BENGİ
Dünya Yörük-Türkmen Araştırmaları Dergisi, 2020 – 2
World Journal of Yörük-Türkmen Studies, 2020– 2
ISSN: 2717-6584, 2020-2 / KAZAKİSTAN Özel Sayısı

UDK 373.1

RURAL SCHOOL IN KAZAKHSTAN: FROM URBANIZATION TO INNOVATION

B.K. Vasic [33]

D.G. Summers [34]

G.U. Utemissova [35]

ABSTRACT

Modernization of the education system in Kazakhstan mainly involves ensuring the high quality of educational services provided by educational organizations. At the same time, the effectiveness of the educational process is directly dependent on an efficient, professionally organized system of managing the results of external and internal assessment of the educational achievements of students. The introduction of the updated educational content in 2016 showed that primary school-age children could show a high level of development of thought processes such as observation, analysis, and reasoning. The research was conducted on Secondary school № 22, TC "RISHKA", Aktobe, Aktobe region. The survey included elementary school children from the first, second, and third grades (N=65). The first-graders were 27 (17 boys and 10 girls); second-graders were 19 (10 boys and 9 girls); third-graders included 19 people (8 boys and 11 girls). Children are persons who have not attained the legal age for consent to treatments or procedures involved in research; in Kazakhstan, anyone under the age of 18 is considered a child. That is why we requested parents to fill the consent form. We analyzed and studied the reading skills of elementary school children (grades 1, 2, 3) on three indicators: fluency, correctness, and awareness of reading. We

[33] Society for Academic Succes, Nish, Serbia
[34] Kenmore Elementary, WA, USA
[35] Baishev University, Aktobe, Kazakhstan

divided the respondents (1st grade) into 3 groups: 1 group - children who could read when entering school, 2 group - children who knew letters but could not read when entering school and 3 group - children who could not know letters and could not read when entering school. The following methods were used to study this skill: analysis of fluency and correctness of reading in younger schoolchildren (by T. G. Egorov), analysis of the level of awareness of reading and comprehension in younger schoolchildren (by M. P. Voyushina). Reading fluency (from lowest to highest) for elementary students requires the following: 1st grade - 15 to 40 words; 2nd grade - 35 to 65 words; 3rd grade, 50 to 85 words. The results showed that first graders had two students with High Literacy Speed (Max=45; Me=16.8); the majority of students showed a low level of Literacy, 16 students showed low results in Reading Rate (Min=7, Std.=9.2). We should mention the fact that students who demonstrated the best reading scores were able to read before the beginning of the school year. The fluency of reading for grade 2 students is average: high fluency rate (N=2); average fluency rate (N=7); low fluency rate (N=10), where most of the students showed results below that average (Me=33, Std=13.4). The results of third-graders demonstrated a low result in Reading Proficiency Test (Me= 44.2, Std=14.2). The results of reading comprehension were shocking 53% of participants were still on the Fragmentary level. The results of PISA 2018, which includes measuring children's understanding of the text, have become widely known. After a while, many professional publications have published materials testifying our weakness in reading literacy.

Keywords: criterion evaluation, cumulative evaluation of the section, cumulative evaluation of the quarter, functional literacy, primary schoolchildren.

BENGİ
Dünya Yörük-Türkmen Araştırmaları Dergisi, 2020 – 2
World Journal of Yörük-Türkmen Studies, 2020– 2
ISSN: 2717-6584, 2020-2 / KAZAKİSTAN Özel Sayısı

ИЗМЕНЕНИЯ В ОБРАЗОВАНИИ И ИХ ВЛИЯНИЕ НА ФУНКЦИОНАЛЬНУЮ ГРАМОТНОСТЬ МЛАДШИХ ШКОЛЬНИКОВ

Аннотация

Обновленное содержание образование Республики Казахстан – это программа образования, которая в будущем будет удовлетворять запросам будущих поколений. Обновленное образование – это гарант будущего. Обновленное образование важно по многим критериям: ученик в центре образования стоит как личность, которая умеет думать, исследовать, проводить опыты, умеет использовать функциональную грамотность, творчество в работе, работа индивидуально и в группе. Внедрение обновленного содержания образования в 2016 году показало, что дети младшего школьного возраста могут показывать высокий уровень развития мыслительных процессов, таких как: наблюдение, анализ и рассуждение.

Выборка: респонденты младшей возрастной группы, а именно ученики 1, 2 и 3 класса. Всего участвовало 65 человек: 27 человек (1 класс) из них 17 мальчиков и 10 девочек; 19 человек (2 класс) из них 10 мальчиков и 9 девочек; 19 человек (3 класс) из них 8 мальчиков и 11 девочек.

