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## **KAZAKHSTAN EDUCATION SYSTEM BREAKTHROUGH, HAVING OVERCOME THE TRAGIC EVENTS IN THE HISTORY OF KAZAKH PEOPLE**

This paper deals with the development of education in Kazakhstan during the historical period from the beginning of the First World War until nowadays, how Kazakh people, having 2% of the population being educated by the time of the October Revolution, came to the present results. The purpose of the study is to show the great changes in the literacy of people, how after one century, in 2017, Kazakhstan ranked the 4<sup>th</sup> place among 137 countries of the world in terms of primary education according to the Global Competitiveness Index. The author pays much attention to the situation in the country during the twentieth century, the tragic events in the history of Kazakh people. The aim of the author is to give the analysis of the influence of more than seventy years of Soviet power on education, which established a strict order of teaching Russian language in Kazakh schools. The policy of “Russification” of education had an impact on the development of school education in Soviet Kazakhstan. Training of highly qualified scientific experts, engineers of different spheres of industry have become the foundation for the development of large-scale industrialization nowadays. 110 countries in the world consume more than 500 types of products, manufactured in Kazakhstan, though even at the beginning of the XXI century, Kazakhstan was not well known in the globe. It is the evidence of the breakthrough of the new educational model and the model of economic development in the country.

**Key words:** education, population, literacy, approach, transit.

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**Қазақстандық білім беру жүйесінің серпінділігі  
қазақ халқының тарихындағы қайғылы оқиғалардың еңсеруі**

Бұл мақалада Қазақстан тарихындағы алғашқы дүниежүзілік соғыстың басынан бастап, бүгінгі күнге дейінгі білім берудің дамуы талқыланады. Халықтың сауаттылығы екі пайыз болғанына қарамастан, қалайша Қазан төңкерісінен кейін қазақ халқы нақты нәтижелерге қол жеткізді. Зерттеудің мақсаты: халықтың сауаттылық деңгейіндегі үлкен өзгерістерді атап өту болып табылады. 2017 жылғы жаһандық бәсекеге қабілеттілік индексіне сәйкес бастауыш білім беруде Қазақстан әлемнің 137 елінің арасында төртінші орынды иеленді. Авторлар XX ғасырдағы елдегі жағдайға, қазақ халқының тарихындағы қайғылы оқиғаларға көп көңіл бөледі. Авторлардың мақсаты – қазақ мектептерінде орыс тілін оқытудың қатаң тәртібін анықтайтын кеңес өкіметінің білім беруіне әсер етуін талдау. Білім беру жүйесінде «орыстандыру» саясаты Қазақстандағы мектеп білімін дамытуға үлкен септігін тигізді. Бүгінгі таңда ауқымды индустрияландыруды дамытудың негізгі – жоғары білікті ғалымдарды, түрлі салалардың инженерлерін даярлау болып табылады. XXI ғасырдың басында Қазақстан әлемде кеңінен танымал болған жоқ, соған қарамастан әлемнің 110 елінде Қазақстанда өндірілген 500-ден астам өнім түрлері қолданылады. Бұл жаңа білім беру моделі мен еліміздің экономикалық даму үлгісінің серпінділігіне куә болады.

**Түйін сөздер:** білім беру, халық, сауаттылық, көзқарас, өту.

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### **Прорыв казахстанской системы образования, преодолевающая трагические события в истории казахского народа**

В данной статье рассматривается развитие образования в Казахстане за период от начала Первой мировой войны до наших дней, как казахский народ, имеющий 2% образованного населения ко времени Октябрьской революции, пришел к настоящим результатам. Цель исследования – показать большие изменения в уровне грамотности людей: в 2017 году Казахстан занял 4-е место среди 137 стран мира по уровню начального образования согласно индексу глобальной конкурентоспособности. Автор уделяет большое внимание ситуации в стране в двадцатом веке, трагическим событиям в истории казахского народа. Целью автора является дать анализ влияния на образование советской власти, установившей строгий порядок преподавания русского языка в казахских школах. Политика «русификации» образования сыграла большую роль в развитие школьного образования в Казахстане. Подготовка высококвалифицированных научных кадров, инженеров различных отраслей промышленности стала основой для развития масштабной индустриализации в стране. 110 стран мира потребляют более 500 наименований продукции, произведенной в Казахстане, хотя даже в начале XXI века Казахстан не был широко известен в мире. Это свидетельствует о прорыве новой образовательной модели и модели экономического развития страны.

