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Understanding the development of higher education in Soviet Kazakhstan

Abstract. *This article examines the path of higher education development in Soviet Kazakhstan from the perspectives of higher education institutions, student enrollment, and postgraduate study. By doing so, it is intended to contribute to a better understanding of higher education history in the republic. Document analysis was used as a methodological tool. The results show that higher education was an integral part of the Soviet system, served and subordinated to it. The development and expansion of the system were determined primarily by economic planning, industry needs, and ideological priorities. Therefore, higher education institutions were established throughout the Soviet period and their number grew steadily. The increase in the number of institutions was accompanied by the increase in the number of students. The growth of the educational opportunities was possible due to the diversity of delivery modes and the establishment of a large number of regional branches and faculties in addition to the main campuses of institutions. As a result, all types of higher education institutions, with the exception of medical schools, also offered correspondence or evening classes, and sometimes both. As for postgraduate education, its expansion was comparatively slow. Moreover, the state's priority was technical sciences, as evidenced by the allocation of more quotas and the high percentage of teaching staff with postgraduate degrees in those fields.*

Keywords: *higher education, higher education institutions, enrolment, postgraduate education, Soviet Kazakhstan.*

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Introduction

Kazakhstan's higher education system followed the Soviet model until 1991. Accordingly, the system itself and most of the existing public higher education institutions (HEIs) were founded and developed during this period. While higher education has changed, diversified and expanded over the past three decades, it is built on the basis of the inherited model. For this reason, a review of history can help us better understand some of the current realities.

The paper aims to identify the key features of higher education development in the Kazakh Soviet Socialist Republic (Kazakh SSR). In doing so, it intends to contribute to the knowledge of higher education history in the country. There have been an increasing number of studies concerning Kazakhstani higher education in recent years. However, they have mainly focused on the various issues brought about by the reforms. Little attention has been paid to past educational achievements. Major works related to the topic were published before 1991 and have not been digitized. Besides, dissertations (Seitaliyev, 1998; Kaidarova, 2007) [1, 2] were mainly devoted to the development of higher pedagogical education and the formation of higher education was researched from the perspective of pedagogical institutes. A few recent publications (Ahn et al., 2018; Kzyzykeyeva & Oskolkova, 2011) [3, 4] contain very limited information. That is to say, the topic certainly suffers from the shortage of reliable data. This paper aims to fill the gap. Thus,

by applying document analysis method, the article draws a more comprehensive picture of the higher education development, namely HEIs and access to them are considered separately, and the causal links of the increase in enrollment in both undergraduate and postgraduate education are analyzed.

Research Methods

The study employs document analysis method. It usually deals with “text (words) and images that have been recorded without a researcher’s intervention” [5]. It can be both in the form of printed and electronic material. Moreover, document analysis can be used as a stand-alone method without mixing with other tools [5]. For the purpose of this research, materials are collected from libraries, national databases for statistics, international databases, and university websites. Accordingly, the documents involved in the writing of this article are based on both primary and secondary sources, such as books, collections of annual national statistics, scholarly papers, reports published by international organizations, and information from websites of certain universities related to their history. Concentrated time period of analysis is the years between 1928-1991. The analyzed data were coded and converted into three themes. It explores the development patterns of higher education from the perspective of HEIs, undergraduate enrollment and postgraduate education. Moreover, based on gathered data, the author also produced statistics of HEIs and students’ population in Soviet Kazakhstan.

Results of the research

Foundation and Evolution of Higher Education Institutions

The development of higher education in the Soviet Union was closely connected with the national economy and reflected the processes taking place there [6]. A distinctive feature of the Soviet system was that it was based on a sectoral principle in which all sectors were planned, interconnected, and interdependent. Hence, the higher school as a subsystem of the planned economy was an essential part of the Soviet socio-economic organism [7, 8]. In accordance with the central government’s plans and policies, the higher education sector dealt with specific tasks, arranged its forms and working methods, and managed internal organization and structure [8]. Therefore, the emergence and rise of heterogeneous sectors in the country meant that there was a need for professionals of all kinds. This led to the expansion of the higher education sector. On the whole, the shape of the Soviet higher education system was caused by the creation of a centralized governance and economic planning, economic and political transformation during the industrialization period (1925-1945), and the development of a common ideological agenda after the World War II [7]. Despite some changes within the higher education system, labor markets, and technology over the years [7], the overall structure of higher education had already taken shape before the 1940s [9].