В данном исследовании нами проводился анализ и изучение навыка чтения у младших школьников (1,2,3 классы) по трём показателям: беглость, правильность и осознанность чтения. Мы разделили респондентов (1 класс) на 3 группы: 1 группа – дети, которые умели читать при поступлении в школу, 2 группа – дети, которые знали буквы, но не умели читать при поступлении в школу и 3 группа – дети, которые не знали букв и не умели читать при поступлении в школу. Для исследования данного навыка были использованы следующие методы: анализ уровня развития беглости и правильности чтения у младших школьников (по Т. Г. Егорову), анализ уровня осознанности чтения и восприятия у младших школьников (по методике М. П. Воюшиной).

По результатам исследования было установлено, что у младших школьников выявлен низкий уровень развития беглости чтения, однако большинство учащихся находятся на среднем уровне развития правильности и осознанности чтения.

Разрешение данной проблемы возможно по мере исследования значительных аспектов проблемы развития навыка чтения у младших школьников.

Ключевые слова: критериальное оценивание, суммативное оценивание раздела, суммативное оценивание четверти, функциональная грамотность, младшие школьники.

BENGİ
Dünya Yörük-Türkmen Araştırmaları Dergisi, 2020 – 2
World Journal of Yörük-Türkmen Studies, 2020– 2
ISSN: 2717-6584, 2020-2 / KAZAKİSTAN Özel Sayısı

RURAL SCHOOL IN KAZAKHSTAN: FROM URBANIZATION TO INNOVATION

Thus, the article reveals the specific features of functioning of rural schools in the Republic of Kazakhstan and the results of implementation of a new alternative model of functioning - a complex "resource center - magnetic schools". The policy of territorial development towards urbanization was proclaimed in Kazakhstan back in 2006. However, its beginning can be considered 2018, when the Strategic Development Plan of the Republic of Kazakhstan until 2025 was adopted. We shall return to the issue of rural development. The new regional policy is focused on the development of economic growth centers. These, in addition to cities, include support villages (314 out of 6,660) and border areas. Funding will be allocated only for perspective villages. The potential of rural settlements and villages is determined by the executive authorities through monitoring of socio-economic development. The end of 2017, the share of the rural population in Kazakhstan was 42.6%, and that of the urban population was 57.4%. The population growth in rural areas was 0.8% (up to 7.73 million people), in cities - 1.7% (up to 10.43 million people). In other words, the urban population is growing twice as fast as in rural areas. According to statistics of the education system of Kazakhstan in 2018, there were 7,047 schools with a contingent of about 3 million students (2,972,319 students), of which 5,348 (1,394,785 students) were in rural areas, including 2,944 small schools (204,121 students). According to Statistic Committee (2018), with these sharp discrepancies, both schools are causing some difficulties facing contemporary rural schools in our country that affect the whole learning process itself. Some of the pervasive problems can be classified as follows, which are ubiquitous for most of the rural schools: lack of specialists, lack of knowledge, lack of internet and ICT, lack of adequate facilities. Even though the country's leadership raised the issue of digitalization of education many years ago and has achieved significant results, many problems remain in the development of ICT in education, especially in small schools (SSSs). Active citizenship takes place through participation in social activities, in the implementation of the

pedagogical process of active forms and methods of education, promote the development of students' skills in solving various problems. The number of schools in Kazakhstan is roughly the same as that in Russia. The population of Kazakhstan is several times smaller. However, for a long time, our country has been very cautious about optimizing such schools. Migration processes in Kazakhstan decreased the population of rural areas and cause the re-distribution when people move from small villages to larger villages/ cities; it is time to think about what to do with education in rural areas. After all, it is not only the cost of such a school but also the fact that there are not enough teachers. Quite often, the teacher has to teach several subjects, and he does not have the required qualification; there are also issues in the provision of material resources for such schools, socialization of children, etc.

Key words: rural school, class kits, modernization, resource schools center, magnetic school.

Geographical features of Kazakhstan location testify the most of the country represent regional centers with a developed infrastructure and educational system. The recent emergence and rapid amplification of the modernization of Kazakhstan have led to a significant interest in education that combines the best global practices and international research. In light of the latest developments in this sphere, educational attainments are becoming a vital component for the prosperity of the whole country. As Yakavets (2013) claims, especially teaching gifted children is considered a vehicle for improving the competitiveness of education, developing national human capital, and reforming society. Therefore, the Kazakhstan Government has paid a great deal of attention to discovering, teaching, and maintaining giftedness.

The policy of territorial development towards urbanization was proclaimed in Kazakhstan back in 2006. However, its beginning can be considered 2018, when the Strategic Development Plan of the Republic of Kazakhstan until 2025 was adopted.

We shall return to the issue of rural development. The new regional policy is focused on the development of economic growth centers. These, in addition to cities, include support villages (314 out of 6,660) and border areas. Funding will be allocated only for perspective villages. The potential of rural settlements and villages is determined by the executive authorities through monitoring of socio-economic development. Thus, in the Kostanay

region, according to the results of the analysis, in 2017, 36 out of 584 settlements with a population of fewer than 50 people were closed down during the year.

