

proach to resolving the crisis at this stage. The main activities of the H. Hoover administration in the socio-economic sphere during the Great Depression, such as the adoption of the Smoot-Hawley tariff, the Reconstruction Finance Corporation and the creation of the Federal Farm Bureau further weakened the USA economy, discrediting the policy of H. Hoover before the presidential election. Among other things, the above suggests that after the onset of the Great Depression, H. Hoover was quite far from «laissez-faire» politics.

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M.K. ATATÜRK'S "EDUCATIONAL REVOLUTION" IN TURKEY (1923–1938)

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Keywords: Turkey, M.K. Atatürk, Kemalism, İnkılâbs, education, educational development, modernization, Westernization.

Mustafa Kemal Atatürk paid special attention to education issues. By the time the Republic was formed, only 10% of its inhabitants were literate. For this reason, the leadership of the young state carried out a number of revolutionary transformations (inkılâbs) for 15 years. The purpose of the study is to determine the main results of the educational policy of M.K. Atatürk in Turkey.

Material and methods. The study was carried out on the basis of scientific publications of Turkish and Russian researchers who studied educational issues during the leadership of M.K. Atatürk. In addition, an analysis of legislative documents was carried out, first of all, the Turkish Constitution of 1924, which stipulated educational issues. When writing the work, such general scientific methods as description, analysis, synthesis, as well as the historical-systemic method were used.

Findings and their discussion. By the beginning of the XX century, the state of affairs in the Ottoman Empire was difficult. Education was also neglected. School education in the state was organized in madrasas, which were located in cities, as well as in public and private schools. The existing schools provided

educational services to only a small part of the Ottoman population. By 1923, only 10% of its population (and only 3% of women) were literate [1, s. 64–65].

The beginning of transformations in the educational sphere was laid during the War of Independence. On July 15, 1921, an Education Congress was convened in Ankara, attended by over 250 teachers from all over the country [2]. On it, M.K. Atatürk came directly from the front and were laid down the principles that will be implemented in educational policy in the coming years.

Having chosen the path of modernization and westernization of Turkey, in the field of education M.K. Atatürk chose the postulates that were established in the West. From now on, Turkish education was supposed to become scientific, secular, national, modern and popular, and most importantly – publicly available [3, c. 57].

The issue of compulsory education for all citizens of the country was enshrined in the 1924 Constitution (article 87) [4]. Following its adoption, a number of inkılâbs were approved (from Turkish inkılâb – revolution) – legislative acts that introduced radical transformations. So, in the same year, laws on secularization and the unity of education are adopted. According to them, a unified education system was established, which was under the jurisdiction of the Ministry of National Education. From now on, not only secular, but also religious, private and foreign educational institutions were subordinate to him [5, c. 67].

The next truly revolutionary inkılâb was the reform of the Turkish language and alphabet. The Ottoman language was replete with Arabic and Persian borrowings, and the former writing system based on the Arabic script was difficult to learn. This made it difficult for the population to study it. Therefore, it was decided to adapt the Latin alphabet to the Turkish language, as well as replace the Persian and Arabic borrowings with the long-forgotten Turkic, French or new words. The decision to reform the language was made in 1928. According to forecasts, it was supposed to take 5 years, but the transition to the updated language was completed in a record short time – in just 3 months [2].

The next law concerning the sphere of education was adopted in the same 1928. According to it, «national schools» – institutions of primary and secondary education – were opened in the Republic [3, c. 58]. At the same time, in national schools, it was planned to educate not only children, but also persons who have reached adulthood. For them, 4 and 2 month classes of categories A and B were created. So, in the first, citizens were trained who could not read and write at all, and in the second, people who could read and write in Arabic script were trained in the updated Turkish language [6, s. 182].

One of the tasks of education in the Republic was the Turkicization of non-Turkic ethnic groups, the creation of a linguistically and culturally monolithic nation [7, s. 64]. First of all, this issue was implemented in relation to the Turkish Kurds. To solve it, nomadic Kurdish tribes were transferred to a sedentary lifestyle, and Kurdish children were often trained in special boarding schools (leyli) [1, s. 77].

Education in the countryside remained a sore spot in the Turkish education system. Here, there was still either a critical shortage of schools or teachers. For this reason, according to the law, since 1937, a completely innovative project of the «Village Institutions» began to be implemented (from Turkish «Köy enstitüleri»). They were created in different parts of the country. Their task was to train the teaching staff for the village directly on the ground, as well as train personnel who would then work in the field of agriculture. Also, at the Village Institutes, medical services were provided to the residents of the village [2; 6, s. 184].

In addition to schools, during these years, attention was paid to the development of special and higher education. For some time, the Ottoman Darulfunon remained the leading university in the country. (from Turkish Darülfünûn-ı Osmani, «House of many sciences»). However, in 1932, the Swiss professor Malche was invited to Turkey, according to whose report Darulfunon did not have the characteristics of a university, his lecturers were not aware of world affairs and instead of teaching they were engaged in private affairs. For this reason, in 1933 Darulfunon was closed, and on its basis the Istanbul University was founded, which became the leading one in the country [2]. Following him in the 1930s. a university in Ankara, a number of colleges, technical schools and art institutes throughout Turkey were opened [8, c. 10]. Although, their educational opportunities were still not enough, so the state sent some of its students to study abroad [2].

An important place in the 1930s was taken by the development of non-formal education in the country. Since 1932, «people's houses» began to open in cities, and «people's chambers» in the countryside [6, s. 181]. They were voluntary public educational organizations. Their tasks included the publication of newspapers, the formation of libraries and cinemas with them; they also organized concerts, archaeological excavations, exhibitions of artists. There were numerous circles under them. On the other hand, their main tasks were to promote national history, a new alphabet, eliminate illiteracy and promote the ideology of Kemalism [8, c. 10].

During the years of M.K. Atatürk, the number of primary schools increased by 137%, secondary schools – by 194%, secondary schools – by 296%. At the same time, the number of teachers increased by 154% (among them the number of female teachers increased by 352%). The number of students at universities increased by 328% [9].

Conclusion. Thus, over the years of M.K. Atatürk's enlightenment has achieved outstanding success: education has become unified, secular and generally accessible, and the reform of the Turkish language made it easier for a wide range of citizens to receive it. Through education, the national question began to be resolved: minority communities were subjected to the policy of Turkicization, which in the long term should have brought to naught the degree of tension between them, on the one hand, the titular nation and the country's leadership, on the other. Particular attention was paid to the development of education in rural areas. The system of higher education was also developed.

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THE RESULTS OF THE SINO-JAPANESE WAR OF 1894–1895

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Keywords: Sino-Japanese War, Japan, China, The Treaty of Simonoseki, results.

The war between Japan and China in 1894–1895, which lasted less than a year, is of interest to historians not only from the point of view of relations between the two Asian countries, but also from the point of view of further progress in technology and naval art. This armed confrontation, which was called the first Sino-Japanese War, was the first step in the colonial expansion of Japan and one of the prerequisites of the Russian-Japanese war of 1904–1905.

The purpose of this study is to determine the results of the armed conflict between Japan and China at the end of the XIX century.

Material and methods. The main material for the study was the text of the Treaty of Simonoseki, taken from the Collection of Treaties and Diplomatic Documents on the Affairs of the Far East of 1895–1905, as well as the works of N. Nozikov «The Sino-Japanese War of 1894–1895» and A. Shtenzel «The History of wars at sea from ancient times to the end of the XIX century» [1–3].