Although the Soviet authorities originally planned rapid industrialization, in the Soviet East, including the Kazakh SSR, the humanitarian intelligentsia was formed first [8]. The reason was the need for teachers to eliminate illiteracy and develop public education. Therefore, the government established as many teacher training institutions as possible. The pioneer of higher educational institutions - the Kazakh Pedagogical Institute – was launched in 1928. Other pedagogical institutions were founded in Aktyubinsk (1931), Uralsk (1932) and Semipalatinsk (1934). At the same time, due to the lack of qualified personnel in such fields as agriculture, animal husbandry, and medicine, a need arose for other types of institutions. This led to the establishment of the Kazakh Veterinary-Zootechnical Institute (1929), the Kazakh Agricultural Institute (1930), and the Kazakh Medical Institute (1931) [10]. It should be noted that the earliest institutions were created on a limited educational and technical basis. There was a lack of qualified teaching staff, teaching materials, laboratory facilities and equipment. For example, the Kazakh Polytechnic Institute (1932) began its first academic year in seventeen frame buildings [10]. Overall, the 1930s were very productive in academic terms as the network of institutions continued to expand. S.M.Kirov Kazakh State University was founded in 1934. Over time, the first university has

become the largest educational, cultural and research center in the republic. In addition, the Kazakh Institute of Mining and Metallurgy (originally founded as the Semipalatinsk Geological Survey Institute, moved to Almaty in 1934) and the Institute of Soviet Construction (1934) were established as part of the industrialization plans.

In the Kazakh SSR, as in other union-republics, the central government owned, organized, regulated, and financed HEIs. It also controlled a number of disciplines, the content of programs and textbooks, employment, and so on. In 1959, the State Committee for the Management of HEIs and Technical Schools was established. A year later, it was restructured into the Ministry of Higher and Secondary Specialized Education [8, 10]. In addition, some institutes were placed under various sectoral ministries, which were responsible for monitoring and improving certain industries [11]. There were also a number of central universities that acted as methodological centers for monitoring higher education in the union-republics.

The number of HEIs in the Kazakh SSR multiplied during the World War II. An increase was resulted from evacuation of various educational institutions from the western part of the Soviet Union to the east. 22 institutions with over 8 thousand students were moved to Kazakhstan, while promoting the development of such fields as aviation, law, cinematography, electrical engineering and others. Meanwhile, other new institutions were established there - the Alma-Ata Pedagogical Institute of Foreign Languages (1941), the Chimkent Technological Institute of Construction Materials (1943), the Alma-Ata State Conservatory (1944), the Kazakh Institute of Physical Culture (1944), and the Kazakh State Women's Pedagogical Institute (1944). Thus, the number of HEIs in the republic reached a peak of 35 in 1942. However, when the Soviet Army liberated the occupied cities, many institutions returned to their homelands [10].

Nevertheless, the amount of HEIs decreased in the postwar period compared to the wartime period. It remained at 27 until 1960, but the rise can be observed from the mid-1960s. 2 economic and 10 pedagogical institutes were added to the list of higher education establishments. Moreover, plant-technical colleges - integration of higher technical education and production in an industrial enterprise, general technical and general research-based faculties and/or branches - were created mainly for on-the-job training [8]. They enabled personnel to continue receive training without interruption from their main workplace. A number of institutions established between 1959 and 1965 in Dzhambul, Dzhezkazgan, Rudny, and Temirtau were vivid examples of it [12]. As a result, it was typical for technical HEIs to have a general technical faculty (some had more than one) and/or a branch, or sometimes both, in small industrial towns. For example, Karaganda Polytechnic Institute had separate faculties integrated with enterprises in Balkhash, Kokshetau, Petropavlovsk, and a branch in Dzhezkazgan. Some branches or faculties were later upgraded to institutes. Semipalatinsk Technological Institute of Meat and Dairy Industry is a good example. It was established in 1963 as a branch of the Kazakh Chemical Technological Institute in Semipalatinsk, which was transformed into an institute in 1980.