As of the end of 2017, the share of the rural population in Kazakhstan was 42.6%, and that of the urban population was 57.4%. The population growth in rural areas was 0.8% (up to 7.73 million people), in cities - 1.7% (up to 10.43 million people). In other words, the urban population is growing twice as fast as in rural areas.

According to statistics of the education system of Kazakhstan in 2018, there were 7,047 schools with a contingent of about 3 million students (2,972,319 students), of which 5,348 (1,394,785 students) were in rural areas, including 2,944 small schools (204,121 students).

Table 1. Population in rural and city schools in Kazakhstan (%)

Year	City schools	Rural schools
2010	53.7%	46.3%
2015	56.7%	43.3%
2016	57%	43%
2017	57.45%	42.6%
2018	54%	46%

The graphs show that the process of reducing the number of SSS is much more rapid than the process of reducing the number of villages. This suggests one point: the disappearance of villages is unavoidable if the school closes down. The school is often the only place of learning, health, and recreation for villagers. Thanks to schools, rural settlements have survived in the problematic 90s of the last century. In general, it is not difficult to close the village, but only to close the school. Moreover, this trend will only increase based on dominoes.

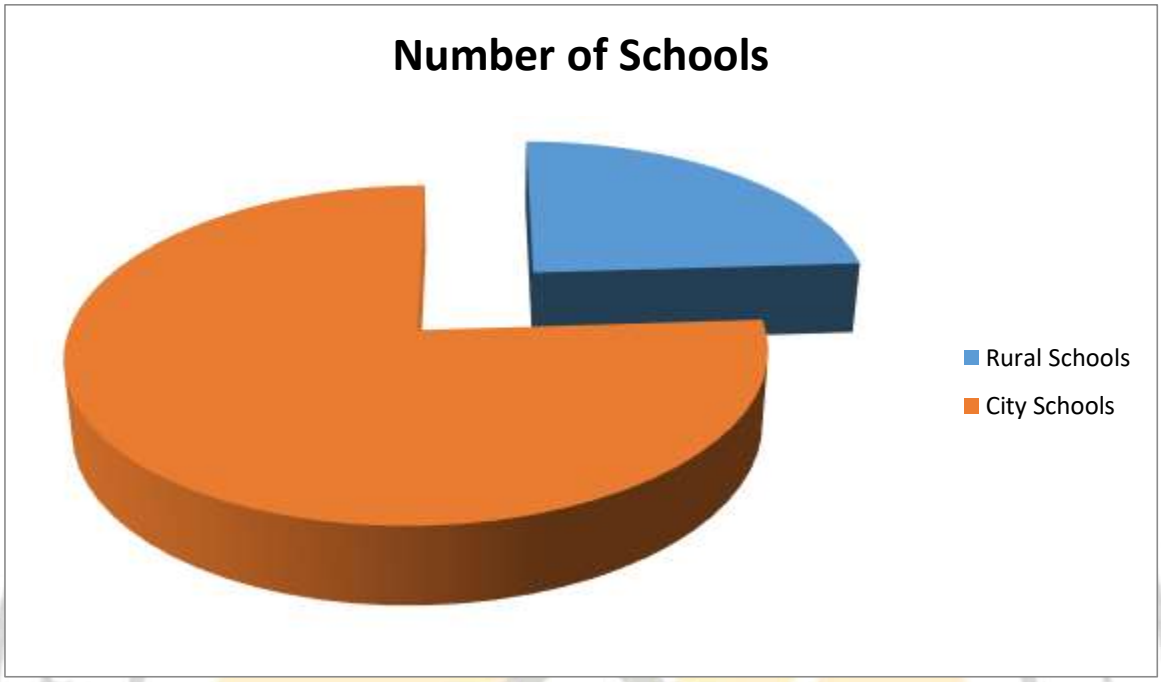

Figure 1. Number of schools in rural and city areas

A special place in this system takes an ungraded school - 56.5% of the total. At this point in Kazakhstan function as independent small schools (primary, basic and secondary) and resource cents with surrounding magnetic schools. Currently, it is the rural school becomes the main cultural and information center of the area, where students and teachers, and the villagers themselves are involved. The practical orientation of educational activity is agricultural: lessons of labor training, cycles of varieties disciplines, directions of educational work are carried out in the field, on the farm, in greenhouses, in the pastures. However, all social, entertainment, and educational work is also carried out within the walls of rural schools: events of state character, national holidays and entertainment reporting activities of the village administration and district electoral activities, awareness-raising activities, etc. Therefore, in the area, it is a stabilizing factor in the lives of rural settlements with all its social and economic problems. The first effect that can occur in small schools is

the effect of the community, perhaps the most important and influential. The main task of the new school is the successful socialization of pupils for their future adult life.

