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History of the Development of the School Education System in the Republic of Kazakhstan

Most modern countries have recognized the need to modernize general secondary education as one of the priority goals of national education reform, since the effectiveness of general education schools is an important indicator of a country's level of development and its socio-economic potential. In this regard, the experience of modernizing general secondary education in the Republic of Kazakhstan is of particular interest at present, where a large-scale reform of the entire education system is being carried out, corresponding to fundamental changes in all spheres of the economy and public life. General secondary education plays a key role in addressing this problem, and its modernization is a priority of national education reform. The article examines the processes of school education reform in the Republic of Kazakhstan and highlights the stages of fundamental changes in the field of education. The authors summarize the results of each stage of school education reform, highlight positive results, identify problems, national characteristics, and the relationship between the general and the specific, between global trends and national specifics. The authors of this article examine the process of reforming general secondary education in Kazakhstan and describe the concepts and programs for modernizing general secondary education.

Keywords: history of the school education system, general education school, stages of school education reform, modernization of school education, modernization programs.

Introduction

Most countries in the world today have recognized the need to modernize education as one of the priority tasks they must address in order to achieve further socio-economic progress. Most countries in the world today have recognized the need to modernize education as one of the priority tasks they must address in order to achieve further socio-economic progress. This includes the Republic of Kazakhstan, which is now recognized by the international community as a country with a market economy. In the short period since gaining independence, Kazakhstan has made a breakthrough in its economy by defining the prospects for the country's socio-economic development. Today, the country is integrating into global civilization and actively using new progressive technologies.

After the collapse of the USSR, it became necessary to reorganize the education system in order to create prospects for its further development. At the same time, the reforms had to preserve previous achievements and create prospects for the further development of the education system. However, in the early days of sovereign Kazakhstan, there were attempts to immediately replace the existing education system with a Western-style system, abandoning such achievements of the previous system as compulsory secondary education. There were financial problems and an outflow of qualified teachers to other social spheres, which has significantly reduced the quality of education in secondary schools. Thus, the general crisis in education led to the destruction of a system that had been built up over decades. Creating a new mechanism for state schools required a targeted analysis of past experience, as well as the experience of the world's leading countries in the field of education, taking into account the conditions for the development of the new state.

Thus, socio-economic transformations in the Republic of Kazakhstan are accompanied by complex processes of change in people's minds and require a rethinking of the fundamental and universal knowledge acquired through the education system. A special role in the formation of national self-awareness, feelings of patriotism and civic responsibility, which has undergone significant changes in the context of market relations over the past thirty years, changing values, and the organization of the educational process on new principles that ensure democratic transformation and the integration of the national system into the global educational space. At the same time, researchers studying the process of secondary school reform in the Republic of Kazakhstan note important factors. The reorganization of the education system in Kazakhstan is

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based on Western models, which are oriented toward completely different standards of living and cultural and social values.

Materials and Methods

The main sources for this article are regulatory documents and state programs of the Republic of Kazakhstan in the field of education. Analysis of regulatory documents and educational acts showed that the model for reorganizing the educational process in Kazakhstan was laid down in the late 1990s by three basic documents: the Law “On Education,” the state standard of education, and the state program “Education.” The main system-forming principle of the reform was declared to be the transition from the “education for all” model to the “education by choice” model. The unified Law of the Republic of Kazakhstan “On Education,” adopted in 1999, defined the main task of education as creating the necessary conditions for obtaining an education aimed at the formation, development, and professional establishment of the individual on the basis of national and universal values, scientific achievements, and practical experience. In 2007, a new version of the Law of the Republic of Kazakhstan “On Education” was adopted, the main purpose of which was to create a competitive education system. The state program “Education” for 2001–2005 provided for the implementation of innovative changes in the development and introduction of new teaching technologies. As a result of the implementation of the Education Program in Kazakhstan, a legislative and regulatory framework has been created that guarantees free secondary education. Another important source is the Concept for the Development of Education in the Republic of Kazakhstan for 2022–2026, which addresses such important issues as educational work in educational institutions, the protection of children’s rights and interests, the status of teachers, secondary education, and the assessment of education quality. International experience has been taken into account, and a vision for the development of education in the Republic of Kazakhstan has been presented.

