

INNOVATIONS IN EDUCATIONAL SYSTEM IN THE CONDITIONS OF INDEPENDENCE OF KAZAKHSTAN

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This Article examines the analysis of the development of the secondary education system of the Republic of Kazakhstan during the period of gaining state sovereignty. The periods of innovative development of the secondary education system in the Republic of Kazakhstan are highlighted and substantiated, the dynamics of development of innovative educational institutions is characterized.

Keywords: innovation, innovation processes, system of education, specialization, educational standards.

An excursion into the history of the development of education allows us to assert that innovative processes in education arose in different periods and determined its development, and now they are a regularity in the development of modern education, a leading and stable trend of its renewal. The designated historical period of the late XX – early XXI century in the development of Kazakhstani education is, in our opinion, of particular interest, since the innovative search in educational theory and practice acquired a particularly clear direction after the proclamation of the state sovereignty of the Republic of Kazakhstan, becoming part of the general the process of reforming all spheres. The socio-economic, material-technical and historical-cultural conditions of the life of society that took shape during this period closely determined the goals, content structure, typology and priorities of the development of the educational process in Kazakhstani education, because, the educational system as a social model always reflects the internal structure and appearance of society, its national characteristics, historical and cultural heritage and traditions. On the other hand, the development of Kazakhstani education was based on the development of world experience in the theoretical development and practical implementation of innovative processes. This was facilitated by active innovative search and intensive development of the problem of innovations, the search for a generalizing theory of innovative processes, characteristic of the world pedagogical science of the second half of the 80-90s of the twentieth century. The innovative orientation in the development of education by the beginning of the 90s received international recognition as working guidelines in UNESCO programs [13].

The article attempts to characterize the features and trends of innovative processes in the education system of the Republic of Kazakhstan on the basis of historical and pedagogical analysis in the late XX – early XXI centuries. As noted earlier, the educational system of each state in different historical periods was built taking into account the prevailing cultural traditions and economic opportunities. At the same time, among the general trends in the development of the world educational system at the end of the twentieth century, which determined the further direction of innovative search, stand out: democratization, humanization and humanization, computerization and informatization, integration of education [12, p. fifteen]. The pace of life characteristic of modern society is accompanied by lightning-fast and profound changes taking place in the social structure. In the context of this understanding, innovative changes in Kazakhstani educational practice were lined up meeting the needs of society in a person capable of mastering new knowledge and professions throughout life and the main emphasis was placed on the development of the child's personality, the formation of mental activity and creative abilities.

In order for the state to act as an equal member of the world community, including in education, since 1991, Kazakhstan has identified several stages in the process of reforming secondary education, which is reflected in the National Report «Education for All – 2000»:

1. The stage of formation of the legislative base (1991-1993). The main task was the democratization of the educational process, the securing of guarantees for education for citizens, the creation of a legal basis for the implementation of new approaches to the economic provision of education. The result of these changes was the Education Law (1992).

2. The stage of conceptual and programmatic modernization of the educational sphere (1993-1996). Clarification of specific ways and directions of transformations and, on their basis, the adopted legislative framework. During this period, several concepts were approved, including the concept of state policy in the field of education.

3. Stage of decentralization of management and financing of education (1996-1997). Further adjustments were made to the content, the principles of management and financing were changed, a regulatory and legal framework was formed, the network of alternative educational organizations expanded, and new sources of support for state educational institutions appeared.

4. The stage of strategic orientation of the development of the secondary education system (1998-

2000). The main priorities of the development of the secondary education system have been determined, its conceptual and legislative foundations are being developed, conditions are being created for the integration of the education system into the world educational space; informatization of schools is carried out; new generation textbooks are being published [6, p. 28-29].

Our analysis, based on the above studies, taking into account the socio-economic conditions and organizational and pedagogical prerequisites for the development of the education system, made it possible to generalize the theory and practice of innovative processes, the experience of creating and functioning of innovative educational institutions and distinguish three periods of innovative development system of secondary education in the Republic of Kazakhstan. Each of these stages is characterized by a number of features and its own logic of development, but together they constitute the fundamental prerequisites of the modern stage of innovative development of Kazakhstani education [12, p.44].

The first period (1989-1992) was characterized by an active innovative search of a predominantly empirical character. As E. Kataev notes in his research, with reference to A. Kasparzhan, lyceums and gymnasiums of this period can be considered innovative schools, where «the search for new organizational forms of work with advanced, in relation to the average level of students, children and adolescents, is carried out, and the formation of a new content of education» [5, p. 89].

The most widespread were innovations associated with the organization of the educational process, and not with a change in the content, nature and technology of education, most of the schools in search, development, experiment, were focused on level, profile differentiation of education. At the same time, it was mainly about the differentiation of children, and not about the methods, methods and means of teaching. Practically, pedagogical technologies based on taking into account the individual and individual-group characteristics of students, new systems for monitoring and assessing knowledge that stimulate cognitive activity and positive learning motivation have not been introduced [12, p. 45].

