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## **ELIMINATING ILLITERACY IN THE EARLY TWENTIETH CENTURY: A REVIEW OF THE HISTORY OF THE ALPHABET AND SCRIPTURE (Azerbaijan, Kazakhstan, Kyrgyzstan, Uzbekistan, and Turkmenistan)**

The article deals with the writing and creation of the first alphabet books and educational tools for the eradication of illiteracy in the 20-40s 20th century in Azerbaijan, Kazakhstan, Kyrgyzstan, Uzbekistan, and Turkmenistan. In addition, a review of the history of educational programs and the influence of fiction and its introduction into the education system was made in the state-wide measures to eliminate illiteracy. It is known that after the establishment of the Soviet Union, all activities of public education underwent a radical restructuring, paying attention to education and the construction of modern schools. In this direction, the work of countries of Central Asia and Transcaucasia with similar concepts and views on education, eradication of illiteracy, and school organization in the first half of the 20th century was differentiated. After the October Revolution, education became one of the most important areas of state policy. Scientific research work on pedagogy to eliminate the class division of the society was carried out widely and opinions were expressed on educational programs that were able to skillfully use the humanitarian sphere as an ideological tool. The place of literature in the countries as a tool in the literacy campaign, and the foundations of its development (teaching, theory, and methodology) were differentiated. The content of the educational program and the main goals, tasks, and priorities, educational materials written by intellectuals of the countries were studied in the educational campaign conducted in the Soviet Union. Among them, documents were given about educational tools and alphabet books for the elimination of illiteracy by the Kazakh writer Beimbet Mailin, whose methodical aspect has not been studied until now.

**Key words:** eliminating illiteracy, education, educational tools, teaching methodology, intellectuals, countries of Central Asia and Transcaucasia.

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### **XX ғасыр басындағы сауатсыздықты жою: әліппе және оқу құралдарының жазылу тарихына шолу (Әзірбайжан, Қазақстан, Қырғызстан, Өзбекстан және Түркіменстан мысалында)**

Мақала Әзірбайжан, Қазақстан, Қырғызстан Өзбекстан және Түркіменстан даласындағы XX ғасырдың 20-40 жылдарындағы сауатсыздықты жоюға арналған алғашқы әліппе кітаптары мен оқу құралдарының жазылуы мен қалыптастыру науқаны туралы болмақ. Сонымен қатар сауатсыздықты жоюдың жалпы мемлекеттік іс-шараларындағы оқу-ағарту бағдарламалары мен ондағы көркем әдебиеттің ықпалы және оның білім беру жүйесіне енгізілу тарихына шолу жасалды. Кеңес Одағы құрылған соң, оқу-ағарту ісі мен заманауи мектеп құрылысына көңіл бөліп, қоғамдық білім мен тәрбиелеудің барлық қызметі түбегейлі қайта құрылымдалудан өткені белгілі. Бұл бағыттағы таным түсінігі мен көзқарастары ұқсас, туысқан елдердің XX ғасырдың алғашқы жартысындағы оқу-ағарту, сауатсыздықты жою және мектеп ісін ұйымдастырудағы жұмыстары сараланды. Қазан төңкерісінен кейін оқу-ағарту ісі мемлекеттік саясаттың ең маңызды салаларының біріне айналды. Қоғамның тапқа бөлінуін түбегейлі жою педагогика бойынша ғылыми-зерттеу жұмыстары кеңінен жүргізіліп, гуманитарлық саланы идеологиялық

құралы ретінде шебер пайданала білген оқу бағдарламаларына пікір білдірілді. Елдердегі әдебиеттің сауаттандыру науқанындағы құрал ретіндегі орны, оның халықтық, көркемдік пән ретіндегі (оқыту, теориясы және әдістемесі) дамуы негіздері сараланды.

Оқу бағдарламаның білім мазмұнымен мұғалімдердің сабақты жүргізу барысындағы назар аудару тиіс ең негізгі мақсаттары, міндеттері және басымдықтары туралы толық түсініктер берілген. Кеңес Одағында жүргізілген оқу-ағарту науқанында елдердің зиялылары қаламынан туған оқу құралдары зерттелді. Оның ішінде осы уақытқа дейін әдіскерлік қыры зерттелмей келген қазақ жазушысы Бейімбет Майлиннің оқу-ағарту саласындағы оқу құралдары мен сауатсыздықты жоюға арналған әліппе кітаптары туралы мағұлалаттар берілді.

