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Visual image of «happy childhood» in the newspaper «Kazakhstanskaya pravda» (1960 s)

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Abstract. This study analyzes visual sources on Soviet childhood, placed in the periodical «Kazakhstanskaya Pravda». This topic has not been covered in the national historiography. The content of the periodical in the field of childhood is analyzed for the first time. For a long period, the newspaper was the main daily printed mass media of the Communist Party at the republican level, reflecting the state policy. The research was carried out in the context of visual anthropology.

Through the analysis of visual content the mechanisms and technologies of formation of the Soviet identity of the new younger generation are revealed. Visual sources, expressed mainly by photographs, presented children in the format of «happy Soviet childhood». The newspaper «Kazakhstanskaya Pravda» necessarily touched upon children's topics timed to dates: New Year and New Year vacations, International Children's Day, Knowledge Day, etc. As a rule, these articles were accompanied by photographs serving both informative and propaganda functions. Children and accompanying adults on the photographs were the embodiment of the Soviet image. Visual children content placed in the main republican newspaper demonstrated not the existing reality, but the desired one, thus constructing social expectations.

Keywords: visual sources; Soviet childhood; newspaper; ideology; illustrations; photography; reforms; propaganda; state policy.

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Introduction

In order to fully reconstruct the history of childhood, it is necessary to use available sources. A special place in the system of historical sources is taken by the periodical press, which has always had a significant influence on the formation of public opinion. As a means of mass information, newspapers should promptly inform readers about what is happening and logically with the time passing they lose their relevance. However, for researchers of the past it acquires the status of a valuable historical source. Thus, there is a change in the function of the newspaper and along with its practical everyday use it acquires the status of an informative research object.

Illustrations that reflect the authentic era have been of particular value and interest to researchers in periodicals. On this basis, newspaper illustrations can be classified as a visual type of historical source, in particular on the history of everyday life, as well as some other areas of historical science, including Soviet childhood. They refer to visual sources that have the unique ability to capture dynamic and three-dimensional images of bygone eras. This set of sources is only gaining relevance; more often their use is associated with visual and illustrative accompaniment. Nonetheless, as it is noted by researchers, historical experience confirms the effectiveness of their involvement as unique historical source of polysemantic capabilities to recreate the history of society, people, their livelihoods, and mentality in different time periods.

Materials and methods

The theoretical and methodological basis of the study was the theory of social constructivism by P. Berger and T. Lukman (Berger, 1995). Indeed, a person develops in the social environment created through human activity. In other words, it is socially constructed. The construction is influenced by symbolic acts, in our case periodicals with a certain set of content, including the construction of a «happy childhood» by the Soviet authorities in order to influence its assessment.

The proposed research is carried out within the framework of visual anthropology, a trend that emerged as a result of the so-called visual turn in historical science. Visual anthropology includes the study of various visual sources of information, among which photographic documents occupy an important place. The development of this new trend is associated with the solution of a number of methodological problems, including the development of a conceptual apparatus and the justification of criteria for analyzing information obtained in the course of visual anthropological research.

Content analysis was used in the research. This method implies qualitative and quantitative processing of the text in the source, its analysis and its interpretation. Qualitative and quantitative approaches to content analysis have been used. The quantitative approach considers a sample of words or text, their frequency of occurrence in documents, and statistical associations. In qualitative one the symbols, their context, and interpretation was considered.

The analysis of visual sources is an attempt to look at the phenomena of the past in a new way: from the perspective of visual perception rather than logic. Active development

during the last period of visual anthropology and the inclusion of visual sources, including photographs, and the use of the method of historical observation in the research predetermine the study. Subjecting the photographs in the newspaper «Kazakhstanskaya Pravda» to a logical and meaningful analysis an attempt has been made to reconstruct the social context that is represented by the visual images a long with the desire to determine the meanings that were put into them by their creators. The authors were guided by the methods developed by P. Sztompka (Sztompka, 2007). The semiotic interpretation of the visual series made it possible to identify the bodily features of the characters, the outfit and ornamentation of the body, the behavior of the depicted, the props used, and the spatial context (in which environment they are depicted). Structural interpretation focused on the analysis of an idea captured in photographs: common beliefs and attitudes. A photographic image on which external manifestations are fixed, with structural interpretation, allows you to get to and reveal hidden interactions, ideas, and motivations.

