

# EDUCATION IN KAZAKHSTAN IN THE POST-WAR YEARS

## **Olzhas Tursynbayev**

Department of Pedagogy and Methodology of Primary Education  
Zhetysu University

köşe I. Jansügirov 187A, 040009, Taldyqorğan, Republic of Kazakhstan

**E-mail address: tursynbayevo@gmail.com**

**ORCID: <https://orcid.org/0000-0003-2381-7075>**

## **Kalibek Ybyrainzhanov**

Higher School of Pedagogy and Psychology  
Zhetysu University

köşe I. Jansügirov 187A, 040009, Taldyqorğan, Republic of Kazakhstan

**E-mail address: k.ybyrainzhanov@outlook.com**

**ORCID: <https://orcid.org/0000-0002-9773-8890>**

## **Azamat Bekish**

Branch of Republican State Enterprise “Academy of Public Administration under  
the President of the Republic Kazakhstan” by Atyrau Region Areas  
dañğıl Sultan Beybarıs 419, 060011, Atyrau, Republic of Kazakhstan

**E-mail address: a\_bekish@hotmail.com**

**ORCID: <https://orcid.org/0000-0003-4325-6236>**

## **Sholpan Nurman**

Department of History of Kazakhstan named after Academician T.S. Sadykov  
Abai Kazakh National Pedagogical University

dañğıl Dostıq 13, 050010, Almaty, Republic of Kazakhstan

**E-mail address: sholpan\_nurman@hotmail.com**

**ORCID: <https://orcid.org/0009-0005-9557-7770>**

## **Assem Aubakirova**

Department of History of Kazakhstan and Ruhani Zhangyru  
Sarsen Amanzholov East Kazakhstan University

köşe 30 Gvardıyalıq Dıvızıya 34, 070020, Öskemen, Republic of Kazakhstan

**E-mail address: assem-aub@outlook.com**

**ORCID: <https://orcid.org/0000-0001-8268-9355>**

## ABSTRACT

**Aim.** The purpose of the study was to study approaches to the resumption of an effective educational process in the Kazakh SSR after the end of the World War II. The study of the approaches to restoration and improvement of the educational system in post-war Kazakhstan is relevant in today's conditions, when the educational environment of Kazakhstan faces a number of challenges that require its reform.

**Methods.** Various research methods were used in the scientific work, in particular, analysis, synthesis, comparison, deduction, generalisation.

**Results and conclusion.** As a result, the state of the educational environment in Kazakhstan was studied immediately after the end of the war. The approaches of state bodies to the regulation of educational public relations are considered, taking into account the conditions of that time. There was a significant increase in the number of schools and other educational institutions, which contributed to the development of educational infrastructure. It is proved that the priority specialties for the state were those that contributed to the implementation of construction and economic activities. Based on this, it was possible to reveal the main advantages in reforming education, which contributed to improving the quality of knowledge in schools, universities and technical schools.

**Cognitive value.** The value of the results obtained is both scientific and practical. Accordingly, the first provides a deepening of knowledge regarding the historical process of the formation of the educational environment in Kazakhstan, and the second allows us to determine the most effective ways to revive education in society.

**Keywords:** restoration, immigrants, technical school, demobilization, elimination of ignorance

## INTRODUCTION

Education is a prerequisite for the development of society. That is why the formation of an effective educational environment in which the subjects of the educational process can receive high-quality knowledge is a priority task for a developed state (Moshura, 2023). This is explained by the fact that education is responsible for the acquisition of basic knowledge by children in a set of educational subjects; formation of young people's professional skills in the chosen speciality; retraining of adults in various fields of activity; the general state of education of the population (Vovchenko, 2023; Ponomarenko et al., 2016). Based on this, it can be argued that the category "education" concerns not only children and youth, but all participants in social relations. Moreover, education is closely related to science and art, which also influence the image of the state (Kunanbayeva, 2016).

Accordingly, education occupies a leading position in the revival of society, as it contributes to the development of various branches of social activity (Van Gorp, 2020; Thoradeniya et al., 2022).