**Түйін сөздер:** сауатсыздықты жою, оқу-ағарту, оқу құралдары, оқыту әдістемесі, зиялылар, Орталық Азия және Закавказье елдері.

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### **Ликвидация неграмотности в начале XX века: обзор истории алфавита и письменности (Азербайджан, Казахстан, Кыргызстан, Узбекистан и Туркменистан)**

В статье речь пойдет о написании и создании первых букварей и учебных пособий по ликвидации неграмотности в 20-40-х годах 20 века на территории Азербайджана, Казахстана, Киргизии, Узбекистана и Туркменистана. Кроме того, проведен обзор истории образовательных программ и влияния художественной литературы и ее внедрения в систему образования в общегосударственных мероприятиях по ликвидации неграмотности. Известно, что после образования Советского Союза вся деятельность народного образования подверглась коренной перестройке, уделяя внимание образованию и строительству современных школ. В этом направлении дифференцирована работа ряда стран Центральной Азии и Закавказья со схожими концепциями и взглядами на образование, ликвидацию неграмотности и организацию школы в первой половине XX века. После Октябрьской революции образование стало одним из важнейших направлений государственной политики. Широко проводилась научно-исследовательская работа по педагогике для полной ликвидации классового деления общества и высказывались мнения об образовательных программах, способных умело использовать гуманитарную сферу как идеологический инструмент. Дифференцировано место литературы в этих странах как инструмента ликбеза, основы ее развития (обучение, теория и методика).

Приведены содержание образовательной программы и основные цели, задачи и приоритеты, были изучены учебные материалы, написанные интеллигенцией изучаемых стран. Среди них в качестве примера были приведены документы об учебных пособиях и азбуках казахского писателя Беймбета Майлина, методический аспект которых не изучен до сих пор.

**Ключевые слова:** ликвидация неграмотности, образование, средства обучения, методика обучения, интеллигенция, страны Центральной Азии и Закавказья.

### **Introduction**

In the first years of the Soviet period, scientific pedagogical literature developed mainly in the genre of plans-programs, textbooks, and teaching-methodical tools. Of course, it is known that one of the first important issues was the education of working people. During this period, new schools were built and new teaching methods were used. In the 1920s, providing newly opened schools with textbooks was one of the main tasks of the Soviet government. During the Soviet period, a lot of effort was made to organize education in schools on a scientific basis. This situation, in turn, had a significant impact on the development of

methodological science. It is known that one of the main principles of the science of pedagogy is the continuous development of the pedagogical process based on previous achievements. When we talk about the history of the writing and formation of educational methodological tools in the countries, its earliest beginnings cannot be ignored, the folk pedagogical ideas and practices. It has long been established in pedagogy to search for the origin of certain phenomena in the development of alphabet books and textbook writing from folk pedagogical knowledge.

Azerbaijan, Kazakhstan, Kyrgyzstan, Uzbekistan, and Turkmenistan have been conducting the process of historical and cultural revival. The work

of creating a spiritually independent generation is going on at different levels in each country. It is known that national values are primarily formed based on national literature and its teaching method. If we look at the development of folk pedagogical ideas, historical layers can be considered folk oral creativity, the heritage of folk poets, and the heritage of written literature. At first, most of the educational tools offered for education did not correspond to the national knowledge of the countries. In addition to the fact that there is little space in the programs for the things that are relevant to the understanding of the countries, it was clear that the content, artistic and cognitive aspects do not correspond to the age characteristics of the students. Because it is methodologically unattractive with the principles of chronology and historicity, the educated intellectuals of the countries began to write educational materials.

### Materials and Methods

Concepts related to education, including the first embryos of pedagogical knowledge, were created much earlier than science. In this regard, G.N.Volkov says: "If we consider the history of the formation and development of education as a thousand-page book, the first idea about the school would be found only on its 995 or 996 pages." (Volkov, 1974). In one of his following comments: "There is no great teacher in history who was not nourished by the pedagogic thought of the people." People's teachers are always great, and "great teachers" have always been people" (Volkov, 1999). There is no doubt that the reference will be a guiding word for "great teachers" of all ages and periods. This tradition can be seen in the legacy of "great teachers" such as Ya.A.Komensky, K.D.Ushinsky, A.S.Makarenko, V.A.Sukhomlinsky (Kirillova, 1996).