Along with the photographic material from the newspaper «Kazakhstanskaya Pravda», the sources include normative and legislative acts, resolutions of the Union and republican levels, which determined the strategy of school education development, including archival materials.

Discussion

Historiography of the study of visual sources is mainly represented by foreign works. One of the first fundamental studies of the nature of photographs is the work of R. Barthes, who distinguishes photography from the totality of images because they have a cultural, linguistic and political interpretation. And also, with photography establishes a purely personal emotional connection (Barthes, 1980). As V. Mitchell for the last period in connection with attraction of visual sources in social-humanitarian sciences there was a qualitative breakthrough (Mitchell, 1995.). This significantly expands the technology of historical knowledge and suggests its cardinal restructuring. As S. Baturin notes, the interest of historians in visual objects as independent sources of knowledge of the past emerged in the 1980s, which coincided with a turn from macro history to the world of everyday life of an ordinary person. The publication of the American compilation «Vision and Visuality» (Vision and Visuality, 1988) became especially significant in the «visual turn». At the same period I. Kovalchenko grouped the sources by type, taking the way of coding information in to account and singled out visual material for its own classification (Kovalchenko, 1987). On the methodology and history of «visual culture» and visualization of history writes his studies Mazur L.N. (Mazur, 2014; Mazur, 2015, Mazur, 2018). A number of scientists devote their research to specific types of visual sources. Regarding our topic, there are a number of works on propaganda-artistic material as a historical source (Vartanov, 1983; Elchaninov, 1990). Abdullina D. examined how the mythologeme of «happy Soviet childhood» evolved in children's portraiture over the period 1930-1960s (Abdullina, 2022). Currently this topic has become a discussion on a number of conferences, which resulted in the publication of articles devoted to the problems of visual sources, demonstrating their potential in the study of the historical past (Obvious History, 2008; Visual Anthropology, 2007). Also, to be noted

is the study by Kalmyk authors on the problem of studying the newspaper Kalmytskaya Pravda as a source of everyday history through photographs published in it (Kukanova, Bayanova, 2019). Authors analyzing a photograph taken in a nursery come to a conclusion that the depersonalization of the Soviet man is clearly evident. Even the creche was an institution of cultural and social reproduction of the Soviet man.

However, it should be noted that the coverage of the topic of newspaper illustrations from the perspective of source studies is practically absent in domestic science, regardless of the historical period. There are no special works devoted to the topic of this study.

Results

Visual sources of the Soviet period characterized by radical changes in all spheres of political, social, and economic life are of particular research interest. Based on ideological attitudes they became a means of propaganda and agitation. The area of attention in this article is the beginning of the 1960s of the 20th century. This is an important period in Soviet history characterized by the de-Stalinization, the thaw and the exploration of space. The period under consideration is defined by the creation of the «happy Soviet childhood» which demonstrated the values concerning children. A huge role in this was assigned to external images of children and adolescents. Preserving the ideas of the policy of «monumental propaganda» proclaimed in the first months of Soviet power, visualization and external forms were given particular importance. As Teplova E. notes, a child surrounded by visual images of positive, joyful, healthy children should not only have felt himself involved in a happy childhood but also have aspired to conform to this image (Teplova, 2020:146). The Soviet ideological machine steadily shaped the image of a happy childhood for seven decades. With the rise to power of the Bolsheviks childhood became an area of special state interest and attention believing that in the child one could nurture those qualities and skills that were most important to the construction of socialism. At the heart of all childhood projects was the formation of a «new» Soviet man. Therefore, the revolutionary ideal of a fully developed, harmonious personality and, with it, the image of an active little builder of a new society were adjusted together with the political, social, and economic development of the state and society. Childhood, in the policy of the Party and the pre-war Soviet state, was a stage in the formation of the «new man». A child had to pass all stages of socialization: kindergartens and nurseries, where professionals would watch over his comprehensive development; school and socio-political organizations, where he would be transformed into a literate and ideological individual. The developed material and symbolic culture of childhood (literature, theater, and cinema) was supposed to facilitate an easier and faster assimilation of officially accepted norms and values, roles, and identities imposed by communist ideology. The mass media actively formed a picture of Soviet childhood happiness based on the idea of a new man, a builder of a bright future. As Khrushchev noted, this was the generation that was supposed to live under communism.