**Ключевые слова:** образование, население, грамотность, подход, переход.

#### **Introduction**

The year 2018 is ending. The world is experiencing an acute crisis of values and views. More and more voices are heard about the confrontation of civilizations. The shot from the cruiser Aurora, the end of the First World War 100 years ago, had a great influence on the subsequent course of events in the world history. It would not be an exaggeration to say that all the misfortunes of the 20th century, which brought terrible tests for humanity, began precisely with the First World War (1914-1918). It was the most important event of the century, one of the most widespread-armed conflicts in the history of humankind, which brought grave sufferings to people. This war became the frontier from which a new period of history began. The war transformed the world: the world map changed, new types of political systems appeared. The October revolution became the culmination of the broadest social revolution in Russia, which coincided in time with the overthrow of the Provisional Government and the seizure of political power by the Bolshevik Party, the establishment of Soviet power at the end of 1917. The Soviet period in the history of many nations that inhabited the vast Russian empire was extremely complex and controversial. This excursion into history is made in order to analyze how the Kazakh people went through this period, how they survived, and the true significance of the historical and cultural heritage of the Kazakhstani

education, the breakthrough in many respects in the field of training specialists in various fields.

In the twentieth century, Kazakhstan was included into the orbit of the deepest political cataclysms. The path of the Kazakh people was tough, full of tormented difficulties. It was a time of wars, hunger, and repression. The scale of the catastrophic situation in the country during 1920-1930 years was grim and harsh. Of the 15 states that were part of the Soviet Union, Kazakhstan was the most multinational and the only state where the titular nationality did not constitute the overwhelming majority of the population after attaining independence in 1991. The rapid changes and cardinal transformations of Kazakhstani society, the colossal and unique Kazakhstan experience in the context of historical and cultural renaissance, the advance in the field of education is of extreme interest for many countries. The exchange of information between representatives of the scientific teaching community of different countries, carrying out a comparative study of all components of national education system is of great significance nowadays.

#### **Methods:**

General scientific methods such as analysis, synthesis, classification and generalization; the comparative study of the development of education.

#### **Main body**

**Great tragedies, victims of Kazakh people on the way to the high level of education**

The XX-th century became for Kazakhs a century of tragic events that transformed them into the minority on their own native land. There were some reasons for this situation. The fundamentals of turning the Kazakhs into a minority in their original territory were laid back in the years of the First World War, when the number of Kazakhs was significantly reduced due to the decrease in the level of natural growth and the increase in mortality. These were also the consequences of the defeat of the uprising in 1916, when hundreds of thousands of Kazakhs died. The uprising of Kazakh people in 1916 can be regarded as an important milestone in the history of Kazakhstan and on the way to the national independence. The Russian colonial regime engaged in brutal collective punishment and ethnic cleansing when suppressing the 1916 revolt of Kazakhs, just as the French did in Algeria, and the British did on the North-West Frontier. The revolt was a reaction to the tsar' edict (25 June 1916), ordering males of non-Russian origin aged 19-43 to register for work at military installations of the Russian army. This was the second year of Russia's participation in the First World War, which led to a huge loss of human lives. By 1919, roughly half of the population was starving. Epidemics of typhus and malaria were also widespread. Millions of Kazakhs died because of several waves of famine. The number of Kazakhs decreased from 6.47 million in 1924 to 2.1 million in 1937.

Kazakhstan was the site of some of the biggest labour camps of the Soviet Gulag system. The Gulag system was known as the place for political prisoners and as a place for repressing political opposition to the Soviet state. The word "GULAG" is an acronym for Glavnoe Upravlenie Lagerei or Main Camp Administration. Later, over time, the word signified the system of labour camps, punishment camps, and women's camps, criminal and political camps. According to some researchers, it is estimated that 14 million people were sentenced to imprisonment in the Gulag labour camps from 1929–1953, and some 5 million people were sent to Kazakhstan over the years of repression. The death rate in camps was high. It was found that between 1934 and 1953, 1 053,829 people died in the Gulag camps. 25,000 people were executed between 1921-1954. The former women's camp, ALZHIR, which is an acronym for Akmola Camps of Wives of Traitors of the Motherland, is within a few dozen kilometers of the capital of the country, Astana, and within a few hours are the remains of larger camps, such as Karlag in Karaganda. Zhezkazgan city was the site of the **Kingyr Gulag**. There, a massive uprising against

the Soviet regime took place in 1954. Kingyr was part of a larger GULAG system known as **Steplag Rudnyk** (located 26 km northeast of Zhezkazgan) was used to be the post of Steplag that housed most prisoners, some 100 prisoners used to die every day, out of the total population of 9000-12 000; the dead prisoners were constantly replaced by new ones. In May 16, 1954 in Steplag, the massive uprising against the Soviet regime, which shook all the system of GULAG, began. The revolt of prisoners of Steplag proceeded forty days. It was suppressed by means of military equipment and parts of regular army. The heads of the resistance were arrested. According to the stories of eyewitnesses, the number of the killed and wounded was more than 700 people. Kingyr resistance of prisoners is of great importance in the history of existed camps. After Kingyr revolt unbearable special camps in all system of GULAG were liquidated.