Methodological issues such as dialectics of further development of pedagogy were presented in the works of P.P.Blonsky, A.G.Kalashnikov, A.P.Pinkevich, B.B.Komarovsky, I.F.Svodovsky, O.V.Trachtenberg and other methodologists. According to the decree of September 5, 1931 "On elementary and secondary school", the content of scientific research in the field of pedagogy changed, the development of didactics and methodology was accelerated, and a specific support system for school organization was determined (Kozhakhmetova et al., 2011).

Teaching methodology, learning motivation, and organizing students' independent work were the objects of M.A.Danilov, B.P.Esipov,

E.I.Monoszon, M.N.Skatkin, S.G.Shapovalenko, etc. Experimental studies on the relationship between education and development conducted by L.V.Zankov, D.B.Elkonin, and others have proven that the level of development of children has increased, and this allows them to solve educational tasks reasonably. A.M.Arseniyev, K.A.Ivanovich, A.I.Markushevich, and others were distinguished on the issues of determining the content of education, while Melnikov, Epshtein, and others studied the issues of teaching "Pedagogy" textbook by M.M.Pistrak for pedagogical institutes in 1934 and later by I.A.Kairov, P.N.Gruzdev, E.Ya.Golant, N.K.Goncharov, S.M.Pivets, L.E.Raskin, S.Kh.Chavdarov and others' works were published (Melnikova, 2015).

In 1929, the policy of public education related to industrialization and the collectivization of agriculture was fully defined. The Soviet scholarship was aimed at the polytechnicization of education. Teachers were assigned the main tasks of meeting the requirements of that period (eliminating illiteracy), accelerating the pace and quality of training of specialists, and serving the needs of the state's mainstay factories, districts, state farms [sovhoz in Russian], and collective farms [kolhoz in Russian]. Solving the problems required teachers to be involved in community service everywhere (if a teacher spends 70% of his time in community service and 30% in school, then he is considered correct). In November 1929, the Communist Party plenum decided to modernize the program of the second-level school to raise the general education level of students (Asanov, 2004). And in 1930, it was decided to strengthen the role of the seven-year school and replace the second-level school with a polytechnic school that provides qualifications in some areas of secondary education and work. In the 1930/31 academic year, universal compulsory primary education was introduced in the country in the amount of 4 classes, and by 1937, 7 years of education became mandatory. During these years, that is, between 1933 and 1937, more than 20,000 new schools were opened in the Soviet Union (multiurok.ru, 2018).

### Literature Review

The greatest activity of the Azerbaijani, Kazakh, Kyrgyz, Uzbek, and Turkmen intellectuals at the beginning of the 20th century was that they were able to introduce their strengths and weaknesses to the people. The socio-economic situation of the people

in the countries was poor. Although the process of mass mobilization was fully implemented, textbooks written in the mother tongue were scarce in Soviet schools, especially in rural schools. It is known that the poets-writers have worked comprehensively from the point of view of national interest because they understood the role of fiction in raising the generation to be healthy. But it is a process that can find the aspects of a literary work that have a good effect on the reader's personality, the life, and artistic truths depicted in the text, which serve to purify the soul and assimilate it into one's being.

‡ In April 1918, as one of the first steps in the creation of the Soviet education system, the People's Commissariat of the Turkestan region started their work in the local areas. Along with the policy of the Soviet government, the People's Commissariat began to work intensively in Turkestan. As the next step in the creation of the Soviet education system, the government of the Turkic republics adopted resolutions on the creation of a Council of representatives of parents and students under the Councils of Labor, peasant, and military deputies, district and city public education bodies consisting of Trade Unions, teachers, to lead all issues of public education. By this, public education councils will be established in local areas to implement preschool, out-of-school, and after-school educational activities (<https://atamuraweb.kz>).