Specific features of rural schools allow them create a family atmosphere, the little community. The second possible effect of small schools is a special relationship with their parents and the outside world (society). In small schools, there are more opportunities to organize a meaningful dialogue between the teachers and parents and the complicity of both in school life. Thus, a school in the village often deters the village from extinction, often - the main socio-cultural and information center of the village, and in some places and the main organizer of social and economic life in the countryside.

According to Statistic Committee (2018), with these sharp discrepancies, both schools are causing some difficulties facing contemporary rural schools in our country that affect the whole learning process itself. Some of the pervasive problems can be classified as follows, which are ubiquitous for most of the rural schools:

Lack of specialists: teachers with the highest category are between two and three times lower in rural than in urban areas. By contrast, the proportion of teachers without category is noticeably higher in rural areas (OECD 2015). The quality of the teaching staff in rural schools is comparatively low. Analysis of the quality composition of teachers shows the difference in the ratio of urban (92.5%) and rural teachers (89.3%) with higher education. Although the majority of teachers work in rural schools, the share of rural teachers with the higher category (16.5%) is almost two times lower than in urban schools (30.6%). The low percentage of teachers with the higher category is observed in West Kazakhstan (14.3%), Kyzylorda (14%), and Akmola (15.8%) regions. The highest provision of highly qualified personnel is observed in Almaty (35%), Astana (33.7%), and Pavlodar oblast (31.7%).

Lack of knowledge. Consequently, the hurdles that our remote schools face show some negative repercussions. For example, in Kazakhstan's Unified National Test taken as a combined school-leaving and university entry test, students in rural schools had an average of 66.50 points, while students in urban schools scored 76.16. Additionally, the average urban-rural difference in the results was 8.74 points in 2013 in favor of urban areas (NCESE 2013b). As in PISA 2009, the average reading performance was 376 score points for children

in villages or rural areas, 383 for children in towns, 419 for children in large cities, and 431 for children in the cities of Astana and Almaty (OECD 2015).

The performance of students in rural schools is lower than in urban schools. The results of international and national level ratings prove this thesis. Thus, according to the results of the International Program on Assessment of Educational Achievements of Students PISA-2015, students of rural and urban schools presented the following results (see the figure below).

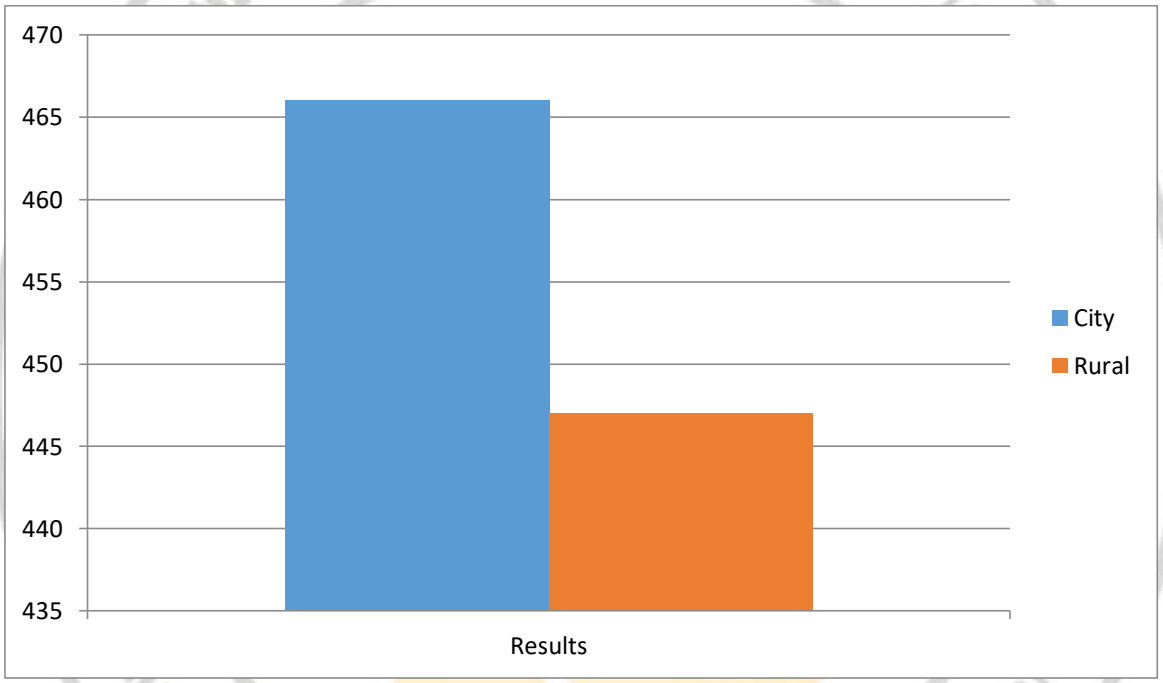

Figure 2. Results of PISA 2015

The data show significant differentiation in the results of students of urban and rural educational organizations. The difference in the results of PISA-2015 in 19 points depending on the location of the educational organization indicates that rural schoolchildren lag behind their urban peers by more than six months. The difference in the results of the educational achievements of schoolchildren in the urban-rural context is primarily since the majority of small schools are concentrated in rural areas.