The advanced part of well-educated people of Kazakhstan was exterminated in the 20-50s of the twentieth century. Well-known Kazakh cultural figures and politicians, including writers and social activists such as Shakarim Kudayberdyuly, Beimbet Maylin, Myrzhakyp Dulatov, Saken Seifullin, Sanjar Asfendiyarov and Ilyas Dzhangsugurov; an educator and intellectual Akhmet Baitursynov; politicians and intellectuals Turar Ryskulov and Mukhamedzhan Tynyshpayev were sentenced to death. There are different estimations about the total number of deaths. They say more than 15 million people: murdered, tortured-to-death or worked-to-death prisoners in the Gulag camps during the period of 1929-1960. Only in the years 1937-1938, more than 100 thousand people were repressed in the republic, a quarter of this list were sentenced to capital punishment. Such a number of repressed people for a small republic by the number of the population caused irreparable harm in the demographic and intellectual potential.

Due to the policy of forced collectivization that had very negative consequences, in the early 1930s, Kazakhstan experienced one of the most tragic pages in its history, the Great Famine of 1932-1933. The famous Bolshevik leader F. I. Goloshchekin spent the so-called "Small October" in the Kazakh region. People were deprived of livestock, property, and under the police escort sent to "points of settlement", where people simply died without means of subsistence. By 1933, about one-tenth of 40 million livestock remained. The Kazakh people suffered heavy losses because of the famine. They lost 2,400,000 people — 49% of the total number of Kazakhs in those years. Trying

to avoid a hard fate, many Kazakh families tried to migrate from the territory of the republic. Only from the beginning of 1930 to the middle of 1931 almost 300 thousand households migrated from the territory of Kazakhstan. Most of the population who fled from the Soviet regime moved to the territory of China, Iran and Afghanistan. In total, 1.3 million people migrated outside the republic during the famine. The famine of 1932–1933 ruined Kazakhstan, led to unprecedented casualties and irrecoverable losses.

In the 1930s and 1940s, more than 40 entire nations and ethnic groups were deported to Kazakhstan, including Koreans, Kurds, Iranians and many others. They were subjected to special settlement, forcible eviction, inhuman deportation. Stalin and his entourage had virtually unlimited power, depriving the Soviet people of their rights and freedoms. In the 1930-50s, about 3.5 million people left their places of origin. During World War II Germans, Greeks, Chechens, Ingush people, Balkar population were sent to Kazakhstan. More than 1.3 million people were deported as representatives of “unreliable nations” according to Stalin’s definition. The deported peoples were morally and socially disadvantaged, had distorted destinies without elementary rights. “The goal of such a massive deportation was to deprive the people of not only their homeland, not only their land, but also their language, history, culture, kinship in a very short time. It was only in this case that any person German, Kalmyk, Chechen, Crimean Tatar, Ukrainian, Pole, and others became an obedient and resigned part of the totalitarian regime” (Aldazhumanov, 2000). Each step of the special migrant was under control, any minor violation was immediately punished. Thousands of people were subjected to moral and physical torture, many of them were exterminated. The life of their families was turned into a hopeless strip of humiliation and suffering. Kazakh people, in spite of their own difficult situation, helped them to stand up, to survive. All these nations and ethnic groups found understanding and support of Kazakhs, found their second Motherland on the land of Kazakhstan. Kazakh women warmed the orphaned children of immigrants with their hospitality, tolerance and sympathy. To some extent, this is the result of the centuries-old traditions of the Kazakh people. This is a special mentality associated with the specifics of a nomadic lifestyle. Kazakh people demonstrated the feelings in relation to deported migrants, much wider than includes the concept of “tolerance”. It was mercy, compassion, empathy, and even self-sacrifice.

Perhaps there is no more controversial discovery of humankind in the world than nuclear energy. It allowed a man to enter a new technological era. But people, in addition to the peaceful use of energy, invented nuclear weapons, the most terrible and destructive weapons in the world. They are terrible not only because of having a huge destructive force, but because of having terrible consequences.