On May 21, 1918, at the 5th Congress of the Soviets, the Council of People's Commissars of the Turkic Republics dissolved the Council of People's Education and transferred the work of public education to the Council of People's Education Commissars. Local regional [uyezd] departments began to work within the government of the Turkic republics in the field of public education. Therefore, from the day of its establishment, education was not in the hands of specialist teachers, but directly in the hands of commissars, a result of which this determined the party nature of education (Atagulov, 2009).

In this direction, the first steps of writing textbooks in Azerbaijan began in the 19th century in 1883 with A.O.Chernyaevsky's book "Motherland Language". After that, R.Efendiev's "Kindergarten" textbooks (1889) alphabet and the "Basiratul-atfal" textbook for learning the mother tongue were published in Baku in 1901. After a year of testing, the book was approved as a teaching tool by the Caucasian Department of Education, and in 1903 it was approved for use in Muslim schools in the Caucasus.

R.Efendiev's methodological article "Natural methods of teaching" and the booklet "The first thing to consider in a methodical-modern lesson for teachers is the Hawaii of teaching" gave methodological recommendations on the organization of literary teaching. "Literature Collection" by F.Aghazade, "New School" by M.Mahmudbeyov and A.Sakhhat, "Children's Glasses", "Second Class" by A.Shaig, "Gulshan – Literature", "Gulzar", "Milli Kirigat", "Kirat", "Fourth year", "Turkish bundles", "Muntahabat", "Literary lessons" textbooks written together with H.Javid played a main role in teaching and educating the young generation. The book "Gift to Children" (1912) attracts attention regarding its content and methodological system. The book contains valuable artistic examples for educating the young generation: fairy tales, rhymes, proverbs, riddles, etc. F.Kocharli, who always paid attention to the problems of teaching literature, analyzed the scientific and methodological works of A. Shayg's "Gulzar", R.Efendiev's "Basiratul-atfal", and F.Aghazade's "Literature Collection". A serious step was taken with the publication of the magazines "Dabistan" (1906-1908), "Rakhbar" (1906-1907), and "Mektep" (1911-1920), which were popular among young readers. S.M.Ghanizade worked tirelessly to eliminate problems related to the literary education of the young generation and made effective initiatives in this field. While working as an inspector of the Baku-Dagestan National School, he raised the issue of publishing "books in the native language for reading and reading outside of school" before the school committee. In 1911, a "Pedagogical course on teaching the Azerbaijani language in primary schools, extracurricular studies and teaching the first rote books in the Azerbaijani language" was held in Baku. Outstanding teachers such as S.M.Ganizade, S.S.Akhundov, A.Shaig, and M.Mahmudbekov took part in the pedagogical course and many issues were discussed. The textbook "Collection of Literature" by F.Aghazade, published in 1912, was used as a textbook suitable for studying in schools and madrasahs [religious schools – in Arabic], as well as 'evening schools'<sup>1</sup> and educational institutions. In 1923, programs for elementary and middle, and evening schools were announced. In programs, providing students with a list of recommended

<sup>1</sup> The school, which appeared in the 1870s, provides general education to workers who work all day without paying attention to age.

works for reading outside the classroom should be considered as a first step.

B.Chobanzade's work "Methodology of teaching Turkish language and literature" defines the methodological requirements for teaching works of art and gives recommendations to teachers of literature: Literary and artistic events should be analyzed like other events that are the subject of science. It is impossible to fully understand literary and artistic works, especially the factors that play a role in their birth, without passing them through the filter of analysis. Literary work, period, direction, and school can be determined at the same time. Speed can be analyzed mainly from the point of view of ideology, class, style, image, language, organization (composition), and language.

At the same time, M. Guluzade's books "Teaching lyrical works in incomplete secondary schools" (1940), and M.Alekbarov's "On literary study in general education schools" (1940) should be evaluated as a step forward in the methodology of teaching literature (Huseynoglu, 2018). Most of this rich literary heritage, which is considered the literature of the 20th century, was subjected to political bans and repressions from the beginning of the 30s. An example of this is the artistic heritage and creativity of prominent writers such as N. Narimanov, M. Khadi, H. Javid, and Y.V.Chamanzaminli. Artists such as J.Mammadguluzade, M.A.Sabir, A.Hagverdiev, and A.Nazmi were the main creators of this "heavy" realism. The creativity of Uly Mirza Jalil consisted of literary works of this period. In fact, as a continuation of the 20s and 30s of 20th-century writers such as J.Mammadguluzade, A.Hagverdiev, H.Javid, A.Nazmi, S.S.Akhundov, Y.V.Chamanzaminli later changed their creative themes and problems, critical realist or continued romantic styles. Azerbaijani M.Zh.Pashaev and F.Huseynov's fourth edition of the textbook "20th Century Azerbaijani Literature" is also of great importance in the study and teaching of literary studies. (Mutallimov, 2018)