This study analyzes the periodical «Kazakhstanskaya Pravda», which, like the central newspaper «Pravda», for a long time was the main daily print media of the Communist

Party at the national level, in fact the main newspaper of the country. The newspaper, as well as periodicals in general, should be considered as the most important source for studying the mechanisms of fixing ideological constructs in the public consciousness through the system of images, symbols and stereotypes based on verbal and non-verbal codes. First of all, information and propaganda materials were a form of translation of official ideas about the socio-political ideal of the Soviet man; secondly, a detail of everyday life that accompanied the citizens of the USSR and caused a certain response in them.

The choice of the newspaper «Kazakhstanskaya Pravda» is conditioned by the fact that it was the main printed organ of the Central Committee of the Communist Party of Kazakhstan and was the main, official printed publication in the republic. Following the main newspaper of the USSR «Pravda», the Kazakh edition expressed the official point of view of the party and the government on topical issues of domestic and foreign policy. The newspaper reflected the most topical events in the life of Kazakhstan, discussed the most important issues of the development of the state and society. Mass circulation of the newspaper allowed to cover a significant part of the population of Kazakhstan.

During the analyzed period, this publication was authorized to interpret and explain to the population the decisions of the state and party leadership (Evdokimov, 2016:115). The publication expressed the official point of view of the party and government on topical issues of domestic and foreign policy. The newspaper reflected the most relevant events in the life of Kazakhstan and discussed the most important issues of the development of the state and society. It should be noted that the problems of childhood were not so clearly represented in this medium which was due to the official nature of the newspaper.

The source base consisted of publications of the newspaper «Kazakhstanskaya Pravda» from 1960 to 1965, containing photographs of children. The method of continuous sampling was used to examine 365 issues of the newspaper for five years. The chronological framework is determined by a number of reasons. Firstly, the chosen time period is determined by the fact that the problems of childhood, children's everyday life of the thaw period helps to understand more deeply the socio-cultural processes of this historical period, the peculiarities of the formation of mentality and everyday practices of people of this time. Secondly, the observations made on the source allowed us to conclude that it is in this period that the object of the study is most pronounced. The visual content is ideologically sustained, demonstrating the basic attitudes of the party and government.

«Kazakhstanskaya Pravda», had a lead article according to the rules of periodicals, the so-called editorial, which indicated the material on the subject of the day, identifying the main problem and ways of solving it. This editorial was accompanied by a photograph or a drawing illustrating the main topic of the day. In general, it was in the 1960s that photojournalism and documentary photography flourished. The stories about the achievements of the Soviet system in everyday life began to appear: in stores, cafes, family and everyday life. There were relatively few demonstrations in the newspaper «Kazakhstanskaya Pravda» in the period under review, and they were of poor quality. It should be noted that all of these materials performed a propaganda load in addition to their visual function. Illustrations created a certain mood in the readers of the newspaper from the first seconds of reading especially the advanced articles.

As for illustrations reflecting childhood only most of them are represented by photographs. For the most part, they did not stand alone, but accompanied by the verbal text. Photographs depicting the world of Soviet children included articles about vacations at pioneer camps, about bathing in the river, and about the lives of the smallest groups of children in preschools. Often photographs of children were attached to newspaper articles designed to highlight the studies and leisure activities of adolescents and endorsing their active participation in public life. It was essential to have the photographs presented in a positive light with children smiling and excited about various activities. Undoubtedly, children's time directly depended on the adults around them. The images of adults accompanying children should not be taken out of the general ideological framework. Of course, parents and teachers are the priority. Caring and attentive parents with all their appearance corresponded to ideal children.