Unfortunately, this system experienced significant destruction and degradation as a result of hostilities during World War II. Based on this, the issue of restoring the educational environment, ensuring its normal activity, in particular, in the Kazakh Socialist Soviet Republic (Kazakh SSR), was important. At the moment, this issue remains relevant, since the educational process is a dynamic phenomenon that is constantly undergoing internal and external changes. We are talking about both the modification of the internal beliefs and values of society, and the influence of global processes, for example, digitalisation (Doszhan, 2023). In order to introduce useful reforms in the educational environment, it is necessary to carry out a historical analysis of the formation of this social existence in the Kazakh SSR (Smailova et al., 2020). Of course, it is important to study the peculiarities of the revival of education in socio-economic and political social conditions.

The problem of scientific work is to study the risks that the educational sphere faced after the end of the World War II. Undoubtedly, this question is not new in scientific doctrine, as evidenced by the numerous works of researchers who have studied its various elements. For example, Gulnara Baipeisova and Ferdanya Ramazanova (2021), and also Elmira Kochkorbaeva (2020) described the biggest problems that affected the degradation of education in the Kazakh SSR during and after the war. They singled out the following: the destruction of the educational infrastructure; stop learning activities; the use of students in military operations. The conclusion obtained allows us to demonstrate the main sources of problems that need to be solved in the post-war period.

The scientific works of Raewyn Connell (2020) and Maurice Galton (2011) deserve special attention, in which researchers managed to study the role of the teacher in the post-war period. They found that pedagogical specialties gained particular popularity, and the status of a teacher was extremely high in society. This conclusion testifies to the revival of the cult of education and erudition among citizens striving to acquire new general and professional knowledge.

The purpose of this scientific work was to establish the features of the organisation of the educational process, the activities of its subjects in the Kazakh SSR after the end of World War. Also, various tasks were formed in the work, in particular: to describe the significance of education in a welfare state; to establish the problems characteristic of the Kazakh SSR in the post-war period; describe the changes that were introduced in institutions of secondary and higher education; explore the process of training professional specialists; determine the features of the formation of a new educational infrastructure.

## MATERIALS AND METHODS

The method of analysis in this study was used to break down the common object of work, education, into its structural elements. This method was applied in the process of highlighting such components as secondary general, secondary specialised, higher education. The implementation of this differentiation was necessary to study the general structure of education in Kazakhstan. Also, the analysis method was used in the study of numerical data that characterised the number of educational institutions and students in different years. This method was applied in the process of studying the changes that took place in the algorithms and principles of training specialists in various specialties.

The synthesis method was used in the work to combine the separated elements into a single structure. It was necessary to describe the general approaches of officials to the restoration of education in Kazakhstan. The synthesis was used to establish the significance of the education of citizens in the post-war period. In addition, this method provided for the implementation of the process of a systematic description of the problems that the Kazakh SSR faced after the end of the World War II.

The method of comparison within the framework of this work involved comparing different elements and objects, as well as determining their common and distinctive features. On its basis, the work carried out a study of approaches to the resumption of the educational process. The comparison was used to establish the number of people who received education immediately after the end of the war and later. In addition, this method was used to compare the number of students in the universities of the Kazakh SSR and foreign countries, namely Japan, France, Italy, Germany, Great Britain. The method of comparison is necessary in establishing the role of the teacher in the pre-war and post-war periods. It was also used in the classification of specialties in technical schools and the determination of the highest priority among them.

The deduction method consisted of the study of specific objects based on knowledge of general concepts. It was applied in describing the problems of the educational environment in Kazakhstan in the post-war period by understanding the totality of negative factors affecting social relations in that period. The method of generalisation in the article was to establish common features and provisions of the results obtained during the study. It was used to study and describe the main stages in the development of education in Kazakhstan after the end of World War II. The method of generalisation in the study was applied in establishing the nature and dynamics of the renewal of the educational process in the Kazakh SSR, both immediately after the war and over time.

The abstraction method in the study was applied to assess such an important social mechanism as education. It has been used in describing the meaning of the rebirth of educational tools, infrastructure and environment after the war. The essence of the work was to study the role of education separated from other social institutions,

which were also in an unsatisfactory state in the post-war period. This method was used to establish the characteristic features of the educational environment, as well as to identify priority vectors for its normal development.