## Results and Discussion

In revitalizing this work in the Kyrgyz[Kazakh] steppe, the Kyrgyz Scientific Commission organized by the Turkestan People's Education Commissariat in 1923 was of particular importance. I. Arabayev's first "Giants"[Alyptar in Kazakh] made a great contribution to raising the literacy of the Kyrgyz people and keeping up with the political, cultural, and social life of the Soviet era. It became an example

for thousands of people to learn to recognize letters, learn to read, and later write "Kyrgyz language" textbooks for junior classes with their experience and materials. Other related peoples developed the pedagogical ideas and practices of education workers in the Kyrgyz language and contributed to their further development. At the same time, I. Arabayev's "Alyptar" was undoubtedly the first national example of writing Kyrgyz books. The book "Alphabet of Nature" by I.Arabayuly and D.Shamgun was created based on the union program created for the 3rd-4th grade of primary schools, as well as the book "Nature Workbook" published by the Tatar state publishing house in 1930. According to some opinions, even though the book was written and published 80 years ago, it contains many necessary materials and methodological methods that should be taken into account today (Kydyralieva, 2022).

In Kyrgyz Soviet pedagogy, there were not a few scientists and intellectuals who worked to improve the education of Kyrgyz children and raise the literacy of the people. Among the scientific-methodical literature I. Arabayev, K.Tynystanov, S.Namatov, K.Sartbaev will continue to be. They developed: "Our Language" – (1927), "New Village" – (1929), and "Language Lesson" (1932) greatly contributed to language learning. The first book "Read"[Oku in Kyrgyz] (1924), followed by "Read and Write" (1927) on the alphabet, as well as the problems of letter recognition and literacy, presented small encyclopedic texts on various topics that meet the cognitive requirements of students. It should be noted that the works of the methodologist-scientist Y.Kadyrov were digestible and accessible in his time. In 1928-35, "Let Illiteracy be destroyed" (alphabet for adults), "Little collective farmer" (alphabet for children), "Textbook" (part 2), "Educated collective farmer" (7 times), "The Firstborn" (textbook for women), the importance of books in education was very high. Along with the works of other poets, his works were included in these textbooks. S.Namatov also wrote methodological works on the Kyrgyz language entitled "The Struggle for a True Polytechnic School", and "From the Methodology of Our Language" (1932).

In those years, it became a permanent tradition to create methodological tools for teaching any subject. They shared their thoughts and experiences on various issues of teaching the Kyrgyz language: Ayupova, Mombekov, Ismailov, Tokoev, Kaiblydaev, Berdybayev, Omuraliev, Akmatov, Duishenov, Konsevbekov, Kochkunov, Kydyrbayev, scientific workers: D. Mayrikov, D.

Isaev, K. Bakeev, K. Dykanov, S. Kudaibergenov, A. Idrisov, S. Turussbekov, S. Osonaliev, B. Eralieva, K. Sartbaev, B. Rysbekova, B. Umotalieva, Y. Zhakypov and others (Asanov, 2004: )

At the beginning of the 20th century, special attention was paid to educational work in Uzbekistan. Poet-writers of the Uzbek people such as M. Behbudi, A. Avloni, H. Kh. Niyazi, A. Qadiri, and Cholpon wrote artistic works by the requirements of the times. Representatives of the intellectuals, who knew that the most powerful tool for the preservation of national values and political instability in the region, paid great attention to education. Although it was not about general literary education as in the countries of Azerbaijan, Kazakhstan, Kyrgyzstan, and Turkmenistan at that time, work was done to raise general public literacy. In 1914-15, H. H. Niyazi paid special attention to extracurricular activities in his textbooks such as "Light Literature" and "Chrestomatiya" for elementary schools. In his works, he was the reason to educate students through artistic words. In "Programs for unfinished secondary and higher schools" (1938), the main attention is paid to reading a literary work. "In secondary school programs" (1940), some attention is paid to the development of students' oral and written speech, the ideological content of the work is based on expressive reading of the work, questions, tasks, and exercises. mastered. (Khusanboeva et al., 2018)