The authorship was sometimes indicated by writing the surname of the photographer (for example, M. M. Titarev's photo, E. E. Chikovani's photo). Today, the name of Iosif Lvovich Budnevich who was the correspondent of Sovin form buro in Kazakhstan that worked in KazTAG for about 40 years and became the maestro of Kazakhstani photojournalism, who also created more than 140 thousand photos, has become legendary. Thanks to his memoirs, one can learn the peculiarities of the work of photojournalists. He considered the secrets of mastery to be that one should shoot not with a camera, but with the head. To make the heroes of the pictures in the frame beautiful, he always carried with him a white shirt, a couple of ties, and a jacket.

Undoubtedly, comments to the photos in the issues are worth paying attention to. Most of the time they were short informative notes about the place and time of the event, the participants and the fact that the actions depicted were linked to a certain festivity, date or current processes in Soviet society. Sometimes the photographs illustrated detailed texts on various problems or were attached to news columns. Some of the photos were independent publications; in each case, the commentary was formed according to the purpose of the photo. The following method was also used: the photo supplemented not only the text, but was also attached to the pictures that accompanied the article to enhance the emotional impact. The quality of the photo corresponded to the technical possibilities of the time, and the level of development of printing and the technology of periodicals' productions should also be taken into account.

The newspaper touched on children's themes on the following dates: New Year and New Year celebrations, International Children's Day (June, 1st), and Knowledge Day (September, 1st). The subjects of the images are varied and quite predictable. Of course, everything changes day-to-day, but I have spoken to Strictly's executive producer, and I am 99 percent sure that we will be on screens in one form or another. As the publication reflected the state policy in general, and children, too, were published articles on the implementation of reforms in education, accompanied by photographs. On March 28th, 1959, the Supreme Soviet of the USSR accepted the law about the strengthening of the connection of school to life and about the further development of the national education system. In accordance with this normative document, the general eight-year education was introduced, where, along with the general education knowledge, the pupils acquired polytechnic knowledge. On September 1st, 1960, N. Bobkov, head of the School Department of the Ministry of Education of the KazSSR, in his article «School on the Road» notes that for the first time in the republic eight-year schools and extended-day schools are opened. Pupils in grades 1-6 would be taught according to the new curricula and programs (Bobkov, 1960). All of the reforms are

aimed at the main task of overcoming the disconnect between learning and life, practice. The photo that accompanies in the article shows the carpentry and mechanical workshop of Ust-Kamenogorsk Secondary School №28, which is not jokingly referred to as the school plant (Picture1). The master is surrounded by students, both boys and girls. Everyone shows genuine interest. The images of the children reflect the school uniform and appearance requirements of the period: shirts, short haircuts for the boys, scarves for the girls.

They accept applications from organizations and enterprises of the city for manufacturing stools, tables, bedside tables, shelves, and other products. It is noted that last year only for the plant «Kazsantekhmontazh» in the mechanical shop made more than 80 thousand parts. The pictures show the workshop master. Yakushin conducts a lesson on the work with the students of the 5th grade 'D', who are closely watching the process, showing genuine interest. In 1964, the October and November plenum of the CPSU Central Committee considered the issue of polytechnic education noting the problems in this area. On the basis of which, in 1966 the Central Committee and the US Council of Ministers adopted the following document on measures to further improve the work of secondary general education. This document noted that the Soviet school was developing a general education tool and polytechnic. The mental events generated as a result of these triggers are feelings, perceptions and intentions behavior. To consistently implement the principles of polytechnic education and labor education, the content of education was brought in line with the requirements of science, technology and culture, a rational distribution of teaching material, and at the same time stopping the overload of excessive material on children. During this period, the CPSU Central Committee and the USSR Council of Ministers adopted agreement on the organization of extended day schools in our country. On September 1, 1960, N.B. Bobkov, the head of the School Department of the Ministry of Education of the Kazakh SSR, indicated that for the first time in the republic 'extended day schools' began to operate (Picture 2). The new curriculum and programs are to be used by students in grades 3-6. In the conditions of developed socialism, when all the efforts of parents were directed toward successful production, the school, namely the 'extended day school' was supposed to take over the care of the children. This was especially true for those who did not have grandparents around, but who had to eat their own meals, while staying with their own families for the school.