The Semipalatinsk Test Site (“The Polygon”) was the primary nuclear testing site for the Soviet Union. It is about 150 kilometers west of the town Semey (named Semipalatinsk until 2007). Lavrentiy Beria, the head of the Soviet atomic bomb project, selected the place in 1947. He claimed that the huge steppe region was totally uninhabited. Workers from Gulag camps were brought in to build a big complex of buildings and laboratories. The first Soviet atomic bomb RDS-1 was tested here on the 29 of August 1949. Between 1949 and 1989, 456 nuclear tests, including 340 underground and 116 atmospheric explosions with mushroom clouds were produced at this place. Nowadays these data seem to many people only as statistics, but behind each figure is the ruined health of many people. In Semey, in the Department of Anatomy and Histology of the Medical University, there is one of the most terrible museums of Kazakhstan. It is located in a small room, which includes dead children in test tubes with formalin who were born with various physical disabilities. Their life was impossible with such deformities.

The Soviet commandment conducted these tests without any regard for the effects on the local environment or the almost quarter-million inhabitants of the region. The total power of nuclear charges tested underground and in the air only for the period 1949-63 in Semipalatinsk test site, is 2500 times greater than the power of the atomic bomb dropped on Hiroshima. In the areas adjacent to the test site, people were exposed to radiation, which eventually led to diseases and genetic disorders. In the summer of 1991, the site was closed. Nevertheless, a tenth of the country’s total population, nearly 1.5 million people, have health problems. One in every 20 children in the area is born with serious deformities. Today, about a million people have been officially recognized as victims of nuclear tests at the Semipalatinsk test site. The exact number is not known. There are no data in any of the open sources of information. Moreover, often the victims are not even the people who lived in those years at this land, but their children or grandchildren. After many years, “the Polygon” still affects the birth of children with physical disabilities. Many

of them already live in other cities of the country. According to the Minister of Health of the Republic of Kazakhstan Yelzhan Birtanov, over 35 thousand cancer patients were registered in Kazakhstan in 2017, and the total number of cases is 171 thousand people. The consequences of many years of nuclear testing have affected the health of the inhabitants of the regions adjacent to the test site, because cancer diseases often become a consequence for those who have been exposed to nuclear radiation.

In 1955, the Baikonur military test site was created to test ballistic missiles, which in 1957 became the first cosmodrome of the planet: from here, the first artificial satellite of the Earth was launched. In subsequent years, thousands of launch vehicles with artificial earth satellites, including military satellites, as well as hundreds of intercontinental rockets, launched from Baikonur. Children with genetic diseases, leukemia, infertility, and cancer are common here. In 1969–1970, a series of experiments “Say-Utyos” with the underground disruption of industrial thermonuclear charges was conducted in the Mangyshlak region (modern Mangystau region). The USSR Ministry of Defense deployed both military bases and test sites on the territory of Kazakhstan. The closed town, Stepnogorsk, was built 200 km northeast of Akmola, where nuclear and bacteriological weapons were developed at two plants. In addition, secret tests of bacteriological weapons were conducted on the island “Vozrozhdeniye” in the Aral Sea.

To achieve independence, Kazakh people had to struggle a lot. The most important event on the way to independence happened on the 16-17 of December 1986, in Almaty. The protests of Kazakh people, known as Zheltoksan, demonstrated that Kazakhs wanted to decide their fate themselves. Moscow used the army to quell the riot. The troops of Russian soldiers beat protesters with sharpened trenched shovels and chased them with dogs; fire engines sprayed demonstrators with water in freezing temperature. Four years later, in order to know the real truth, Kazakh intellectuals convened a public commission that concluded that more than 1,700 protesters were injured, some 8,500 detained, hundreds lost their jobs, dozens were jailed, 168 protesters were killed, and more than 100 people were frozen to death. This violent crushing of the demonstration was the beginning of the end of the Soviet Union. Kazakh people were first to rattle the Soviet cage.

Therefore, analyzing all these events, we see the huge human victims and sufferings on one side of the scale. A myriad of hardships that fell to the share

of the Kazakh people could not break their spirit, they managed to survive, survive and gain their own statehood. Indeed, the Kazakh people one thousand times died and rose again, as the poet Zhuban Moldagaliyev wrote in the poem “I am Kazakh.” The Kazakh people found the strength to rise from the ashes again and continued to live, despite all the vicissitudes of fate. Our ancestors always kept the memory of their greatness, of past glory. According to L. N. Gumilev, who himself spent time in the Gulag, “every nation is an instrument with a special timbre in the orchestra of mankind, because it can do something that other people cannot do to such an extent. Ethnos is a geographical phenomenon, always associated with the host landscape, which feeds the adapted ethnos. Ethnos is not a social formation, but the synthesis of the landscape (soil, flora and fauna) and the biological nature of people living in a particular geographic environment, the geological and biological formation” (Gumilev, 2001:81). Kazakh society created a unique space where over the centuries powerful empires and states arose, perished and rebelled from the ashes, where the most important trade routes connecting East and West passed. The historical and cultural associations of ancient tribes that existed on the territory of the country for many centuries were the basis for the formation of the Kazakh ethnic group. Now Kazakhstan as a multiethnic, multicultural state is a communicative space of interaction between different ethnic, religious, social and cultural communities. International and civil accord in society, ethnic identity, ethnic community, determined by the nature of communication and the peculiarities of social relations, is an expression of human solidarity. Ethnic mentality of the Kazakh nation is based on openness, friendliness, kindness of soul, forgiveness, hospitality. Hospitality as the characteristic feature is soaked with the milk of mother since childhood.