It is worth noting that the geographical location and disciplinary orientation of the institutes were linked. Specialized institutes, their branches and faculties located in the central part of the country trained engineers and other professionals needed for the discovery of new mineral deposits, mining of minerals, construction of underground mines and their infrastructure, development of machinery and tools, etc. Overall, the technical institutes attached to the specialized enterprises were mainly concerned with the search, mining, extraction and production of raw materials and minerals, but not with the final products. In large part, Soviet Kazakhstan served primarily as a source of raw materials for the Soviet economy, as there were few if any organizations that manufactured or produced end products with the materials provided.

In general, HEIs were subject to constant changes throughout the Soviet period, as they were newly established, modernized, merged, and reorganized. By 1980 their number reached 55 and remained stable until 1990. They were categorized into three types. Each institution had a specific task and function within the system. Only two of them were classified as comprehensive universities, training specialists in a wide range of disciplines. The remaining 53 institutions included "HEIs established on the territorial production principle" and "specialized industrial HEIs" [13]. The former was responsible for training personnel within specific regions. To this end, specialized regional institutions such as medical, polytechnic, or teacher training institutions

emerged [13]. The latter, in the context of the Kazakh SSR, focused on training professionals with narrow specialization for “a particular industry at the national level,” such as transportation or aviation [13]. Among the 53 institutions, the group of pedagogical institutes prevailed. They accounted for 21 institutions or more than 40 percent of all HEIs in the republic. Others were 14 engineering and technical, 7 agricultural, 5 medical, and 3 economic institutes, 1 conservatory, 1 theater and art institute, and 1 institute of physical education [10].

At the time of the Soviet Union’s dissolution, the network of HEIs in the Kazakh SSR grew to 61. 57 of them were specialized institutions. 4 had university status - S.M. Kirov Kazakh State University and Karaganda State University were originally established as universities, while Abai Kazakh Pedagogical Institute and Ust-Kamenogorsk Pedagogical Institute were reorganized as universities in October 1990 and January 1991, respectively. As elsewhere in the Soviet Union, most institutions were located in the capital, hence the largest concentration of students was in Alma-Ata.

Table 1

Number of HEIs and Enrolment in the Kazakh SSR, 1928-1991

Years	HEIs	Students
1928/29	1	124
1932/33	6	2.1*
1933/34	15	3.6
1938/39	15	5.7
1940/41	20	10.4
1942/43	35	10.8
1943/44	30	16.5
1944/45	25	10.5
1945/46	24	15.1
1950/51	26	31.2
1955/56	25	49.2
1956/57	25	55.2
1957/58	27	58.8
1958/59	27	65.2
1959/60	27	70.2
1960/61	28	77.1
1964/65	39	144.7
1970/71	44	198.9
1975/76	49	216.1
1980/81	55	260
1985/86	55	273.3
1987/88	55	274
1988/89	55	276.9
1989/90	55	285.6
1990/91	55	287.4
1991/92	61	288.4

Note: Figures at the start of academic years. From 1932 onwards, the number of students is counted in thousands.

Source: Author’s own calculation based on Central Statistical Office of the USSR, 1961; State Committee on Statistics and Analysis, 1993; Kataev, 1986; Zhamanbayev, 1972; Zhulamanov, 1981.

Access to Higher Education

Although the first class of 1928 included only 124 students, the numbers gradually grew over the next 63 years (See table 1). The continuous increase in student population was largely attributed to a variety of sectors and enterprises arising and developing. Moreover, authorities also diversified in-service training programs to accommodate more students. This trend continued until the collapse of the Soviet Union, as the central government was equally responsible for both the demand and supply of higher education [13].