More than 140 after-school groups were created in the republic. It is noted in the publications that parents speak highly of them. After all, in these groups' students under the supervision of teachers prepare homework, engage in school workshops or go out for walks together, organize sport games (Sadykov, 1960).



Pic.1 Training workshops



Pic.2 Afterschool

In all-day schools, students in grades 1-8 were under the constant supervision of teachers and received two meals a day at their parents' expense. If necessary, local councils would be able to exempt up to 25% of children attending these schools from paying for meals.

Along with boarding schools, which were educational institutions of the highest type, extended-day schools were to play a major role in the social education of the younger generation as well as in assisting the family in this important matter. The idea of their creation belonged directly to N.S. Khrushchev. Understandably, it was sponsored both economically and ideologically. As we have noted, parents, freed from the responsibility of looking after their children, had to fulfill and exceed their five-year plans through hard work. In addition, boarding schools and after-school programs were a kind of prototype for communist cells. It was them who laid the foundations of the future people of communist society, «people of great souls and lofty ideals, selfless service to their people». The images of children showing happy moments of life, in festive, dressed-up uniforms, girls wearing bows. The teacher appears as an adult who accompanies the children, guides them and empathizes with them.

Regularly on June 1st, the newspaper reported on the front page, with the obligatory accompaniment of photographs, on the main achievements of the International Children's Day. The holiday was first celebrated on June 30, 1st and 2nd, following a proposal by the International Democratic Women's Federation. It became yet another ideological opportunity for the authorities to promote the achievements of the happy Soviet childhood. In the face of class confrontation, the material published these days was directed against Anglo-American imperialism, where there is no possibility of developing the capabilities of the younger generation. The contrast between childhood in the Soviet Union and in the West, with its several values, was demonstrated as sharply as possible. Thus, it is noted that 'there is a country in the world where the only privileged class is children'. All the best there is, for children—the immutable law of the country, where the happiness in children's eyes is a reflection of the general happiness of the people. The text accompanying the photo (Picture 3) notes that columns of numbers and names would be long if you list how much and what is done in the country for the younger generation. Grammar schools, and comfortable boardings, schools, kindergartens, museums, resorts, pioneer centers, libraries. So, bleak against this background of Soviet reality is the sad plight of children in capitalist countries. Of the 458 million children living on the globe, almost half, for example, have no means to study. The picture shows images of happy children smiling, the girl in the center clapping her hands and the boy waving flags, as a counterbalance to the text. We should note the multinational composition of the children in the image, thus demonstrating the friendship of nations.

On the eve of this holiday ideological material was published reflecting the state policy in the field of childhood and the main success in this direction. The principle of intrusive relationships concerns crosscutting intrusions. 'Our country is the main defender of peace in the world' was the main slogan of the publications. We are very quickly accustomed to all the obligatory things we do for the kids. About 360 rubles is spent by the state for each newborn, mandatory vaccinations, free medical care, and compulsory schooling. All of this was compared to Western countries which do not look showing. (Pust Vsegda, 1960).

The visuals of this theme were accompanied by photographs of the Soviet child, symbolizing a collective and ideal image, a role model. The newspaper by visual means

inculcated a desire to conform to this image of joyful, athletic, and enthusiastic about any useful activity, to successfully studying and outwardly, appropriateness and trim (girls with bows, and boys with short haircuts). The use of positive visual culture of Soviet childhood formed a peculiar and stable canon of «happy Soviet children», and with it, respectively, the assimilation of official accepted norms and values.

Traditionally, on September 1st, articles with the appropriate theme 'Hello, School' were published on the main page. The year 1960 was defined as decisive in the struggle for school restructuring. Compulsory eight-year education was introduced everywhere, and the transition to eleven-year school curriculum was completed. In 2013, eight-year schools and 1225 eleven-year schools studied according to new programs. At the local level, there were plans developed by the district education departments, approved by the executive committee of the regional Soviet Union of working people's deputies on the preparation for the school year, where the work on transition to universal education was organized. Measures were taken to ensure the construction of schools, boarding's schools, workshops, greenhouses, classrooms and extension schools. District officials say the redesign will help achieve better racial balance and avoid the potential shuttering of under-enrolled schools. Annual reports inform about main indicators. For example, in Kostanay Region it is noted that in the same year 50 eight-year and 35 eleven-year schools were organized (SAKR, Fund 250, Doc. 1, D.560 P.1).