The methodological basis of this article is a set of principles and methods used in historical science. One of the main ones is the principle of historicism, which allows us to objectively establish cause-and-effect relationships and analyze historical phenomena in development. By using this principle, the authors managed to trace the formation and development of the secondary education system in the Republic of Kazakhstan over a long period of time, study the internal laws of the formation of secondary schools in the republic, and examine a number of important phenomena in the life of secondary schools in inseparable unity with historical events. The work also uses the principle of objectivity in research, which involves the scientific description, explanation, and analysis of historical events. The application of this principle allowed the author to comprehensively show the diverse phenomena of secondary school life. Thus, the systematic method allowed the author to collect and systematize a significant amount of material on the subject and identify the degree of scientific development of the problem. The historical-comparative method gave the author the opportunity to compare the process of formation and development of secondary schools in the country as a whole. The problem-chronological method made it possible to trace how the scale of reforms in secondary education changed. This method made it possible to identify changes in the secondary education system itself, which took place against the backdrop of the evolution of life in the country. This method made it possible to identify changes in the secondary education system itself, which took place against the backdrop of the evolution of life in the country.

Results

The development of the legal framework began immediately after independence. The development of the legal framework began immediately after independence. On January 18, 1992, the Supreme Council of Kazakhstan adopted a new Law on Education, which was in force in the republic from 1992 to 1999. This law laid the legal foundation for changes in the education system, establishing the rights and responsibilities of those involved in the educational process, as well as issues related to the structural organization, management, financing of education, and other fundamental principles of the structure of this sphere [1].

In 1995, the country’s current Basic Law was adopted. The right to education, as a fundamental human right, was enshrined in the Constitution of the Republic of Kazakhstan. Article 30 guarantees free secondary education in state educational institutions and establishes compulsory secondary education. The article also mentions paid education in private educational institutions. It is stipulated that the state establishes mandatory educational standards, which must be met by all educational institutions. The constitutional right to education is linked to the constitutional right of everyone to use their native language and culture, to freely choose the language of communication, upbringing, and education, and to freedom of speech and creativity. In ac-

cordance with the Constitution of Kazakhstan (1995), the Russian language has the status of “being officially used in state organizations and local government bodies” and is compulsory in all types of schools (Russian, national, mixed) [2].

Several important stages can be identified in the formation and development of the school education system. The first stage of reforms (1992–1999) was characterized by contradictions and a lack of strict systematicity in the innovations that were introduced. The goals of reforming the management of the secondary education system were as follows: to save public funds, reduce the bloated administrative apparatus, and create an optimal structure for managing the unified educational process. However, the reform strategy lacked clarity and failed to address the main task — the creation of a new mechanism for state schools and universities. All this ultimately affected the quality of the educational process at all levels of education.

The main direction of reforming the network of educational institutions in 1991–2004 was the development of a network of Kazakh national schools. Overall, between 1991 and 2003, the network of secondary education institutions in Kazakhstan was significantly reduced, with 1,314 Russian-language schools closed and 731 Kazakh national schools opened [3; 12].

After the collapse of the USSR, when the ideological and linguistic bonds of the Russification of education were destroyed, the process of disintegration along ethnic lines, which also determined the situation in the education system, became quite natural. This process was most clearly manifested in the division of schools into Kazakh and Russian or Russian-speaking schools. The revival of Kazakh schools has been accompanied by their opposition to Russian-language schools. This is primarily due to the elimination of the former dominance of Russian language teaching. In Russian-language schools, in turn, the number of hours allocated to the study of core subjects has been significantly reduced. Thus, the number of hours allocated to the study of Russian for all grades in the 1993–94 academic year was reduced from 68 to 45, and for the teaching of mathematics by 6. The reduced hours were used to study the Kazakh language, history, literature, and culture, which could have been an important step towards the integration of the population of Kazakhstan, but unfortunately, the level of teaching of these subjects did not always meet the necessary requirements.