## RESULTS

World War II certainly caused significant losses of a different nature. The Kazakh SSR is no exception, in which economic and cultural spheres of public relations were characterised by negative indicators. Based on this, it can be seen that the most valuable resource, namely the human one, has experienced degradation. This factor is quite logical, since during the war all spheres of state activity stopped developing, which absolutely destroyed relations in society. That is why, after the end of the war, the issue of restoring these industries, in particular education, was important. This is due to the fact that education involves the training of new specialists, who are the most valuable resource in the course of the restoration of the state. In addition, the preparation of children influences the development of society, avoiding degradation among the younger generation (Glennester, 2020; Ponomarenko et al., 2016).

The restoration of education involves the revival of the totality of its elements, which were studied above. In this case, it is appropriate to note the systematic approach of the Kazakh SSR to this issue. This is reflected in the improvement of the activities of both schools and other educational institutions that were responsible for the professional training of specialists (Gubaydullina et al., 2016). Of course, it is impossible to solve absolutely all the problems caused by the war in a short time, but it is realistic to start restoring the educational infrastructure.

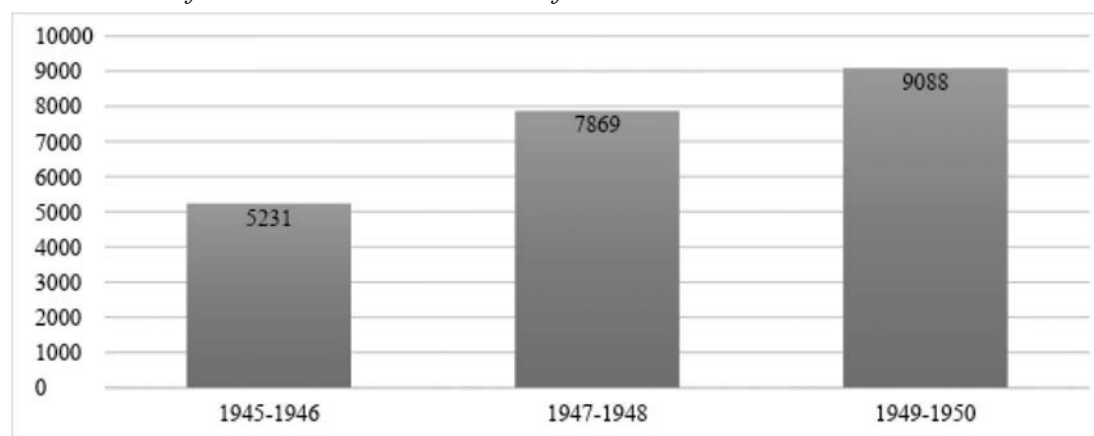
Since 1946, local authorities have been empowered to include children who arrived from the North Caucasus in the educational process (Volansky, 2023). Based on this, the departments of public education developed a record of children with the aim of distributing them to schools. The revival of the educational environment also occurred due to the granting of the right to teachers of Chechen and Ingush nationalities to engage in pedagogical activities (Symeonidis et al., 2022). The only condition that was put forward to them was the presentation of educational material in Russian or Kazakh. It was this factor that played out a negative impact on the training of children, since the teachers of the above-mentioned nationalities did not have sufficient knowledge of any of the indicated languages. Based on this, Chechen children usually studied in the first grade for 2 years. Separately, it should be noted that the deported children did not have clothes and shoes, which also excluded the possibility of their education. Most of them faced such problems as remoteness from school, lack of knowledge of the local language. Moreover, in schools for working and rural youth, deported children did not have the right to study at all.

To describe the state approaches used in the field of education, it is necessary to analyse the goals of the fourth five-year plan of 1946-1950. Among them were: the restoration of heavy industry, the formation of new railway communications, the improvement of agriculture, the improvement of the cultural level, social and material well-being of the population. Accordingly, since 1947, measures were taken to develop higher and secondary education in the Kazakh SSR. Their significance is quite high, since during the war the compulsory seven-year education in the villages and the ten-year education in the cities were suspended. The restoration of the educational mechanism assumed the beginning of funding for schools, namely their technical provision with educational equipment and other tools (Zhabykbayeva et al., 2021).