The accompanying photo (Picture 4) stated that it was the duty of public education workers and teachers to make every effort and knowledge to successfully meet the challenges of educating the younger generation (The man went, 1962). The published photo shows a smiling student with a student holding a bouquet of flowers for his beloved teacher. Dress uniform, white apron, white bow, symbolized the beginning of the school year as a holiday. In the 1960-61 school year, school teachers received a new program of educational work. It was built on a combination of the study of the basics of science, polytechnic training and labor education.



Pic.3 Children Protection Day



Pic.4 Hello school!

In desperation, the 1960s, the misleadingly state, purportedly emphasized the shameless promotion of motherhood and having many children, increasing the social significance of the status of women as mothers through a system of honorary titles and awards, with cash benefits and payments playing a secondary role. Another such symbolism was the celebration of March 8, International Women's Day. The Soviet woman became the subject of propaganda for the progressive Soviet socialist system (Picture 5). First of all, the image

of a woman-worker was formed. Respectively, the photographs depicted specific ladies who achieved the next record in their work for the benefit of the state, which served as proof of the progressive development of the Soviet system. Additionally, the image of the woman-mother was emphasized. The photo shows a lovely young woman being kissed by her children, against a background of a Kazakh national carpet. She is smiling, her eyes radiate happiness. In general, the newspaper reflected the state's policy of care for women and their position in society, and in confirmation of this, the holiday became a non-working day. By the decree of the Presidium of the Supreme Soviet of the USSR on May 8th, 1965, that is, on the eve of the 20th anniversary of victory in the Great Patriotic War, March 8 was declared an on-working day in the USSR to commemorate the outstanding services of Soviet women in communist construction, in the defense of the homeland during the Great Patriotic War, their heroism and dedication at the front and in the rear, and also to note the great contribution of women to the strengthening of friendship between peoples and the struggle for peace» (Kozlova,2011).



Pic.5 Women's Day



Pic.6 Hero of labor

There are photographs of children with representatives of various professions and with labor heroes. All this is due to the fact that the determining factor of school education is again becoming the ideology, which provided for a predominant attitude to labor as a «cause of honor, glory, valor and heroism». This is clearly demonstrated in the material about Beysapak Shayandin, Hero of Socialist Labor, chairman of Enbekshaaul soviet (Picture 6), notes achievements in the field of national economy (Shayandin, 1960). On the lap of the hero of the photo is a girl of 6-7 years old, with a constant smile, she looks with interest at the awards on the chest of a man. Of course, the images of adults in photographs with children also corresponded to the idea that they are the guarantee of a happy childhood. Therefore, they were heroic individuals, exemplary parents, and caring teachers, all of whom corresponded to ideal children. Here it is necessary to note the specificity of the technologies of identity formation in Soviet visual anthropology. For children, as well as for adult audiences, typical representatives of society were chosen and surrounded by role models. The biographies of the heroes in the photographs were not fictitious, they were real people who also sincerely believed in Soviet ideals and performed labor feats. And they

certainly had a high degree of influence on the process of inculcating ideals, values and behavior patterns in Soviet children.

Along with toilers, heroes of labor, the heroes of the military past also got into the lens of photo correspondents. So, for example, the hero of the note «Visiting the Commissar» Konstantin Petrovich Skorosov, chief mechanic of the Kzyl-Orda department of Hydrostroy. He tells his five-year-old son Sasha about his meeting with Lenin when he was in the guard of honor at the 2nd Congress of the 3rd International in July 1920. Here the biography of the hero of the story is given. Early deprived of parents, being an orphan, he still found his calling in life. Fought for the establishment of Soviet power. K.Skorosov during the Civil War was a fighter of the second Petrograd Rifle Division. In the picture we see a caring father and son looking attentively at the book being read to him (Picture 7) And the cover of the book being read depicts Lenin. Leniniana occupied a special position in the formation of Soviet identity in all directions, among all age categories.