As for the development of education in Kazakhstan, from the Middle Ages there was a system of childhood education in the villages. Until the middle of the XIX century, training was conducted in madrasahs and mektebs. Madrasahs were prototypes of higher education. Mullahs, teachers of mektebs, were trained in them. Madrasah functioned at the mosques. Education in madrasahs included such subjects as Islam, philosophy, history, mathematics, medicine, astronomy; linguistics. The most famous of the madrasahs was located in Otrar, where Abu Nasir al-Farabi (ca. 870-950) studied. The second largest library in the world was located in Otrar, in Kazakh land. The Arabic graphics began

to be used on the territory of Kazakhstan from the second half of the 10th century on the completion of the conversion to Islam. Between the 18th and 19th centuries, the territory of Kazakhstan was annexed to form part of the Russian Empire. The great enlightener, Ibrai Altynsaryn (1841-1889), devoted all his life to education spreading. It was his primary concern, and he is remembered as the “Kazakh pedagogue.” He was the author of the first Kazakh-Russian dictionary and the first Kazakh grammar; he introduced secular prose into Kazakh literature. He translated numerous Russian literary works into Kazakh. Altynsaryn attended a Russian school for interpreters in Orenburg, from 1850 to 1857. He was appointed the school inspector of Turgai oblast in 1879, and did much to expand the Turgai education system for Kazakh benefit. In 1887, he tried to introduce education for Kazakh girls; he also sought to create an agricultural school for Kazakhs. Only 2% of the Kazakh population was educated by the time of the October Revolution.

With the establishment of the Soviet Power, in 1920, Kazakhstan became a part of Russian Soviet Federal Socialist Republic (RSFSR) named Kirgiz Autonomous Soviet Socialist Republic, since 1925 it was named Kazakh Autonomous Soviet Socialist Republic, and in 1936 it changed its status and became one of the Soviet Union Republics - Kazakh Soviet Socialist Republic (Kazakh SSR).). During this period, the education policy in Kazakhstan was determined centrally, from Moscow. One of the first reforms of the Soviet government was the fight against illiteracy. Illiteracy was understood as ignorance of the Russian language. The knowledge of the Arabic language, which Kazakhs owned in connection with their Islamization, was not taken into account. In 1920, commissions were organized for the elimination of illiteracy. The elimination of illiteracy took place in difficult conditions: there were no teachers, no textbooks. The famine in Kazakhstan significantly decreased the number of schoolchildren in Kazakh primary schools. In 1932-1933 one million 750 thousand people became direct victims of the famine and the associated diseases, that is 42% of the Kazakh population of Kazakhstan, many of them being children; over 50 thousand Kazakh children lost their parents. In 1930/31 academic year, a four-year compulsory primary education was introduced. In 1937/38 academic year, the education authorities of Kazakhstan set up new curricula for primary and secondary schools. According to these curricula town and rural schools were to teach the following subjects: native language, literature, Russian

language, Russian literature, foreign language, arithmetic, algebra, geometry and trigonometry, natural science, history, geography, physics, chemistry, geometry and mineralogy, Constitution, drawing, singing, physical training.

In 1938, The Soviet of Public Deputies of the USSR and the Central Committee of the Communist Party of Kazakhstan introduced another special Act “On mandatory course of the Russian language in Kazakh schools”. This Act established a strict order of teaching Russian in Kazakh, Uzbek, Uyghur, Tartar and other schools, as well as providing writing textbooks and improving methods of teaching and training teachers of the Russian language. It meant the beginning of “Russification” of school education in Kazakhstan. “The system of education has become one of the main tools of Russification and distribution of the Russian language as the second native language. Numerous education reforms were carried out, the result of which was introduction of the Russian language as a compulsory subject in all types of educational institutions at all levels. The 1958-1959 education reform introduced the right of parents to choose the language of learning for their children. The motivation for choosing a language of learning was extremely simple: only Russian language could provide success in life. The amount of national schools decreased drastically (for example, in Almaty, the capital of Soviet Kazakhstan up to the middle of the 1980s there was only one Kazakh secondary school No. 12). To get the higher technical education in Kazakh language was impossible till the end of 1980. The full cycle of getting education: primary school -secondary school - higher school existed for a long time only in the Russian language (Suleimenova, 2011:59). This policy was pursued during further implementation of the Soviet education, and its consequences still have an impact on the current development of school education in post-Soviet Kazakhstan. It is noteworthy that “Russification” was a common policy of the USSR.