The increase, however, was not uniform throughout the period. In the 1930s, the elimination of illiteracy, collectivization and industrialization, and the establishment of new enterprises were the main reasons for the rapid growth. Because all kinds of skilled workers were needed - teachers, engineers, agricultural and health personnel, and so on. By 1938, there were 15 institutions with 5.7 thousand students. Even during the war, the number of students rose and fell. Evacuation of students from other Union republics to the territory of the Kazakh SSR in the early 1940s and their relocation back after the end of the war can explain the fluctuations during this period [10].

The growth in student population in the pre-war and post-war periods was also greatly influenced by the introduction of various forms of study. Apart from full-day training programs, other modes of higher education provision, such as correspondence and evening courses, were introduced as early as the late 1930s. The core idea was to accommodate more students on a part-time basis so that workers could keep their jobs or take courses after regular working hours. As a result, in 1938, in accordance with the decree "On Higher Correspondence Education," correspondence courses were established at 11 pedagogical institutions [12]. Furthermore, several branches and educational-consulting centers of central correspondence institutes were organized in regional cities in the late 1950s. The need to find more acceptable forms of distance education for on-the-job training of personnel prompted their establishment [8]. Available data from this period show that in 1957 the system included 58.8 thousand students, a 53 percent increase over 1950. In the same year, approximately 13 thousand students were admitted to HEIs, of whom 37.5 percent, or 4619, were enrolled in evening and correspondence courses [10].

Another reason for the rise was the need for training for different types of enterprises as the economy expanded. In the 1960-70s, the central government paid more attention to the development of heavy industry, industrial economy, construction, electricity, industrial transportation, radio technology, agriculture, and so on. In the late 1960s, an additional 30 new programs were launched [10]. Thus, the number of specialties increased from 147 in the second half of the 1960s to more than 200 in 1983 [10, 12].

As elsewhere in the union-republics, a huge expansion of the student body was observed in the Kazakh SSR in the mid-1960s. However, it was the last two decades before the collapse of the Soviet Union that recorded the largest proportion of students. Between 1970 and 1990, the total number of students increased from 198.9 thousand to 287.4 thousand. Of the 287.4 thousand students, 60.8 percent were pursuing full-time studies, while the percentages of students studying in correspondence or evening programs were 35.4 percent and 3.8 percent, respectively [14]. The highest number of students admitted to the system was 61.3 thousand in 1986. As for graduates, the maximum amount fell in 1985, when 44.8 thousand students enlarged the number of qualified professionals [14].

Moreover, of the 287.4 thousand students, 39.8 percent, the largest group, studied at pedagogical institutions. 31.3 percent of them were enrolled in industry, construction, transportation, and communications; 13.7 percent in agriculture; 9.3 percent in health, physical education, and sports; 5.3 percent in economics and law; and 0.6 percent in art and cinematography related majors [14]. The high percentage of students in pedagogical specialties was reasonable as pedagogical institutes outnumbered other institutions in the country. In general, pedagogical institutes did not have branches or faculties in other cities, but they offered delivery by correspondence. This was also true for the agricultural institutes. The largest proportion of students in technical and engineering programs can be explained by the

fact that Soviet authorities concentrated on training in science and engineering. Moreover, all technical institutes had branches and faculties in small industrial towns in addition to their main campuses. These regional branches and faculties usually offered studies by correspondence and/or evening courses, although some branches also taught in full-time. With the exception of medical institutes, all other types of HEIs accepted applicants through correspondence and/or evening courses in the 1980s.