Of course, the obligatory theme of the Soviet period was the Great Patriotic War. This theme affected the photo subjects as well. Thus, one of the photos shows a man with his daughter and son behind a book. This is a hero of the Soviet Union, a private Panfilov Division, a participant in the battle at the Dubosekovo village Illarion Romanovich Vasiliev. At the time of the story in the newspaper, he lived in the village of Koksus, Taldy-Kurgan region. On the photo there are his 4-year-old son Anatoly and his older daughter Galina. The children are neat, with white collars, bows, all the attributes of prosperous, happy children. In the same well-groomed form the father with the star of the hero on his suit. By this time, he was a personal pensioner. But, as noted in the newspaper, was actively engaged in social work and was a member of the parents' committee of the high school. He is often seen in the circle of pioneers, among collective and working youth (Picture 8).



Pic.7 Visiting the commissioner.



Pic.8 One out of twenty-eight.

Undoubtedly, the images of adults in the photographs with children, also corresponded to the idea that they are the key to a happy childhood. Therefore, these were heroic individuals, exemplary parents, caring teachers, all of their images corresponded to the ideal children.

The Soviet Union paid more attention to children's recreation during school vacations. Pioneer camps, camping trips, vacations in sanatoriums, film screenings, and a list of literature for the summer - this is how children in the USSR spent their vacations. A reflection

of children's leisure during the vacations was found in the pages of *Kazakhstanskaya Pravda*. This information was posted on the last page and mostly covered the winter vacations. Thus, in the article «We have a holiday today» (Picture 7) it is noted that the merry time has come for schoolchildren - the New Year vacations. They spend it interestingly and fascinatingly. They have skating rinks, ski resorts, gym at their disposal. Music and songs are played around the decorated Christmas trees. These words are heard in schools and in kindergartens, where the Snow Maiden and Santa Claus gather in rounds the happy children (We have, 1961). The photo shows a preschool-aged boy and girl excitedly looking at the Christmas decorations in front of a dressed-up Christmas tree.



Pic.9 New Year

Conclusion

The history of childhood is becoming one of the most important social-historical and social-pedagogical sciences. Its reconstruction should be based on the maximum use of sources. This is promoted by the so-called visual turn in modern history. Visual images accompany people throughout their lives, undoubtedly having a powerful impact on their psychology. Photographic images are of interest both as an object of cognition and as a means of cognizing social life. The conducted analysis allows us to assert that photography is not only an illustration of the text, but also a mediator in obtaining new knowledge. As a result of the interpretation of photographic material we get visual data. They allow revealing the essential features of society by external manifestations, as well as demonstrating the essential regularities of social life. This is possible when analyzing a series of photos published over a certain period of time, showing the dependence in dynamics. This is what is done in this study.

The topic of newspaper illustrations is virtually unreported in modern historiography. Photographs of children's subjects performed both informational and propaganda functions. They clearly show the potential of research through visual sources of interaction between the state and society in the spheres of everyday life and childhood. The available illustrations in Soviet newspapers showed not the existing reality, but the desired one, thereby constructing social expectations. The depicted children, as well as the adults accompanying them, personified the Soviet image. This was reflected in the emotional mood of the characters: joyful and happy faces, always with a wide smile. All this with pioneer ties, October badges, against the background of flags, drums and bugles. Spatial loci are represented by new schools, festive halls, working workshops.

The visual image of a «happy childhood» broadcast by Kazakhstanskaya Pravda in the 1960s fulfilled an important strategic task. The Soviet visual agitation presented in newspaper photo illustrations created positive visual images that are still effective today, awakening the Soviet self-consciousness in those who have already grown up. The analyzed visual sources demonstrated the formation of an image of a «happy childhood» by state policy, which today's grown-up adults retain in their nostalgia for childhood. Soviet childhood, which was patronized by the state and caring parents, became a collective place of memory. It intertwined the propagandized image of the powerful Soviet state, indestructible ideological attitudes, and the adults who supported the informational policy of protecting childhood.