In 1901, M. Abdurashidkhanov wrote the "Adabi aval" alphabet in Tashkent, but its first edition was published in 1907. This alphabet was adopted by most of the methodically outdated schools in Turkestan (including some Russian educational institutions) and included in the lesson schedule. He prepared and published textbooks such as "Literature or National Songs" (1909-1915), "First Teacher" (1911), "Second Teacher" (1912), "Mektep Gulstany" (1915), "Turkish Gulstany", "Morality" (1913). Abdullah Avloni "The First Teacher" was published 4 times before 1917. In writing it, Avloni relied on already existing textbooks, first of all, "Ustozi aval" by S. Saidazizov, and effectively used the experiences he had gained during teaching. The book "The Second Teacher" is a continuation of the book "The First Teacher". His first book can be conventionally called an alphabet, and the second book can be called a chronology complex. These textbooks were created by the spirit of that time and had special importance. Most of the stories in the "Second Teacher's Textbook" are prose, and all of them are written using masterpieces of folk literature.

In the stories, advice is given, such as respecting parents, working honestly, and being educated. It contains simple, didactic, moral, educational stories and poems suitable for children's level (Matchonov et al., 2020).

And in the 1920s of the 20th century, there were so-called Stage I and II schools in Turkmenistan, where teachers taught children elementary education: reading and writing. During this period, literature was taught as a separate subject in Turkmen schools. The Turkmen Education Commission, established in Tashkent in 1922, was the first to make an effort to raise the level of the Turkmen literary language and to prepare curricula and textbooks for Turkmen schools. For the first time in history, the Turkmen alphabet and correct writing rules were compiled. The first curriculum for Turkmen schools was published in 1924 in Tashkent. In 1925, in the program of schools for the elimination of illiteracy, no specific information was given about education in the mother tongue, the methodology of teaching to read, the importance of connecting learning with life, the methods of teaching competent writing, planning, answering questions by writing, practical activities shown. In the programs published at the end of the 1920s, the curriculum materials for mother tongue and literature were not clearly defined. The main purpose of mother tongue programs in the 1920s was limited to teaching students to read and write.

In Turkmenistan, in the 1920-1921 academic year, there was only the book "Alippe" written by A. Aliyev. One of the first books published in the Turkmen language is Alyshbeg Aliyev's textbook "The Newest Turkmen Alphabet and First Reading", "Turkmen Language" by A. Aliyev in 1922, "Tutorial Tool" published in 1925. "Tutorial Tool" by A. Aliyev, published in 1925. A. Garakhanov's book "Our mother tongue" was the first collection of Turkmen literature. In 1924, the book "Alphabet" by M. Geldiev and G. Alparov was published. The book consists of three parts:

1. Literacy.
2. Reading texts.
3. Self-awareness.

And in 1926, the textbook "New Turkmenistan", a collection of educational texts for adults, was published. In 1927, S. Gafurov's "Textbook" for learning after the alphabet was published. In the 1920s, there were not enough perfect textbooks for the new Turkmen schools, written in a certain way and based on a certain program, the textbooks were changed and updated every year. , the collections

"Myrally shir Novayi" (1925-1926), and the essays "Sayatpen Khemra" (1927) were published. Between 1917-1929 was the period of development of teaching methodology in newly opened Turkmen schools. For the first time, a teaching system was introduced in Turkmen schools. As in other countries, the Turkmen language was taught in Turkmen schools for the first time. During this period, literature was gradually taught as an independent subject. Literary works were also taught in the mother tongue class (Yazimov et al., 2010).