Higher education was free in the Kazakh SSR, similar to other Soviet republics. Students also received stipends to cover living expenses. HEIs were responsible for admission through their own entrance exams [15]. Remarkably, the republic achieved higher indicators of gender equality: in 1991, 51.2 percent of all students enrolled in tertiary education were female [16]. Despite comparatively higher enrollment rates in some Soviet republics, higher education in Kazakhstan was elitist; only 18.5 percent (19-24 youth age cohort) had access to it in 1991 [17]. However, this was a more favorable rate than in other Central Asian countries: in comparison, Kyrgyzstan (12.5 percent), Tajikistan (11.6 percent), Turkmenistan (9.5 percent), and Uzbekistan (14.8 percent) [17].

Table 2

HEIs in the Kazakh SSR in 1985

Types/focus of training	Year of foundation	Name
Comprehensive universities	1934	S.M. Kirov Kazakh State University
	1972	Karaganda State University
Technical/industrial institutes	1932	V.I. Lenin Kazakh Polytechnic Institute
	1943	Kazakh Chemical-technological institute
	1953	Karaganda Polytechnic Institute
	1958	Ust-Kamenogorsk Road Construction Institute
	1960	Pavlodar Industrial Institute
	1963	Plant-Technical College at the Karaganda Metallurgical Combine
	1963	Dzhambul Technological Institute of Light and Food Industry
	1964	Tselinograd Institute of Architecture and Civil Engineering
	1975	Alma-Ata Power Engineering Institute
	1976	Alma-Ata Institute of Railway Engineers
	1978	Rudny Industrial Institute
	1980	Semipalatinsk Technological Institute of Meat and Dairy Industry
	Economic institutes	1980
1963		Alma-Ata Institute of National Economy
1966		Karaganda Cooperative Institute
Agricultural institutes	1929	Alma-Ata Zooveterinary Institute
	1930	Kazakh Zooveterinary Institute
	1951	Semipalatinsk Zooveterinary Institute
	1957	Tselinograd Agricultural Institute
	1962	Dzhambul Irrigation and Construction Institute
	1963	West Kazakhstan Agricultural Institute
	1978	Kustanay Agricultural Institute

Medical institutes	1931	Alma-Ata State Medical Institute
	1950	Karaganda State Medical Institute
	1953	Semipalatinsk State Medical Institute
	1957	Aktyubinsk State Medical Institute
	1964	Tselinograd State Medical Institute
Culture and art institutes	1944	Kurmangazy Alma-Ata State Conservatory
	1977	Alma-Ata State Theater and Art Institute
Pedagogical institutes	1928	Abai Kazakh Pedagogical Institute
	1932	A.S. Pushkin Uralsk Pedagogical Institute
	1934	N.K. Krupskaya Semipalatinsk Pedagogical Institute
	1937	Chimkent Pedagogical Institute
	1937	N.V.Gogol Kyzylorda Pedagogical Institute
	1937	K.D. Ushinskii Petropavlosk Pedagogical Institute
	1939	Kustanay Pedagogical Institute
	1941	Alma-Ata Institute of Foreign Languages
	1944	Kazakh Institute of Physical Culture
	1944	Kazakh State Women's Pedagogical Institute
	1952	Ust-Kamenogorsk Pedagogical Institute
	1955	Guriev Pedagogical Institute
	1962	S. Seifullin Tselinograd State Pedagogical Institute
	1962	Ch.Valikhanov Kokchetav Pedagogical Institute
	1962	Pavlodar Pedagogical Institute
	1966	Aktyubinsk Pedagogical Institute
	1967	Al-Farabi Chimkent Pedagogical Institute of Culture
	1967	Dzhambul Pedagogical Institute
	1970	Karaganda Pedagogical Institute of Physical Education
	1972	I. Altynsarin Arkalyk Pedagogical Institute
	1973	I. Dzhansugurov Talgykorgan Pedagogical Institute
	1975	Dzhezkazgan Pedagogical Institute