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The contribution of the authors.

Bekmagambetova M. Zh.: idea generation and formation; formulation and development of key goals and objectives, development of methodology and concept of the article; identification of source material.

Bekmagambetov R.K.: text writing; participation in the scientific design of the article; collection of information, analysis and interpretation of results; conducting content analysis of periodic sources; resource support of the study.

Bimoldanova A.A.: critically reviewing the content of the article and approving the final version for publication; making valuable comments of intellectual content; taking responsibility for all aspects of the work, the integrity of all parts of the article and its final version.

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**«Казакстанская правда» газетіндегі «бақытты балалық шақтың» көрнекі бейнесі
(XX ғасырдың 60-шы жылдары)**

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Аңдатпа. Зерттеуде «Казакстанская правда» мерзімді басылымында жарияланған кеңестік балалық шақтың көрнекі бейнесі талданады. Бұл тақырып отандық тарихнамада жарияланбаған. Алғаш рет балалық шақ саласындағы мерзімді басылымның мазмұны талданады. Газет ұзақ уақыт бойы мемлекеттік саясатты бағдар еткен Коммунистік партияның республикалық деңгейдегі негізгі баспа құралы болды.

Мазмұнның көрнекілігін талдау арқылы өскелең ұрпақтың кеңестік бірегейлігін қалыптастыру тетіктері мен технологиялары анықталып, мерзімді ұйымның кеңестік идеологиясы негізінде жаңа ұрпақтың қалыптасу жолдары негізделді. Фотосуреттер арқылы ұсынылған визуалды деректер балалардың «кеңестік бақытты балалық шақ» кезеңіндегі форматында ұсынылды. Газет міндетті түрде балаларға арналған тақырыптарды қозғады: Жаңа жыл және жаңа жылдық мерекелер, Халықаралық балаларды қорғау күні, Білім күні және т.б. кеңестік мерзімді баспасөздегі иллюстрациялық материалдар әртүрлі болды және түрлі мақсатқа қызмет етті. Әдетте, бұл мақалалар ақпараттық және үгіт-насихат қызметін атқаратын фотосуреттермен бірге берілді. Ересектермен бірге кадр объективіне түскен балалар кеңестік кезеңнің бейнесі болды. Бас республикалық газетте жарияланған балалық шақтың көрнекі мазмұны қазіргі шындықпен бірге әлеуметтік өмір кезеңдерін де қалыптастырды.

Түйін сөздер: көрнекі деректер; кеңестік балалық шақ; газет; идеология; сурет; фотография; реформа; насихат; мемлекеттік саясат

**Визуальный образ «счастливого детства» на страницах газеты «Казакстанская правда»
(60-е годы XX в.)**

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Аннотация. В данном исследовании анализируются визуальные источники по советскому детству, размещенные в периодическом издании «Казакстанская правда». Данная тематика не получила освещение в отечественной историографии. Впервые подвергается анализу контент периодического издания в области детства. Продолжительный период газета являлась основным ежедневным печатным средством массовой информации Коммунистической партии республиканского уровня, отражая государственную политику. Исследование выполнено в русле визуальной антропологии.

Посредством анализа визуального контента выявлены механизмы и технологии формирования советской идентичности нового подрастающего поколения. Визуальные

источники, выраженные в основном фотографиями, представляли детей в формате «счастливого советского детства». Газета «Казахстанская правда» обязательно затрагивала детскую тематику приурочено к датам: Новый год и новогодние каникулы, Международный день защиты детей, День знаний и т.д. Как правило, эти статьи сопровождалась фотографиями, которые выполняли как информационную функцию, так и пропагандистскую. Дети, сопровождавшие их взрослые, попавшие в объектив кадра, являлись олицетворением советского образа. Визуальный детский контент, размещенный в главной республиканской газете, демонстрировал не существующую действительность, а желаемое, тем самым конструировал социальные ожидания.

Ключевые слова: визуальные источники; советское детство; газета; идеология; иллюстрации; фотография; реформы; пропаганда; государственная политика.

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