In the mid of 1920s, several methodological collections were published to guide teachers. Almost all the information published in these collections is translated from Russian. Among the articles published at the meeting, the articles "Teaching from a Stone", "Teaching with a complex method", and "How a teacher should use the Program of a rural school" were good helpers for teachers of the mother tongue in terms of education. In the 1930-1940s, the teaching of literature in Turkmen schools underwent special development. There have been significant achievements and advances in this regard. In 1931, they started working with new educational programs based on folk education in many district schools of Turkmenistan. In the 1930s, the opening of the Ashgabat State Pedagogical Institute (1931), the Pedagogical Institute (1935), branch departments of these institutes (1935), and the Turkmenabat Educational Institute (1939) paved the way for the next stage of education. Training of special secondary and higher education specialists for Turkmenistan schools. The People's Commissariat of Education held a meeting on March 13, 1931, considered the special issue "On the organization of the work of program development teams", and as a result of the comprehensive participation of education workers and useful suggestions from the public, the mother tongue program was approved on October 23, 1938. It is known that since 1939 literary education and literature have been taught as separate subjects (Yazymov et al., 2010).

At that time, teachers were partly improving their knowledge through annual short courses. Apart from these, there were also one-year courses for training special village teachers. As we can see, during this period, the number of teachers who received education in various courses and strengthened their pedagogical and methodological training and knowledge was increasing year by year. Educational programs of teacher training courses are of course approved and approved by the People's

Education Commissariat. confirms. According to those programs, teachers were trained, and they were taught political knowledge and technical instructions.

There is a classical tradition of writing books (monographs, textbooks, educational materials, manuals, etc.) of scientific, methodological, and practical characteristics based on the integrity of teaching and educating the young generation in the history of many centuries of formation and development. It is known that intellectual views and positions of enlightened and creative actions and conclusions of the representatives of the intelligentsia show the direction of social development. In this context, educators have their place. The Czech pedagogue Ya.A.Comensky in the work "The Great Didactics" in chapter XXI entitled "Methodology of teaching art subjects" focuses on 3 features of teaching art subjects:

I. It can be said that it is a model (images or ideas) of the external image of life given in the writer's description.

II. Art is a given matter presented in a new form.

III. Art is a means of describing things. How does this powerful process work?

If art is a tool, material, and a phenomenon presented in a model, then the ways of teaching it will be as follows:

I. Ability to use the material correctly.

II. Teaching with a certain direction, or idea;

III. Frequent use of exercises; The essence of this is that to bring children to the secret of art, you need to know which of these requirements, when, and how to use them. When using it, the teacher should correct himself and not get too confused. (Comensky, 1993: 82)

Ybyrai Altynsarinn is the most important figure in Kazakh history. His first textbook "Kazakh Chrestomatiya" is convenient for the national knowledge and understanding of Kazakh children and at the level of the world nations, it is worth paying special attention to the opinion of the educator in "Soz Basin". It says that before the publication of the Kazakh textbook, no book in the Kazakh steppe would educate Kazakh children in their native language. It is said that the teachers, who are engaged in child education, use the Tatar language instead of the Kazakh language when they are teaching Kazakh children, and the students are also forced to learn the Tatar language. On the other hand, the Tatar literary language is incomprehensible to the Kazakh worldview, as Arabic and Persian words are used a

lot because the Tatar scholars themselves despised this language. Kazakhs are pure people by nature. It does not fit into the narrow circle. He is free-thinking, and for his future, he only needs to learn the arts that are useful in terms of consciousness and general knowledge. And as far as I know, there has been no guiding tool on the way to achieve these goals" (Altynsarin, 1879).

In the history of Kazakh education, the structural system of the pedagogical-psychologically oriented educational tool of the educator Altynsarin within the framework of world education programs is the basis of subsequent books of this kind. Each of the 4 chapters of this "Kazakh chrestomathy" (Kyrgyzskaya chrestomathy) of Altynsarin can serve as an example for the books of Alash scholars and modern books (Altynsarin, 1879). The exemplary tradition of this first educational tool of the educator for Kazakh schools in the 1910-1930s seems to have been the horizon for the education of Alash scholars and poets-writers. We know the views of Alash intellectuals, who worked with the ideal of a comprehensive position to inform Kazakh children of their world achievements, to form and develop the educational system accordingly. Therefore, the educational tools they wrote and put into use were suitable for all levels of education.