By the forties in Kazakhstan, illiteracy was largely eliminated, instead of the old schools; a new comprehensive school was created for all segments of the population. During the years of Soviet power, secondary, special, vocational and higher schools began to operate. All institutes and universities appeared in Kazakhstan under the Soviet regime. In 1928, the Pedagogical Institute began its educational activities, preparing the first Kazakhstani cadres for secondary schools and technical schools. In 1931, the State Medical Institute began training pediatricians, general practitioners, surgeons and

narrow specialties. 1934 is the time of opening of the Kazakh State University. It was the first supplier of the intellectual and scientific elite for the Kazakh Republic in those years.

More than seventy years of Soviet power influenced greatly on the development of education in Kazakhstan. It was a time when the historical memory of the Kazakh people was nearly eradicated. "In the thirties during the famine 2 million people died. During the years of Stalin's terror, the territory of Kazakhstan turned into a space of Gulag camps. Only now, the population of the Republic begins to realize its past" (Karakozova, 2001:53). On June 22 the Great Patriotic War began. From July 1941 to October 1942, large industrial enterprises with complete equipment and necessary raw materials were moved to Kazakhstan: 142 heavy and medium machine-building plants, as well as textile, cotton spinning, shoe and other factories. During the war years, more than 300 factories were relocated to Kazakhstan. In 1941–1942 532,500 people from the western regions found shelter and work, as well as 50,000 professional and engineering workers and about 970,000 repatriated Poles and Germans. Two thousand builders of Donbass mines joined the ranks of the working class of the republic (Kazinform, 2014a). In Almaty, 8 evacuation hospitals were deployed, 15 universities and technical schools, about 20 research institutes, over 20 cultural and educational institutions were located. Educational institutions of higher and secondary special education were evacuated along with the teaching and student staff. Of the 22 universities that were evacuated, 12 were located in Almaty. The Soviet Higher Technical School continued to train specialists for industries of major defense importance. The Moscow Mining Institute with a part of students was evacuated to Karaganda. The existence of a large number of evacuated universities in Kazakhstan, famous scientists and teachers who worked in them, raised to a qualitatively new level the scientific and pedagogical potential of universities of the republic. Among the scientists and teachers who arrived during the evacuation period in Kazakhstani universities, there were 5 academicians, 35 professors, 92 associate professors from Moscow, Leningrad, Kiev, Dnipropetrovsk and other cities of the Soviet Union who conducted scientific and pedagogical work. A new type of Kazakh intelligentsia was formed under the influence of these scientists sent to Kazakhstan during the years of evacuation from Moscow, Leningrad, Kiev and other cities of the Soviet Union.

For the period, 1927 - 1991 a network of universities was developed in Kazakhstan, and it included 55 higher education institutions. The most significant changes occurred in the periods: 1927-1940 from one to 20 universities and 1960 - 1970 from 28 to 44 universities, the network of universities of Kazakhstan, which was formed in 1980s, remained unchanged until 1991. Later, it was allowed to open private universities, the number of universities, academies and institutes increased. By the time of the collapse of the USSR in Kazakhstan for three decades (from the beginning of the 1960s to the end of the 1980s), a large engineering class, a powerful industrial potential, highly qualified scientific experts and intellectual personnel was created among the Kazakhs.

Education requires certain costs. Consideration of economic and financial factors is necessary for the development of education. The Bolashak program, the unique program, occupies the special place in Kazakhstan. The Bolashak international scholarship was established in November 5, 1993 by the Decree of the President of the Republic of Kazakhstan Nursultan Nazarbayev (Republican Commission for Personnel Training Abroad, 1993). At the dawn of independence, the Republic of Kazakhstan required highly qualified personnel who were to carry out further reforms. For the first time in the history of the post-Soviet states, talented young people were given the opportunity to receive education abroad. In 1994, first groups of Kazakhstan students were sent to study at foreign universities. From 1994 to 2013 the international scholarship "Bolashak" was awarded to 10346 Kazakhstanis to study at the 200 best universities in 33 countries. It allowed the most talented and capable young people to get an education in the best universities in the world.