Polytechnic education was especially valuable. This is evidenced by the fact that its basics were included in the curricula in schools (Kochkorbaeva, 2020). As a result, in the Kazakh SSR, it was possible to resume the educational process to the pre-war level. Accordingly, in rural areas, the seven-year education again acquired the character of universal compulsory education. At the same time, in cities and industrial centres, this rule applied to a ten-year training. As for the statistics, during the years 1945-1946, 40 thousand students graduated from secondary education institutions, while there were only 5231 educational institutions. It should be noted that this figure has increased, since in 1947-1948 there were 7869 of them, and in 1949-1950 there were already 9088 (Dauletbayeva, 2017) (Figure 1).

**Figure 1**

*The number of schools in the Kazakh SSR from 1945 to 1950*



*Source.* Own research.

Also, a significant increase in the number of boarding schools, dormitories at schools in district and regional centres or large villages had a great influence on the development of education in Kazakhstan. Accordingly, more than 35 thousand schoolchildren attended the above forms of institutions by 1953. Separately, in 1949, 311 schools were built for the children of livestock breeders in the pastoral areas. An important step was the elimination of separate education between female and male students. This made

it possible to improve the process of teaching the Kazakh language in schools. As a result, already in 1955 there were 10387 schools (Dauletbayeva, 2017).

As for the pedagogical corps, it has also undergone some changes. They were mostly positive as the number of teachers increased. That is why, despite significant financial and technical problems caused by the restoration of the national economy destroyed by the war, it was possible to improve the level of teaching. As a result, the educational and material base of educational institutions expanded, the preparation of students acquired new qualitative features (Williamson & Eynon, 2020).

One of the fundamental principles of the educational process of that time was teaching language, which was chosen by parents and directly by students. As for national differentiation in the education system, it should be noted that in 1955 there were 4495 Kazakh schools, 4155 Russian, 134 Uzbek, 53 Uighur, 9 Tajik (Dauletbayeva, 2017). Separately, there were 1541 schools that were of a mixed nature, since the educational process there was multicultural and involved the study of several languages (Baipisova & Ramazanova, 2021). Since 1962, schools have switched to eight years of education, and labour polytechnics to eleven years (Khvedelidze et al., 2021).

Territorially, the development of educational infrastructure took place throughout Kazakhstan. In particular, the number of schools was: in Alma-Ata region—596, Akmola—646, Aktobe—568, East Kazakhstan—657, Guryevsk—241, Dzhambul'sk—274, Western Kazakhstan—544, Karaganda—646, Pavlodar—479, Northern Kazakhstan—784, Semipalatinsk—422, South Kazakh—688. Particular attention should be paid to determining the number of students who received education in schools (Table 1).

**Table 1**

*Transfer and graduation of students by class groups*

	<b>1-4 classes</b>	<b>5-7 classes</b>	<b>8-11 classes</b>	<b>Total</b>
Number of students in all schools of the republic at the end of the academic year (of them Kazakhs)	847259 (295999)	242031 (72462)	33422 (14001)	1122712 (382462)
Transferred and released from schools (of them Kazakhs)	747408 (266012)	193916 (58764)	27593 (11285)	968917 (336061)
Left for a second course	62283	19084	2125	83492
Received exams for the fall	37569	29030	3704	70303

*Source:* Dauletbayeva, A. (2017). *Poslevoyennoye obrazovaniye v Kazakhskoy SSR* [Post-war education in the Kazakh SSR]. <https://e-history.kz/ru/news/show/4082>

Special attention should be paid to the study of specialist training. Over the five post-war years in the Kazakh SSR, 14 thousand specialists with higher education were trained to work in the field of the national economy and culture of the republic. In addition, 46 thousand specialists with specialised secondary education graduated.

At the same time, from 1951 to 1955, only 9 higher and 22 secondary specialised educational institutions were formed in the state (Dauletbayeva, 2017).

