the people of Kazakhstan was the same.

After the 1937 uprising, the history of the Kazakh History was merely a subject of the history of the USSR, mixed with the Central Asian states. Thus, only the history of the Russian state was studied in the USSR. He was only studied before and after the revolution. Only in the educational institutions were trained «History of the USSR». That is, the main idea was to be a united country and to be a single one. Particular ideologists took strict control of historical science.

In the winter of 1941, the arrival of a group of evacuated Russian scientists to Almaty accelerated the writing of the history of Kazakhstan, previously established by the People's Commissariat of Education. At the end of this case, the commissariat's employee, the young historian, who graduated from the Voronezh Pedagogical Institute in 1937, Bekmakhanov was there. It was during these years that the history of the Kazakh SSR started taking into consideration the importance of historical science in patriotic spirit, especially in the conditions of war. This book was the first work on the history of the private republic in the Soviet Union at that time and raised the suspicion of the supreme.

The content of the textbooks in the 40's depicted the level of time.

School education is a channel that connects historical science with the public, and can be found in history textbooks as well as the level of development of historical science at that time. At the same time, the history textbooks also serve as a historical data service.

It was re-opened in the 1940s (December 15, 1941) and re-opened (April 1, 1943). The Altynsarin Pedagogical Research Institute opened the «History, USSR Constitution and Geography» sector and provided methodological assistance in teaching

history. In accordance with the Decree of the Central Committee of the CPSU and the Council of Ministers of the USSR of October 8, 1959, «History of Kazakhstan» for the first time in the schools of the republic has been taught as a course in the history of the USSR. During these years, the Ministry of Education and the Kazakh SSR. Research Institute of Pedagogical Sciences named after Altynsarin prepared the curriculum, textbooks, manuals.

From 1958 to the Kazakh state pedagogical publishing house. Bekmakhanov, A.P. Chizhov, S.K. Ibragimov, H.M. Adilkereyev's author published the textbook for the 8th grade of the secondary school «History of the Kazakh SSR (from very early times to the XVIII century)». The textbook was approved by the Ministry of Education of the Kazakh SSR. This year, in the 1958-1959 academic year, the 8th grade of the country's secondary schools began to teach the history of the Kazakh SSR. He was trained in connection with the history of the USSR. This booklet was only 54 pages long, and the history of the Kazakh language was shorter.

In 1959, under the authorship of the historian-scientist, the first methodologist of the history of Kazakhstan, Bekmakhanov was the author of the textbook for the 8-9th class of the history of the Kazakh SSR, in 1960, the textbook for the history of the Kazakh SSR in 10 classes, in 1962, 7-8 classes, and in 1963 the textbooks for 9-11 grades of the eleven-year school were published annually.

In 1959, E. Bekmakhanov's textbook for the 8-9 class of the Kazakh SSR history is published in the above-mentioned issue. In designing this tutorial, the scientist was guided by the first volume of the academic publication of the 1957 edition of the History of the Kazakh SSR. The first chapter of the handbook is called the Very Early Man's Society. According to the requirements of that day, Lenin and Marx referred to Engels' work. «The Kazakh masses were illiterate. Only Bai-feudal shrines and Muslim religious leaders could read and write. In the Muslim schools, only children from feudal shrines were educated. It was only the learning of religious dogma. There were no general disciplines. The basics of scientific knowledge in Kazakhstan began to grow after Kazakhstan joined Russia. The first Russian language classes taught in Orenburg and Omsk. Only Kazakh children from Kazakh feudal lords have been trained. In 1789, the «Asian School» was opened in Omsk, where the interpreters were prepared for colonial administrations. In this school, along with general education disciplines, some Oriental languages have been taught ... In 1841 the school was opened in Bokei Horde to train

akims from the Kazakh feudal thugs, such a school was opened in 1850 in Orenburg (Bekmakhanov, 1959: 84). In the section of culture it is necessary to give information about the educational and educational needs of that period. This publication, covering Kazakh history from the first community to the second half of the XIX century, consisted of 128 pages. The textbook addresses historical issues that should be studied in the textbooks and explains some of the historical events and facts that existed before the end of Kazakhstan's accession to Russia. The methodological basis of the textbook corresponds to Marxism of that era. Therefore, from the standpoint of today's agenda some issues are discussed. For example, the relationship between ancient feudal states in the Kazakh land, their socio-economic structure is brief. Less drawings (no illustrations are available for illustrations), lack of drawings, lack of maps describe methodological shortcomings of this textbook. A brief summary of homework and chapters is not available. However, despite these shortcomings, the textbook taught students the systematic history of their country.

In 1962, the 8th edition of the 8th edition of the school edition for the 7-8th grades has questions to fix the subject. Some chapters include supplemental documents which should be present in the follow-up. However, it does not specify where the documents were obtained. For example, pages 31, 38, 47, 57 of the manual read historical documents under the title «Document Material». The titles and stages of the two manuals, that is, the textbooks for grades 7-8 and 8-9 are one. It is widely used in some texts only.

In 1963, a joint authorship with Naila Bekmahanova, the daughter of the textbook for 9-11 grades of the eleven year school. This publication was reprinted, reprinted, reprinted and reprinted in the «School» publishing house. In this class the history of the Kazakh SSR dates back to the twentieth century.

After the death of Bekmakhanov, his daughter Naila Bekmahanova pursued her father's footsteps and upgraded her textbooks in line with modern requirements.

From the 1961-62 school year For the first time for the 4th grade T.Turlugul was published the textbook «Episode Stories from the History of the Kazakh SSR».

The textbook did not have a faded version or condition at that time. Therefore, it is not necessary to critically evaluate the content and style of the modern one.

The connection between science and ideology varies in different social eras. Sometimes,

ideologies intensify the development of science, and sometimes, on the contrary, constrains science. It depends on the dominant ideology. An example of this is the history of Soviet history. He used his weapon for his own advantage. This, in turn, has a negative impact on the objective evaluation of the event. But there is no need to worry that such a thing happened in the Soviet era. This was stated by Professor M.-A. Asylbekov says: «In recent years, the leaders and scientists of four Russian historical institutions have been denied the scientific community for many years. They want to say that Russia was not a colonial empire, and that Russia, like Kazakhstan, did not become a colonist in the history of historic documents and genuine historical events, and wanted to confess it to the historians and historians of the colonial states. This led to the elimination of the movement, causes, motives, essence and crucial issues of the national liberation movements against the colonial oppression (from the rebellion of Syrym Datov to the 1916 uprising) or to the peasant movement inside the Russian Empire (Stepan Razin, Emelyan Pugachev,...) (Asylbek, 2014: 8). Therefore, in the 9th grade textbook, which addresses these issues, Kazakhstan should become a colony of Russia, its difficult situation, and the national liberation movement. We need to keep track of the unity of our land, the content of the national liberation rebellions, and the negative consequences of the Great Patriotic War.

Conclusion

While writing the ideology in the Soviet era, history textbooks gave young people an insight into the history of the country. Thanks to this, the history of the people has been systematically erected. When we look at the textbooks of the early twentieth century, this is what we are doing. The problem of the development of national historical knowledge in the early years of the Soviet era began with the rapid collection of materials related to the history of the Kazakh people, based on authoritative methods. History of Kazakhstan, which has been added to the history of the USSR in schools, has become a tool for promoting Soviet-ideological history. Since 1934 the history of Kazakhstan has been studied with the history of USSR history. The first essay on the history of Kazakhstan and the first program on the history of Kazakhstan was made. In Soviet times, the school hours devoted to the history of Kazakhstan were distributed, textbooks were written. It is difficult to critically examine the textbooks during the analysis period.

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