Republican rating measurements show a similar situation. According to the results of the External Evaluation of Educational Achievements of Schoolchildren (GPA-2018), rural schoolchildren are 7.08 points behind urban ones on average. If we compare the data for two or three years, they show an increasing gap between rural and urban schoolchildren. With the average GPA of 6.18 increasing, there is a gap in the quality of knowledge between urban and rural students, which increased from 5.3 in 2016 to 7 in 2017. The single national test also shows a significant difference in achievements between rural and urban students.

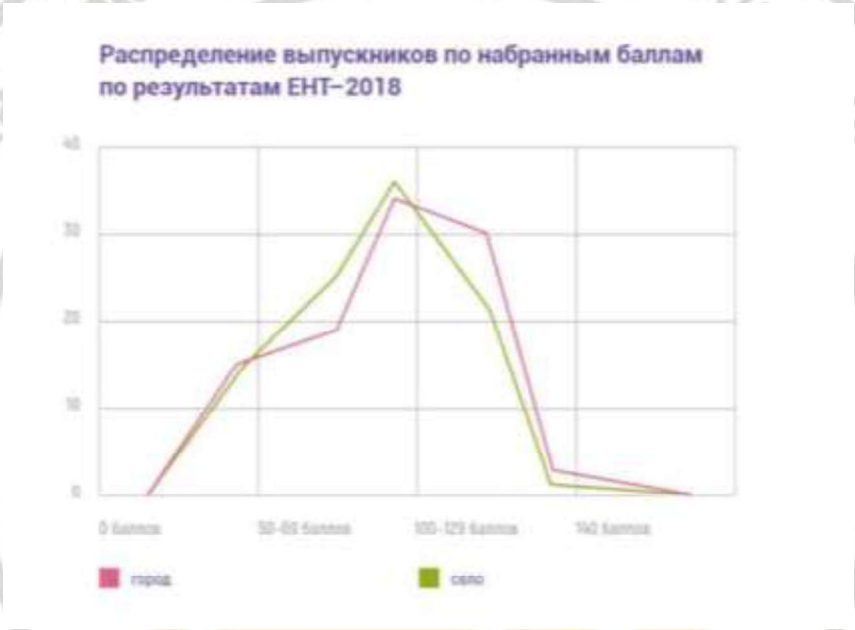

Figure 3. Results of UNT

The chart shows that in 2018, 78% of rural graduates and 68% of urban school graduates scored below 100 points.

Lack of internet access and ICT in teaching: Rural small-class schools claimed that the lack of internet access caused a deficiency of such newer technologies as "interactive whiteboards" in these schools; nearly all (93%) of urban schools but fewer than half (43%) of rural schools have "interactive classrooms" (IAC 2014).

Information and communication technology equipment in rural schools remains low. Work is underway in Kazakhstan to develop the informatization and computerization of education.

For example, while in 2005 there were 41 students per computer, in 2010 there were 18 students per computer, in 2016 there were ten students per computer.

The State supports the policy of informatization of the education system, but dangerous problems remain in this area. Kazakhstan has not yet achieved acceptable global computerization rates, which are 5-6 people per computer. Moreover, not all schools are computerized in Atyrau, Kostanay, and Kyzylorda provinces. More than 35 percent of the total number of computers require replacement. Only 42.3% of rural schools are equipped with interactive equipment. Only 1,075 schools are involved in the e-learning system.

There is no access to broadband Internet in rural schools. From year to year, Kazakhstani schools are working to increase access to the Internet. In 2015, 27.44 percent of the total number of schools had access to broadband Internet at speeds ranging from 4 to 10 Mbit/sec. However, there remains a significant gap between regions: 100% access is provided in schools in Almaty, while in Aktobe and Kostanai regions, the figure is 10.66% and 13.83%, respectively.

According to the results of a sociological study conducted by the author in May-August 2018, the question of access to the Internet, especially broadband access with speeds over 10 Mbit / s, was the most pressing. None of the few schools we studied had access to the Internet with the speed of more than 3 Mbit / s; the actual speed varied from 1.5 to 2.9 Mbit / s. This speed does not allow, for example, keeping an electronic journal "Qundelik", to use an electronic platform "BilimLand." About 95% of the teachers surveyed replied that they were not satisfied with the speed of the Internet, and access to it was very low. In their opinion, the lack of access to the broadband Internet raises many problems of educational and methodological nature.