Of course, the admission of applicants was encouraged by those types of specialties that were necessary for the state. In connection with the mass distribution of education, the demand for pedagogical professional areas has increased. This influenced the status of the teacher in the Kazakh SSR, which has increased significantly. This trend is also evidenced by statistical data, since over the course of 20 years in the post-war period in Kazakhstan, the number of teachers who received higher education increased almost 11-fold (Khvedelidze et al., 2021).

The state also paid special attention to the formation and expansion of the educational infrastructure. Accordingly, the Tselinograd Agricultural, Ust-Kamenogorsk Road Construction and Aktobe Medical Institutes were established already in the period 1956-1958 (Aipova et al., 2021). In addition, during 1959-1965, new pedagogical higher educational institutions were built in Kazakhstan in Tselinograd (today Astana), Pavlodar and Kokchetav (today Kokshetau). A hydro-reclamation and construction institute were formed in the city of Dzhambul (today Taraz). In the field of agriculture, an institute was built in Uralsk and an institute of national economy in Alma-Ata (Almaty) (Dauletbayeva, 2017). This list is not exhaustive, since the branches of these educational institutions extended to such cities as Dzhambul, Dzhezkazgan, Balkhash, Rudnoye, Temirtau. Based on this, it can be established that a higher educational institution functioned in each city of regional significance. Moreover, in some of them there were additional universities and technical schools of special orientations.

Thus, it could be noted that the successful regional development of the education system, which included interconnected educational institutions. This made it possible to avoid disagreements between the level of education of children in large cities and small villages. The same applies to vocational education, the cells of which were distributed not only in regional, but also in regional centres and smaller areas of Kazakhstan. Such dynamics continued to develop, since in 1965 there were 41 institutes in the Kazakh SSR, in which about 163.1 thousand applicants for higher education studied. There were 170 thousand students in 167 secondary specialised educational institutions. It should be noted that such dynamics is quite high, compared with the most developed capitalist countries of that time. For example, among 10 thousand citizens of the Kazakh SSR, 120 were students, while in Japan—79, France—61, Italy—45, Germany—44, Great Britain only 33 (Dauletbayeva, 2017).

In contrast to the initial stage of the post-war period, technical and scientific specialties began to become especially widespread. This is evidenced by the fact that in 1962 in the Kazakh SSR, professional training of engineering personnel was implemented by 6 industrial and technical universities. In smaller areas there were 5 branches, 8 general technical faculties. The total number of students in this type of direction was more than 15 thousand people. As for specialists in the field of agriculture, their training took place on the basis of 6 higher and 33 secondary agricultural educational institutions



(Dauletbayeva, 2017). The success of the system of agricultural and technical education is evidenced by the fact that applicants from other republics arrived in the Kazakh SSR. We are talking about training not only young people, but also retraining existing personnel in order to improve the functioning of the economy in different conditions (Khvedelidze et al., 2021). The training of specialists within the Kazakh SSR made it possible to staff jobs at various enterprises with Kazakhs, thereby ensuring a normal level of social well-being among the population.

The trends described above, common among secondary education since the early 1970s, have undergone some changes. The main attention began to be paid to the process of transition to high-quality and full-fledged general secondary education. Subsequently, already in the late 1970s, it became mandatory. Accordingly, since the 1980s, school reforms have taken place, which were aimed at improving the quality of the material and technical base, as well as the educational one. An innovation was school attendance from the age of six (Dauletbayeva, 2017). A characteristic feature in the educational environment of the Kazakh SSR in the second half of the 20th century was the significant predominance of schools in which educational material was taught in Russian. A negative trend was a decrease in the number of Kazakh schools and the level of distribution of the Kazakh language among young people. In villages small in size and population, the number of schools was reduced due to their complete liquidation or merger. The most common approach was to combine educational institutions with Russian and Kazakh languages to teach educational material.