The first decade of the 21st century in the Republic of Kazakhstan was characterized by new approaches to the development of the national education system, the implementation of large-scale educational reforms that turn education into a key component of a set of measures to support the economic and social development of the country. Today, the changes taking place at an incredible speed in the world affect all aspects of our life. "In 2017, according to the Global Competitiveness Index, Kazakhstan ranked the 4<sup>th</sup> place among 137 countries of the world in terms of primary education increasing its position from the 118<sup>th</sup> place. Kazakhstan ranks 56<sup>th</sup> out of 188 countries in the "Human Development Index" ranking among the countries with a high level of human development. In terms of economic competitiveness according to the

IMD-2017 Institute of Management, Kazakhstan's position in the education sub-factor is the 35th place in the world. In 2017, among the international awards of Kazakhstani schoolchildren, 661 awards were won at the Olympiad and scientific competitions, including 125 gold medals, 197 silver medals, 327 bronze medals, and 12 diplomas of honor. As for the most prestigious international Olympiads, Kazakhstani youth team won the 10<sup>th</sup> place in the world " (primeminister.kz). All these figures speak about the big breakthrough of Kazakhstan in the field of education over the past period.

The introduction of a new educational model made it possible to introduce a multi-level system of training specialists, significantly improving the level and quality of education as a whole, and make Kazakhstan's diplomas competitive. The process of globalization in the 21st century encompasses an increasing number of countries, introducing high technologies, developing transnational companies and global financial corporations. Globalization is also manifested in the increase in academic exchange and geographical mobility of the workforce. Being located at the junction of western and eastern cultures, at the junction of Europe and Asia, the Kazakhstan education system also introduces the latest technologies and actively integrates into the world educational and scientific space. International integration processes in the educational systems of various countries dictate the need to develop equivalent learning parameters in Kazakhstan based on the world standards. Unlike the previous decades of the formation of an independent Kazakhstan, when natural and productive resources were important for economic growth, now the most important thing is human capital. The effect of critical mass is important in education and science: the more talents are concentrated in one place, the higher the productivity of each of them and the more competitive the country. Republic of Kazakhstan creates unprecedentedly favorable conditions for youth. The large-scale project of spiritual modernization of "Ruhani Zangiru", initiated by the President of the Republic of Kazakhstan N. A. Nazarbayev, sets epochal tasks in the field of science, education, language, without which it is impossible to realize the spiritual potential of every citizen and nation as a whole. The fateful tasks assigned to specialists in the humanities are aimed not only at preserving national identity and cultural identity, but also attaining civilization identity, openness to dynamic global processes, global competitiveness.

The issues of language learning as an integral part of the national-cultural code and education as a

means of ensuring the continuity of generations and the sociocultural phenomenon take the importance of national priorities. "If, in the Soviet era, Russian was the unambiguous choice of language medium for any parents seeking to provide their offspring with educational and employment mobility, today the calculation is somewhat more complex. Unlike in the Soviet era, higher education is available in the Kazakh language in an extensive list of disciplines" (Fierman, 2006).

All changes in society and in the world are reflected in language, culture and functioning of the languages. Overcoming inevitable difficulties, the Kazakh people adequately stood the test of the privileges of the state language, showing will, delicately building dialogues with all world cultures. Only decades later, at the new stage of civilizational development, the revival of the national and universal human values became irreversible, became the world's wealth and entered the treasury of world civilization, preserving the value of multiethnicity proven over the years. Only in the dialogue with other nations, in the dialogue of cultures and civilizations our country will be able to achieve success in the future. It should be noted that respect to other people, to their culture, language and religious tolerance is intrinsic in Kazakh mentality.

The decree of the President of Kazakhstan Nursultan Nazarbayev "On the transition of the alphabet of the Kazakh language from the Cyrillic alphabet into the Latin script" dated October 27, 2017 caused an ambiguous reaction in the society. In the 20-30-40-ies of the twentieth century from 72 languages of the USSR 50 languages were transitioned into Latin. Before World War II, almost all nations in the USSR were transferred to the Cyrillic alphabet. During the Soviet era, the writing of the Kazakh people changed several times. Kazakh writing before the revolution was based on Arabic script, which was used from the second half of the tenth century. In 1924 Ahmet Baitursynov reformed the Arabic script. The consequences of changes of graphic systems are felt until now. Cultural heritage on Arabic and Latin graphics is lost and it has not been restored yet.

Considering all these transitions to essentially different alphabets, the transition to the Cyrillic alphabet made it possible to build a society of universal literacy, which at all known costs was a huge civilizational breakthrough.