Lack of adequate facilities: Such factors as temperature control, ventilation, and safety are necessary conditions of the educational process. The quality of the educational environment can affect the progress of pupils up to 25 percent. It is also said that roughly 42.5 percent of rural small-class schools in Kazakhstan are located in the adapted buildings (Musina 2015).

Material and technical base gap - many rural schools do not meet regulatory requirements. The level of their material and technical base is an essential factor affecting the results and efficiency of the school education process. Final studies of the International Program for the Evaluation of Educational Achievements of Students PISA-2012 show the dependence of educational achievements of students on the material equipment of schools.

For the 2016-2017 academic years, 22.5 percent of rural schools operated in adapted buildings. The 64 are emergency schools, 59 were in rural areas. According to the data from the National Compendium of Education Statistics 2018, 5,293 schools (about 90 percent) have gymnasiums in adapted buildings, 9 percent of rural schools do not have libraries, and 8 percent of rural schools have canteens or buffets.

In 2005, the equipping of Kazakh schools with language and multimedia rooms and interactive whiteboards began. However, after 14 years, there is still a shortage of these in rural schools. This is stated in reports prepared by the Centre for the Development of Small-Size Schools of the National Academy of Education named after I. Altynsarin. Classrooms of the new modification in physics do not have 1,102 or 33,7% of the incomplete schools, chemistry - 1,273 (39%), biology - 1,283 (39,3%), mathematics - 958 (29,3%) and language laboratories - 1,600 (49%). At the beginning of the 2016-2017 academic year, there were no new subject rooms in 51.5%, i.e., half of the rural schools.

The small-sized school (from now on - SSS), as defined by the Law of the Republic of Kazakhstan "On Education" (Art. 1, para. 58), is a general education school with a small contingent of students, combined classes and sets, and with a particular form of classroom instruction.

The quality of education as a critical condition for the formation of high-quality Human Resources is a priority for many countries considering long-term development. Education includes, among other things, the development of information and communication skills, a condition dictated by the evolution of society into information and digital society. Kazakhstan is also implementing such a policy, but the growing gap in the quality of secondary education between urban and rural schools is also recognized at the highest political level. That fact is confirmed by international and domestic research, which shows

not only the fact of this gap but also its causes, including insufficient and unequal access to information and communication technologies (ICTs), especially in urban-rural areas.

The main problems with the use of information and communication technologies in small schools in rural areas are due to several reasons. The main reason is the lack of high-speed broadband Internet in general. According to the Committee of Statistic, around 90-100% of rural school has access to the Internet, but this is far from the reality we see in remote SSS.

Even though the country's leadership raised the issue of informatization of education many years ago and has achieved significant results, many problems remain in the development of ICT in education, especially in small schools (SSSs).

Active citizenship takes place through participation in social activities, in the implementation of the pedagogical process of active forms and methods of education, promote the development of students' skills in solving various problems.

Analysis of scientific literature has allowed allocating the notion of "social culture" its parts:

1) an infinitely rich ideological universe of meanings, united in the system of language, science, religion, philosophy, law, ethics, literature, painting, sculpture, architecture, music, drama, economy, political and sociological theories, etc.;

2) material culture, which is the embodiment of all these meanings in a biological environment, starting with simple tools and ending with the most complex equipment, books, pictures, etc.;

3) all covert and overt actions, ceremonies, rituals, actions in which individuals and groups make and receive one or another set of meanings. Also, by P. Sorokin, this concept is understood as one of the types of civilizations (Sorokin, 1992). To conduct a unique study on the designated problem, we have identified the main directions of the modern Kazakh village school: cultural transmission, enculturation, and socialization. Cultural transmission acts as a mechanism by which there is a transfer of experience and knowledge to new subjects of education, enculturation as the stage of entering the subject of education in the

culture of its people and socialization as a process of the occurrence of the individual in society, its social structure (Whiting,1975 and Erikson, 1963).

Results of the study to determine the efficacy of creating a resource center (school support) - the organization of secondary education, which are consolidated based on educational resources nearby small schools to conduct short-term training session and interim and final evaluation of students in order to ensure access to quality education to students of small schools. Support schools - social and cultural centers, which include rural libraries, health centers, creative clubs; school agro-biological laboratory with in-depth theoretical and practical training in agricultural profile; schools of not class-lesson type of training involving the organization of the educational process based on joint training sessions with different age composition of students.

However, while ensuring equal requirements for all children, it seems that we are neglecting the equity in offering these educational opportunities. In our case, remote and urban schoolchildren might be considered as two different areas with incomparable educational roots; in other words, as Adams (1993) highlighted, learners may differ in cultural and linguistic backgrounds, aptitudes, and abilities. Equity fundamentally implies that such differences are recognized, and appropriate adaptations are made in educational practice.