Based on the above, it can be established that the educational environment in the Kazakh SSR after the end of the war developed dynamically. Despite the significant weakening of the republic as a whole, the population and state bodies made efforts to restore the cultural and educational mechanisms of the state. Due to this, it was possible to normalise the growing standard of living of citizens. Within the Kazakh SSR, highly qualified personnel appeared who ensured the restoration of all spheres of state activity, both technical and economic and scientific. It was possible to develop the younger generation, thereby ensuring the development of the state.

## DISCUSSION

The issue of forming a high-quality educational environment in the state is a priority in the course of its development. Given the ongoing dynamic changes in social relations, this area of scientific research is very popular. Therefore, we can note the presence of a wide range of positions of scientists regarding approaches, tools, and functions of education.

In particular, John Dewey (2021) and Joseph Dunne (2021) believe that education is an important component of not only the cultural, but also the social sphere of the state. The researchers prove this position by the fact that the education of the society con-

tributes to the development of the economy, medicine, economy, which is reflected in the general level of development of the republic. In their opinion, the state policy in the field of education should be constantly updated taking into account the modernisation of social relations. At the same time, it is advisable to improve training at all levels, both junior and secondary, higher. Of course, the educational process is a complex mechanism, but the key to its successful development is the balanced approach of the legislator, the conscientiousness of teachers and the motivation of students (Yermentayeva et al., 2018). Researchers argue that the restoration of the state or the improvement of its image is impossible without a successfully developed education system. The latter affects the level of social well-being of the population, in particular, the presence of highly qualified professional personnel in it, which can ensure the activities of various industries. In addition, the development of the educational environment provokes the formation of a national research base, which affects the discovery of scientific inventions within states. Researchers believe that education is a prerequisite for a successful future state, since this area is responsible not only for the professional, but also for the moral training of the younger generation (Musabekova et al., 2014). The above conclusions correspond to the position disclosed in this scientific study. As part of this work, such a historical period as the post-war restoration of the Kazakh SSR was studied, and the researchers described modern approaches to the formation of the educational environment. Similar in this case are the ideas that fix the priority place of education in the process of development of the state.

Douglas Lee Robertson and Nazgul Bayetova (2021) paid special attention to the Kazakh historical experience in the formation of the educational process after the World War II. The object of their research was the children of special settlers and their training. Basically, this process concerned the full provision of students with education in various forms of educational institutions, for example, both in schools and in boarding schools. Researchers consider the goal of such a policy to be the elimination of illiteracy, which is extremely common not only among children, but also among adult special settlers after the war. It was also important in 1945-1950 to ensure the training of working youth, to which the deported students belonged. The researchers studied the statistics and came to the conclusion that the success of schoolchildren-special migrants was quite low and did not meet the established level. In such educational institutions, education was mixed, as they were attended by representatives of 5-8 nationalities. The authors paid special attention to studying the peculiarities of teaching children of German nationality. Their preparation provided for the dissemination of the native language among schoolchildren of German nationality in the schools of the Kazakh SSR. Thus, in some educational institutions, the teaching of educational material was carried out in German. This rule was introduced in the 2nd semester of the 1957-1958 academic year and applied to students in grades 2-4. As a general rule, the teaching of the German language for children of this nationality took place an additional 2 hours a week. The researchers also found that from the 1960-1961

school year, the German language began to spread among grades 5-8. The findings are consistent with the results described in this article. What is common is the study of the experience of deported children in the context of their training within the Kazakh SSR in the post-war period, namely 1945-1960.