Note: A Russified version of cities and names of HEIs is used for the Soviet era

Source: Author using data from Katayev 1986

Postgraduate Education

In the 1930s, postgraduate education began to develop along with undergraduate education. It was established first at the Kazakh Pedagogical Institute in 1932, in 1933 – the Kazakh Veterinary-Zootechnical Institute, in 1934 - the Kazakh Agricultural Institute and Kazakh Medical Institute [12]. Subsequently, the teaching faculty of HEIs grew mainly due to postgraduate students. There were also local students and those from other Union republics who did their postgraduate studies in the European part of the Union and were sent to work to Kazakh HEIs. In general, postgraduate education usually consisted of 3 to 5 years of *aspirantura* (leading to a Candidate of Science degree) and then *doctorantura* (leading to a Doctor of Science degree). Postgraduate students studied at both universities and research institutes [8]. Majority of these research institutes were under the Academy of Sciences of the Kazakh SSR, which was founded in 1946 [10]. In fact, most research was conducted by academies and industrial research institutes, as teaching and research were separated.

Until the 1960s, postgraduate studies developed rather slowly in the country. The number of students engaged in aspirantura and doctorantura was quite small. For example, three HEIs had only 103 students in 33 programs in 1959 [8]. A visible change occurred when the authorities allowed institutions to form their own academics from postgraduates in 1964 [12].

On the one hand, this led to an expansion of postgraduate studies and an increase in teaching staff with postgraduate degrees. By 1975, there were 9 HEIs with 1073 postgraduate students in 123 specialties [8]. In 1982, more than 2000 students pursued postgraduate studies in 58 HEIs and research institutes, of which HEIs accounted for more than half [10]. On the other hand, despite the general increase in the number of postgraduate students, more emphasis was placed on the technical sciences. The central government allocated more quotas for engineering and science programs. For example, admissions to postgraduate education in physics, mathematics, chemistry, biological sciences, and engineering rose by 60 percent in 1961 compared with the previous year [12]. The policy of disproportionate quota allocation affected the quality of the teaching force. The proportion of faculty with degrees in the leading branches of science was higher than in the humanities. In the 1980s, the share of doctors and candidates of sciences was 42.3 percent in geography, 56.3 percent in biology, 57.8 percent in chemistry, and 58.1 percent in geological and mineralogical sciences [10]. There was also a noticeable disparity between the numbers of doctoral and candidate degree holders. The data indicates that candidates of sciences prevailed. Faculty rarely defended doctoral degrees, especially in pedagogical HEIs. As an example, in 1985-86, there were 21200 researchers and educators in HEIs, of whom approximately 40 percent had academic degrees, including 436 doctors of science and 7672 candidates of science [10]. In addition, students were sent to targeted postgraduate studies at universities and research institutes in central cities of the Union. Training was usually in specialized industries and new fields of science and technology that were not available in the republic. Thus, between the 1970s and 1980, more than half a thousand graduates of targeted postgraduate studies returned to work at newly opened HEIs in the country. They majored mainly in the fields of energy, construction, and metallurgy [10].

Conclusion

The article explores the main features of higher education development in the Kazakh SSR. It shows that the higher education sector played a crucial role under the Soviet central planning system, as it was an effective means of promoting socioeconomic policies and the ruling ideology. Efforts to link higher education to the needs of economy and industry mainly led to the emergence of specialized institutes. They fulfilled specific tasks within the system. The analysis also shows that the vast majority of HEIs were founded in two periods. The first period lasted until 1945, while the second period was between 1960 and 1980. Most of them were founded from scratch and started with one or two faculties, while a few were organized on the basis of regional branches and/or faculties. With the establishment of regional faculties and branches, the scope of activities of HEIs also increased.

Both the number of HEIs and students rose steadily in the Kazakh SSR throughout its history. The broad development of numerous forms of in-service training contributed to it. There were correspondence courses and evening studies in addition to traditional full-time training. Apart from medical institutions, HEIs, along with regional faculties and branches, offered part-time courses, sometimes both. As a result, more than one-third of students pursued studies part-time, combining work and education.

The system also took measures to organize postgraduate education, but its growth was rather slow, expanding only after the 1960s. The state's policy gave priority to technical sciences, as their share of allocated funds was the highest. This can also be seen in the number of teaching faculty with candidate and doctoral degrees in these fields. They exceeded those in the social sciences and humanities. In general, the last two decades before the collapse of the Soviet regime saw a strong expansion of the overall system, including the number of HEIs, enrollment rates and postgraduate education.