SSS solve problems:

- meeting the needs of students in primary education;

- aligning the starting positions of school graduates in order to provide them further professional education;

In addition to educational tasks, the rural small-size school solves a complex of social and economic problems:

- prevent the outflow of young people from rural areas;

- contributes to raising the cultural level of the population;

- solving demographic problems;

- development of the agrarian sector of the economy.

The number of schools in Kazakhstan is roughly the same as that in Russia. The population of Kazakhstan is several times smaller. However, for a long time, our country has been very cautious about optimizing such schools. Migration processes in Kazakhstan decreased the population of rural areas and cause the re-distribution when people move from small villages to larger villages/ cities; it is time to think about what to do with education in rural areas. After all, it is not only the cost of such a school but also the fact that there are not enough teachers. Quite often, the teacher has to teach several subjects, and he does not have the required qualification; there are also issues in the provision of material resources for such schools, socialization of children, etc.

Small rural schools allow a child to be close to his or her parents, and this fact is so vital that the decision to optimize SSS has to be balanced and considered. Furthermore, it is always in the children's favor. The majority of parents prefer to send kids to boarding schools (NIS, KTL) even they have access to SSS.

Conclusion

The work analysis showed that by establishing the resource centers, many problems of quality education in small rural schools are solved:

− Educational - teaching process in the magnetic school is built with the focus on the teaching quality, qualitative obtaining the necessary information enabling operate with it successfully in life, build relationships with the society of the village, to be an active member in it;

− Management mechanism of ungraded schools is changed by creating a Coordinating Council (the Coordination Council consists of the Directors of the magnetic and support schools, representatives of local government offices, departments of education, social partners), aimed to the creation of unified information and socio-cultural environment;

− The scientific-methodical system is improved: socio-cultural space includes the participation of scientists of Aktobe region and Kazakhstan in the development of influence

mechanisms on the child's personality; the participants of the pedagogical process of Resource schools became active in research work;

− Cooperation of teaching staff at resource centers of small schools is strengthened, which serves as the basis for their creative self-realization;

− The quality and level of achievement of students' knowledge and their versatility, overall development and education as a social and cultural phenomenon is observed; − Student interest in the knowledge of natural history aspects of their region as a historical and political, geographic, demographic aspects are strengthened. Besides, the establishment of resource centers allows for enhanced psychological support of the educational process due to the following factors:

− Students are trained without separation from families: reduced percentage of maladjustment, family upbringing is maintained.

− Problem-based learning in interactive mode puts the child in a position to compete with each other, fosters the skillful construction of arguments and counterarguments, forms the basis of critical thinking;

− The individual talents of students are identified, allowing teachers of further education and homeroom to work in groups of different ages;

− Students master modern information technologies that improve the quality of knowledge.

Summarizing the results of the individual work on the socio-cultural and informational support of the learning process of Akkemer resource center, it should be noted that this form of existence in the modern education is one of the leading effective forms of quality education as an information and social and cultural phenomenon.

REFERENCES

[1] Almurzayeva B.K., Maydangaliyeva Zh.A., Utemissova G.U., Beisebekova M.Zh., Abuova S.T. Pedagogical image as component of teacher professional competence. NEWS OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN ISSN 2224-5294, Volume 1, Number 323, 39-45. https://doi.org/10.32014/2019.2224-5294.5

[2] Erikson, E. H. (1963). Childhood and society. (2nd Ed, Rev. & Enl.). New York : Norton. HQ781 .E75 1963

[3] Sorokin, P.A. (1992) Civilization. Society. Moscow, M .: Politizdat. Whiting, B. and J. Whiting (1975). Children of Six Cultures: a psychocultural analysis. Cambridge, MA, Harvard University Press.

[4] Shultz T. Investment in Human Capital - N.Y.; London, 1971 -P.26-28.

[5] Dobrynin A.I., Dyatlov S.A., Tsyrenova E.D. Human Capital in Transit Economy: Formation, Evaluation, Efficiency of Use. - SPb.: Nauka, 1999, 234 p.

[6] Message of the President of the Republic of Kazakhstan N.Nazarbayev to the people of Kazakhstan. "Growth of Welfare of Kazakhstani People: Increasing Income and Quality of Life". October 5, 2018 / akorda.kz. (Date of address: 10.11.2019).