Akhmet Baitursynuly, who was the leader of Kazakh education in that era, published scholarly works year after year. For example, "Forty Examples" [Qyryq mysal] in 1909, "Masa" [in Kazakh] in 1911 attracted the public as well as "Learning Tool" (1912), "Language Tool" (1914), "Alypbi" (1924), "Literature Introducer" (1926), Alikhan Bokeikhanov's "Geography", Mirzhaqyp Dulatov's "Calculation Tool", Magzhan Zhumabaev's "Kazakhstan History" and "Pedagogy", Zhusipbek Aymautov's "Didactic", B. Omarov's works like "Algebra" were only some of the many works on methodological support of schools in the 20s and 30s. (Zhumadil, 2018).

Altynsarin's tradition of writing textbooks and teaching aids for the development of the educational system of Baitursynuly has been actively continued. In this regard, M. Dulatov's "Kiragat book" (1916), Magzhan Zhumabaev's "Pedagogy" 1927, Zh. Aymautov's "Psychology" (1928), M. Auezov's "New Village", "Russian Primer for Kazakh Children" (1929), "History of Literature" (1927), "Kazakh Literature" (1932) by S. Seifullin, the first Kazakh textbook "Esep" by A. Ermekov, and the first scientific publications devoted to the field of law by Zh. Akbaev came into use after their publication.

Also, it was pointed out that even before the mentioned books of the educators of the nation, Y. Altynsarin, A. Baitursynuly, there were educational tools for teaching Kazakh children Russian: "Bukvar dlya Kyrgyz" (1892-1894), reprinted (1908). Nurbayev's "Kazakh bukvar" (1916), M. Kashimov's "Book of Mind", "Etiquette", "Unit" (1907) M. Biberdiev's "Kazakh textbook" (1902), Maldybayev's "Kazakh's newest alphabet" (1910), "Alphabet for adults" collectors: Sh. Sarybaev, E. Kozhantaev Tashkent (1921), (Ismakova, 2009).

This tradition of Alash intellectuals continued with the tradition of writing textbooks and teaching aids in the 20s and 30s of the 20th century when Kazakhstan became an autonomous united republic.

Beimbet Mailin (1894-1938), an Alash figure, writer, publicist, and dramatist, who continued the tradition of Abai Kunanbayuly, Ybyrai Altynsarin in the formation of Kazakh written literature, has a great character in the eradication of illiteracy and education. Beimbet Mailin is widely recognized as a person who raised Kazakh journalism and literature to a new level. In terms of education, the author of about 10 (including reprinted) textbooks and alphabet books aimed at making the country educated by eliminating illiteracy. Mailin's "Textbook for the illiterate" (1929), "Kush" textbook for the illiterate (1930), "Textbook for Preliterates" (1929), "Read and Write Newly" textbook (1931), "Literacy (Alphabet of Illiterates)" (1934), "For Literacy" An Alphabet Tool for Literacy Schools (1933) were reprinted more than once,

Mailin highlighted in the "Government Assistance for educational work" related to education: "Over the past three years, 43 million 700 thousand soms have been spent from the government treasury to advance educational work in Kazakhstan. In 1915 during the tsarist government, the number of primary schools for Kazakh children was 500. The number of children studying there was as high as 13,000. Today, the number of primary schools for Kazakh children is 1,680, whereas the number of Kazakh children is 69,869 (B. Mailin 1929). Such was the result of the activities of the enlighteners for a period of a little more than 10 years.

## Conclusion

In the first years of Soviet history, even though the internal content of the educational programs was unable to raise the spirit and literacy of the people, there was a great breakthrough in education in Azerbaijan, Kazakhstan, Kyrgyzstan,



Uzbekistan, and Turkmenistan. The enlighteners connected learning with the life of the country, and the environment in which the child lives, and directed the use of the cognitive and educational value of folk works. Through texts and examples in their native language, they presented folklore in a form close to the knowledge of peoples, emphasizing artistic ideas, rich vocabulary, flexible grammar, and national spirit. It should be noted that the methodological basis of some educational tools designed to eliminate illiteracy in the early twentieth century remains relevant.

The importance of teaching methods and elements of folk pedagogy in the formation of enthusiasm for learning was especially clearly realized by representatives of the national intelligentsia from among the writers, who realized the need to search for clear and intelligible tools and forms of work with children and adults in the framework of the fight against illiteracy. The authors of this line tried to accompany each theoretical postulate with specific examples and were able to present works that are strong from an ideological and artistic point of view.

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