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Кеңестік Қазақстандағы жоғары білім беру жүйесінің даму мәселесі

Аңдатпа. Бұл мақалада Кеңестік кезеңдегі Қазақстандағы жоғары білім беру жүйесінің даму жолы жоғары оқу орындарының құрылуы мен бағыты, жоғары оқу орындарына оқуға қабылдау мен аспирантура тұрғысынан қарастырылады. Зерттеудің мақсаты – республикадағы жоғары білім беру жүйесінің қалыптасу және даму тарихын талдау. Әдістемелік құрал ретінде құжаттарды

талдау әдісі қолданылды. Зерттеу нәтижесі жоғары білім беру жүйесінің Кеңестік жүйеге бағынатын әрі қызмет көрсететін құрамдас бөлігі болғанын көрсетеді. Оның дамуы мен кеңеюі ең алдымен экономикалық жоспарлаумен, өнеркәсіптік қажеттіліктермен және идеологиялық басымдықтармен айқындалды. Сондықтан Кеңестік кезең бойы жоғары оқу орындары үздіксіз ашылып, олардың саны тұрақты түрде өсіп отырды. Бұл үдеріс студенттер санының өсуімен қатар жүрді. Жоғары оқу орнына түсу мүмкіндігінің артуы оқыту формасының әр түрлілігі және жоғары оқу орындарының негізгі кампустарынан басқа көптеген аймақтық филиалдары мен факультеттерінің құрылуының арқасында мүмкін болды. Нәтижесінде медициналық институттарды қоспағанда, барлық жоғары оқу орындарында күндізгі бөліммен қатар оқу сырттай немесе кешкі бөлімдерде, кейде екеуінде де жүргізілді. Алайда жоғары оқу орнынан кейінгі білім салыстырмалы түрде баяу дамыды. Өз кезегінде мемлекеттік саясат техникалық ғылымдарға көбірек көңіл бөлді. Оған техникалық мамандықтарға мемлекеттік квоталардың көп бөлінуі және осы бағыттар бойынша кандидаттық және докторлық дәрежесі бар оқытушылардың пайызы жоғары болғаны дәлел.

Түйін сөздер: жоғары білім беру, жоғары оқу орындары, қабылдау, аспирантура, Кеңестік Қазақстан.

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К вопросу о развитии высшего образования в Советском Казахстане

Аннотация. В статье рассматривается развитие высшего образования в Казахстане в советский период: создание вузов, направления деятельности высших образовательных учреждений, доступ к высшему и послевузовскому образованию. Целью исследования является проведение анализа истории становления и развития системы высшего образования в республике. Выводы основаны на анализе документов, являющемся основным методологическим инструментом исследования. Результаты показывают, что высшее образование было составной частью советской системы, которую оно обслуживало и которому подчинялось. Развитие и расширение системы высшего образования определялось, в первую очередь, экономическим планированием, потребностями промышленности и идеологическими приоритетами. Поэтому высшие учебные заведения создавались на протяжении советского периода и их количество неуклонно возрастало. Увеличение числа образовательных учреждений сопровождалось увеличением количества студентов. Расширение доступа к высшему образованию стало возможным благодаря разнообразию форм обучения и созданию большого количества региональных филиалов и факультетов помимо главных кампусов вузов. В результате в вузах, за исключением медицинских институтов, обучение также осуществлялось на заочном или вечернем отделениях, а иногда функционировали оба отделения. Однако послевузовское образование развивалось сравнительно медленно. При этом приоритетом государства были технические науки. Об этом свидетельствует выделение большего количества государственных квот на технические специальности и высокий процент преподавателей со степенью кандидата наук и докторов в этих областях.

Ключевые слова: высшее образование, высшие учебные заведения, зачисление, аспирантура, Советский Казахстан.

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