[7] Message from the President of the Republic of Kazakhstan - Leader of the nation Nursultan Nazarbayev to the people of Kazakhstan "Strategy" Kazakhstan-2050 ": new political course of the established state". December 14, 2012 / akorda.kz. (Date of address: 10.11.2019)

[8] The State Program of Education Development of the Republic of Kazakhstan for 2011-2020. // Official Internet resource of the Ministry of Education and Science of the Republic of Kazakhstan. /http://www.edu.gov.kz/ru (Date of address: 10.11.2019)

[9] Rating of countries of the world by the level of education. Humanitarian Encyclopedia [Electronic resource] // Humanitarian Technologies Center, 2006-2018 (last edition: 25.08.2018). URL: https://gtmarket.ru/ratings/education-index/education-index-info (Date of address: 09.11.2019).

[10] Number of preschools, number of children in preschools. Data from the Committee on Statistics of the Ministry of National Economy of Kazakhstan. URL: http://stat.gov.kz (Date of address: 12.11.2019)

[11] Number of students in daytime general education schools. Data from the Committee on Statistics of the Ministry of National Economy of RK. URL: http://stat.gov.kz (Date of address: 12.11.2019).

[12] Karabalina A.A., Maydangalieva Zh.A., Satygalieva G.B., Ahmetalina G. A., Mahammadli D. Family pattern as key factor of primary school children academic performance. BULLETIN OF NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN ISSN 1991-3494, Volume 6, Number 376 (2018), 58-66. https://doi.org/10.32014/2018.2518-1467.28

[13] Kushzhanov N.V., Balginova K.M., Maydangalieva Z.A., Satygalieva G.B., Mahammadli D. The digital Kazakhstan.The development of human resources in education. BULLETIN OF NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN ISSN 1991-3494, Volume 6, Number 376 (2018), 82-94. https://doi.org/10.32014/2018.2518-1467.31

[14] Ministry of Education and Science of the Republic of Kazakhstan. (2013). Mathematics: The curriculum for the 1–4, 5–6, 7–9 and 10–11 grades. Retrieved from http://nao.kz/loader/fromorg/2/25?lang=ru

[15] Ministry of Education and Science of the Republic of Kazakhstan. (2013). Knowledge of the world: The curriculum for grades 1–4 level of primary education. Retrieved from http://nao.kz/loader/fromorg/2/25?lang=ru

[16] National Academy of Education named after I. Altynsarin. 2014. Monitoring the quality of educational process in general schools, taking into account the requirements of international comparative studies of GCI, PISA, TIMSS. Analytical statement. p. 90. Astana.Kazakhstan.

[17] Naurzalina D. et al . (2015) The impact of family style education on high school student's grades. The European Proceedings of Social & Behavioural Sciences eISSN: 2357-1330. doi:10.15405/epsbs.2015.08.21

[18] Goldin Pr. & Katz. The race between technology and education, 2010, P.18.

[19] Kazakhstan in Figures. Ministry of National Economy of the Republic of Kazakhstan. Committee on Statistics. Brochure. Astana, 2018. - 19 p., P.8. Message from the President of the Republic of Kazakhstan N. Nazarbayev to the people of Kazakhstan "New opportunities for development in the context of the fourth industrial revolution. (Date of address: 10.11.2019).

[20] UNESCO site. URL: http://www.uis.unesco.org/ (Date of address: 10.11.2019)

[21] D. Summers , S. Salish , A. Karabalina , V. Kubieva , A. Erbulatova , B. Almurzayeva , G. Nazarova. Psychological and pedagogical aspects of moral education in Kazakhstan. Bulletin of national academy of sciences of the republic of Kazakhstan. ISSN 1991-3494 Volume 3, Number 373 (2018), 121 – 129. https://doi.org/10.32014/2018.2518-1467

[22] Summers D., Balpeissova S.A., Maydangalieva Z.A., Utemissova G.U. HOW CAN WE PREVENT VIOLENCE AT SCHOOL? BULLYING. NEWS OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN ISSN 2224-5294, Volume 1, Number 323, 16-22. https://doi.org/10.32014/2019.2224-5294.2

[23] Gross enrolment in higher education. Data from the Committee on Statistics of the Ministry of National Economy of Kazakhstan. URL: http://stat.gov.kz (Date of address: 12.11.2019).

[24] Utemissova G., Summers D., Urmurzina B., Abdirakhmanova Y., Scott Alan Burton Summers. Psycholinguistic study of suggestive methods in education. Bulletin of national academy of sciences of the republic of Kazakhstan. ISSN 1991-3494 Volume 3, Number 373 (2018), 159 – 166. https://doi.org/10.32014/2018.2518-1467

[25] http://vsa.kaznpu.kz/?tm=1&menu=38

[26] http://agkipr.kz/archives/1489

[27] https://vlast.kz/obsshestvo/31691-ostavit-nelza-zakryt-est-li-budusee-u-malokomplektnyh-skol.html

BENGİ
Dünya Yörük-Türkmen Araştırmaları Dergisi, 2020 – 2
World Journal of Yörük-Türkmen Studies, 2020– 2
ISSN: 2717-6584, 2020-2 / KAZAKİSTAN Özel Sayısı