Unlike previous researchers, Derek Black (2021) and Pavel Zgaga (2021) studied the approaches that led to the revival of the education system after the end of World War II. In their opinion, it was important for that period to introduce compulsory education for young people, as well as retraining for adults. This approach was effective in the context of reducing the level of non-literacy and ignorance among the population. They believe that the distribution of students by nationality was useful in order to avoid polyculturalism. In this case, we are talking about students in grades 1-4, when children learn the basics in their native language, while simultaneously studying a foreign language. Already in high school, it was appropriate to unite schoolchildren to exchange knowledge with them and reduce the number of classrooms. In part, researchers in their work mentioned the post-war restoration of the educational environment in Kazakhstan. They noted the obvious strengthening and popularisation of the Russian language, which provoked the degradation of the languages of other peoples living in Kazakhstan. The most important, in their opinion, was the transition of school education to a ten-year education, as well as the professionalisation of the educational environment. As a result, it was possible to significantly improve the level of education of citizens of the republic in the period 1945-1960. Despite the advantages, the researchers also noted the disadvantages that related to the narrowing of the Kazakh culture. We are talking about protests and denials by the governing bodies regarding the actions of the creative intelligentsia aimed at its restoration (Ybyraimzhanov et al., 2019). This issue was not taken into account in the course of the formation of state plans related to the restoration of the republic. In this case, the state authorities levelled the importance of the national self-consciousness of citizens, which consisted in their interest in the study of national history, their culture and traditions. The positions disclosed are similar to the findings of this scientific study. Ideas are intertwined that reveal the advantages of state policy in the field of education during the period of restoration of the republic after military operations, which positively affected the general state of well-being in it.

After the end of the war, special attention was paid to the training of specialists (Sarsenov et al., 2020). This category included not only adults, but also young people. The post-war period was characterised by devastation, economic decline, and a low level of social well-being. That is why researchers consider the restoration of the above areas to be a priority for that period of the state task. For this, the development of high-quality human resources was ensured, which then worked as doctors, law enforcement officers, builders, and contributed to the restoration of the state in various sectors. They pay special attention to the formation of higher educational institutions in the state, as well as technical schools in special areas. Their nationality was especially important, since after receiving a diploma, specialists worked in different parts of the state, and not

in other republics. Researchers believe that the training of specialists was carried out systematically, so that all spheres of public life experienced a gradual restoration in the evoked connection with each other. This approach was the key to success, which made it possible to gradually reform the various environments in the state. As a result, high-quality training of personnel was implemented, who held positions in the public service, were engaged in economic activities, and restored infrastructure. The findings are intertwined with the results of this study. It is about the high practical value of training young people in 1945-1960 in professional areas and their involvement in activities in various fields.

Based on the foregoing, it can be established that education was one of the most important industries that experienced rapid recovery and expansion in the post-war period. Common ideas are about the rationale for the priority of the educational environment, as well as its close ties with the economic, social, cultural spheres. That is why the restoration of this link contributed to positive changes in the above areas. At the moment, it is appropriate in Kazakhstan to pay special attention to the system of higher education in order to expand it. It is not only about increasing the level of competence and skills of students, but also about attracting foreign applicants for education. Post-war experience confirms that vocational training is an important component of a wide range of social relations. That is why not only the training of Kazakh specialists, but also foreign students within Kazakh universities is relevant today.

## CONCLUSIONS

As a result of the scientific research, it was possible to establish the value of education for the state in the post-war period. It is proved that the restoration of institutions of secondary and higher education is an indispensable component of the revival of all other areas of state activity, namely economic and scientific. Separately, the study analysed the problems and risks that made it impossible for certain categories of the population to receive education. We are talking about deported children who, as a result of a combination of factors, for example, the lack of clothes, the proper level of knowledge of the Kazakh language, could not receive quality knowledge.

Particular attention in the work was paid to numerical indicators, for example, on educational infrastructure and students. Accordingly, it was comparable to the number of educational institutions of different levels immediately after the end of the World War II and thereafter. The results obtained are positive, since they reflected a significant expansion of the system of educational cells, which influenced the increase in the level of education of society. It was about both schools and technical schools, universities of various directions. Undoubtedly, this is a significant advantage for the Kazakh SSR, since highly qualified specialists could study and train in Kazakh educational centres. Moreover, it was typical to attract foreign students in order to receive higher

education or general specialised education in Kazakhstan. Particular attention was paid to enhancing the role of pedagogy among professional specialities. It has been established that in the post-war period the number of applicants who wish to receive higher education in this particular direction has significantly increased. This allows us to confirm the opinion about the revival of education at different levels in Kazakhstan, the spread of awareness among the population, and the increase in the level of professional qualifications among workers.

In future scientific works, it is necessary to study the actual problems that are characteristic of the current educational environment in Kazakhstan, taking into account the peculiarities of the digitalisation process. It is important to form priority ways for their effective overcoming.

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