After the collapse of the Soviet Union, unlike its Turkic neighbors, Kazakhstan did not force the transition to Latin. Moreover, as the analysis of the experience of Uzbekistan and Azerbaijan shows,



such tactics had its advantages, because now there is an opportunity, given their experience, to build their own model of switching to the Latin alphabet. Considering that the new Latin basis of the Kazakh language should be as close as possible to the most modern requirements, a lot of hard work was done, the most thorough analysis of the opinions of IT specialists, as well as problems related to the phonetic adaptation of the Kazakh language based on the new alphabet was carried out. The work in this direction is still going on. The problem of transition to the Latin graphics requires a serious solution from all sides.

As it was said in the new message of the President of Kazakhstan N.A. Nazarbayev of October 5, 2018 “We have created an independent Kazakhstan, which has become a brand that causes trust and respect in the world. The basis of the country’s socio-economic success is civil peace, interethnic and interfaith harmony, which continue to be our main value. It is necessary to accelerate the creation of its own advanced educational system, encompassing citizens of all ages. A key priority of educational programs should be the development of the ability to adapt to changes and assimilation of new knowledge” (Kazinform, 2018b).

### **Conclusion**

The destruction of any nation does not require nuclear bombs explosion or the use of far radius missiles action. All that is required is the reduction in the quality of education and the resolution of students’ deception in the exams passed. Having specialists of low-level education, patients die at the hands of such doctors. The hands of such engineers destroy buildings. The hands of such economists and accountants are losing money. Justice is lost in the hands of such lawyers and judges. The collapse of education is the collapse of the nation.

After obtaining independence Kazakhstan, being a former Soviet republic that had many classical features of the colony, has to build a new state in many respects on a fundamentally new basis. Kazakhstan has tackled many problems, connected with political organizations, territory, national and ethnic issues, social structure and social organization, foreign and home policy. Kazakhstan defined education as a priority of the socioeconomic development. Today, education is global and a multipurpose social service. The spread of education internationally, because of globalization, has clearly had effects on culture worldwide. The internationalization of education

is linked to various internal and external changes in the international system. Externally, there have been changes in the labour market, which have resulted in call for more knowledgeable and skilled workers with deeper understanding of languages, cultures and business methods all over the world.

Currently in Kazakhstan, various educational programs cover 85% of the population aged five to 24. Education includes training at all levels, ranging from kindergarten, primary and secondary schools, adult education, professional development of teachers, the promotion of lifelong learning opportunities for all segments of the population. Modern information technologies open access to education even for those who, for geographical or social reasons, are deprived of access to educational institutions, make available many educational resources due to the distance education, which allows a person, being in a place of permanent residence, to receive additional education, saving money and time. The modern education system must be able not only to equip the student with knowledge, but also, due to the huge flow of new information, to form the need for independent continuous mastering of information, to be aimed at continuous self-education and self-improvement, to have practical competencies and skills. Only such specialist can meet the needs of the time and be in demand in the labour market.

The experience of the independent development of Kazakhstan clearly shows that the state of education is largely determined by the effectiveness of the socio-economic development of the country. The introduction of a new educational model made it possible to introduce a multi-level system of training specialists, significantly improving the level and quality of education as a whole, and make Kazakhstan’s diplomas competitive. Today Kazakhs have deserved the right to revival of their historical heritage. Internal and external factors cause necessity of giving priorities to the Kazakh language and cultural values of Kazakhs. It becomes very important to pay more attention to education of young generation in the spirit of respect for the Kazakh language and the Kazakh culture. Education as a process of enlightenment and empowerment by which the individuals are able to secure a better quality of life should not become a means of westernizing of Kazakhstan society. On the contrary, it should treat each unique culture and society with due respect, realizing that global education is not only knowing about the West, but also studying different cultures of the world, using different approaches, ways of teaching.

Education is the main indicator of the development in all civilized countries of the world. Indeed, countries compete with the systems of social values and the system of education. The task of entering the Republic of Kazakhstan among the 50 most competitive countries in the world can be solved if the country has highly qualified specialists with knowledge of high technologies. Globalization has influenced the use of language across the world. The importance of English as global language has been rapidly increasing. English is considered as a passport for a secure future. It is probably the only language that is spoken in all the continents of the world. “Rather than a process which leads to

uniformity and homogeneity, globalization seems to create new, hybrid forms of culture and language: the results of global influences meeting local traditions, values and social contexts” (Graddol, 1997:33). With the adoption of the Kazakhstan Development Strategy until 2030 an important stage in the life of the republic has begun that initiated the State project “Intelligent Nation - 2020”, which is based on UNESCO’s formulated “four pillars of education” – abilities to do, to learn, to live, to live together in the modern world. We hope that changes, reforms in the educational system are designed to bring Kazakhstan to the forefront in the world, to ensure the future of the Kazakh nation, a decent life for every citizen.

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