During this period, the profiling and specialization of general education, starting from the initial level, also became widespread, expressed either in the choice of a general bias of the entire school, or in the opening of one or several classes of a different profile, and substantively, it was most often reduced to an in-depth study of individual subjects. or to the introduction of single additional training courses in senior grades in special disciplines, depending on the profile. Often, specialized classes differed from the usual only in a large number of hours per week in a particular subject [7, p. eighteen].

The search for ways and means of universalization, ensuring the integrity and comprehensive improvement of the general scientific and general cultural level and, accordingly, the humanization of general education was, unfortunately, neither the goal of innovation, nor the subject of experiments at school during this period [11, from. twenty].

Thus, analyzing the main innovative changes in Kazakhstani secondary education of the first period, it should be noted that the efforts spent on introducing innovations into individual elements of the pedagogical systems of schools at that time did not fully meet expectations, since fundamental shifts in the quality of education did not happen. The overwhelming majority of innovations were organizational, not essential, principled. Changing the structure and content of curricula in individual subjects, introduction of new disciplines and courses led to an overload of students, psychological tension without a fundamental reorientation to a methodological, theoretical and cognitive approach to activity. Level differentiation of children did not give qualitative results in the formation of the general culture of the individual, but gave rise to socio-psychological and moral-psychological problems [11, p. twenty].

It should also be noted that in 1991 an approximate regulation on lyceums and gymnasiums was issued and was the starting point for the active expansion of institutions of this type. Thus, innovative processes were characterized by changes in individual elements of the pedagogical system; the overwhelming majority of innovations were of an organizational rather than a content-technological nature. Whereas the provision of freedom of action to the teacher at school, the democratization of management had to be accompanied by a state system for protecting the health, rights and dignity of the child's personality, monitoring the quality of education, ensuring the scientific substantiation of innovations and experiments, and comprehensive monitoring of the well-being of children in conditions reforming, experimenting and developing the school.

Therefore, for the second period (1993-1996), after Kazakhstan gained independence, the urgent task was to form a legislative base corresponding to the changed conditions, aimed at securing state guarantees for education for citizens, creating a legal basis for the implementation of new approaches to the economic support of the sphere through the rational use of budgetary funds, attraction of extra-budgetary funds and regulation of property rights [12, p. 45].

The main legislative act regulating educational activities and giving a certain scope for the development of educational institutions was the Law of the Republic of Kazakhstan «On Education» (1992). During this period, 18 concepts and state programs were approved, including «National program of state support for education», «Target program for the preparation and publication of textbooks and teaching kits for secondary schools», etc. [2, p. 45].

In April 1995, at the Republican Meeting of Educators, a program for the renewal of education was

developed in the following priority areas: The formation of the legislative framework, the unification of innovative educational institutions, the decentralization of management and financing, the introduction of standards characterizing the second and third periods, contributed to the fact that the emergence of innovative schools ceased to be a mass phenomenon and was replaced by work on the quality of educational services provided in the existing sector [12, p. 47].

In conclusion, it should be noted that most of the efforts undertaken by Kazakhstan in the late XX – early XXI century related to the innovative development of secondary education were implemented and are being implemented. They are quite successful and serve to progress in the development of education. In the National Report of the Republic of Kazakhstan “Education for All - 2000” noted that the results of actions in the field of education in the 90s can be considered quite successful and corresponding to the efforts expended [6, p. 29].

Significant changes have taken place in the content of education: a national education standard has been adopted, which is based on a basic curriculum with an indication of the invariant and variable parts. This made it possible for schools to choose one or several options for curricula from the annex to the Basic Curriculum, taking into account the interests and abilities of students and to ensure the variability of education [12, p. 86].

The adoption of the state program for the creation of new generation textbooks led to significant changes in the content of education. The adopted Presidential Program of Informatization of the Secondary Education System made it possible to carry out in a fairly short time the computerization of schools in the Republic, which, ultimately, expanded the possibilities for students to use the achievements of world information and telecommunication technologies in the educational process.

There is a dialectical connection between previous, present and future changes, reflecting the constant search for a new, better, more modern. Considered one of the main conditions for the successful implementation of the new tasks facing education, innovations contribute to an increase in the effectiveness of educational work. Consequently, in order for the educational system of the republic to become a powerful factor in the progress of Kazakhstani society, it is necessary to ensure its stable, advanced development.

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ОҚУ САУАТТЫЛЫҒЫН ДАМУДЫҢ ТИІМДІ ЖОЛДАРЫ

Саулебаева А. Е. – қазақ тілі мен әдебиеті пәні мұғалімі, Қостанай қаласындағы физика-математика бағытындағы Назарбаев Зияткерлік мектебі.

Мақалада автор оқушылардың оқу сауаттылығын дамытудың тиімді жолдарын теориялық және практикалық жағына тоқтала отырып, көтерілген тақырыпты мысалдар келтіре отырып, талдап жазуға тырысқан. Сабақ барысында қолданылған әдістердің барлығы да оқушылардың алған теориялық білімдеріне талдау жүргізе отырып қолдануына негізделген.

Түйінді сөздер: функционалды сауаттылық, мұғалім, белсенді, оқушы.