In accordance with the Law “On Languages in the Republic of Kazakhstan” adopted in 1997, Kazakh is the state language of the country, and Russian is the language of interethnic communication. Learning the official language and at least one foreign language is recognized as a key objective of the implementation of this law. It also provides for the widespread use of the native languages of ethnic groups. The implementation of the main provisions of the law has led to certain positive changes in language learning and the expansion of the use of native languages in the educational process. The number of children studying in Kazakh has increased, and there are schools teaching in German, Tajik, Turkish, Uzbek, Uyghur, and Ukrainian [4].

The reform of Kazakhstan’s secondary school system resulted in the creation of new types of secondary education institutions. During these years, gymnasiums, lyceums, colleges, school complexes, school laboratories, specialized schools, schools for gifted children, schools with in-depth study of a number of subjects, as well as schools created at the interstate level (Kazakh-American schools, Kazakh-Turkish lyceums) were opened. Thus, from 1990-1991 to 1995-1996, the number of schools with in-depth study of specific subjects almost doubled, the number of gymnasiums increased from 16 to 131, and lyceums from 10 to 112. At the same time, the number of gymnasiums and lyceums continued to grow, and in the 1998-1999 academic year, there were already 195 gymnasiums and 149 lyceums in Kazakhstan [5; 269].

It should be noted that the most radical aspect of the institutional and organizational reform of secondary education was the creation of a private sector in education in Kazakhstan. In 1993, the government of the republic approved the first Regulation on the procedure for licensing private educational institutions, and in 1995, the Regulation on non-state educational institutions. The first non-state schools in Kazakhstan were opened in 1992–1994. In 2004, there were 155 private schools operating in Kazakhstan [6; 6].

The reform of the internal structure of educational institutions in 1991–1995 resulted in a return to compulsory nine-year education and the organization of specialized classes and classes with in-depth study of subjects. In 1995, universal secondary education was introduced. It is important to note that during this period, considerable attention was paid to reforming the content of general secondary education. The first step towards justifying and modeling the reform of the content of secondary education in Kazakhstan was the development of the Concept of Education Content (1993), which became the basis for four Basic Curricula created for schools in the republic in 1994–2004.

Initially, the content of general secondary education was updated by expanding the educational field and introducing additional subjects (courses) into the curriculum by increasing the overall workload. This led

to overload for teachers and students, without producing any results. The consequence of this extensive approach to updating education was a violation of the scientifically based principles of its functionality, continuity, and consideration of the psychological and age characteristics of students. The workload at that time reached 43–45 hours per week [6; 4].

In 1996, the Government of the Republic adopted a resolution “On the Target Program for the Preparation and Publication of Textbooks and Teaching Materials for General Education Schools in Kazakhstan.” The adoption of this target program was preceded by extensive preparatory work, including the development of State Education Standards. The resolution stated that the implementation of modern state education policy requires a review of the content of education and the entire teaching methodology system in accordance with the compulsory standard of general secondary education. The target program defined the strategy and coordination of activities of management bodies, scientific and pedagogical teams, and author teams, and publishing houses for the development, publication, and implementation of a new generation of teaching and methodological complexes in general education and other types of schools in Kazakhstan.

Since 1997, a new generation of textbooks has been introduced in the republic’s schools. The textbooks are published in three languages: Russian, Kazakh, and Uyghur. The leading trend in updating the content of educational materials is the introduction of an ethnocultural (Kazakh) component. Most of the new generation of textbooks contain an ideological component. In 1995–1997, the so-called “optimization” of educational institutions was carried out, during which more than 300 under-enrolled schools were closed in the republic. As a result, the number of children not attending school increased, and many villages were deprived of their last centres of culture — schools [5; 270].

In 1997, the State Programme of the President of the Republic of Kazakhstan on the Informatization of the Secondary Education System was adopted. The main principles for implementing the informatization of the education system are consistency, planning, justification, and phasing. During the implementation of this program, all schools in the country were computerized, with a ratio of 62 students per computer [7; 45]. The next step in improving Kazakhstani schools was President Nazarbayev’s decree “On State Support and Development of Schools for Gifted Children.” In accordance with this decree, the Daryn Republican Scientific and Practical Center was established in 1998 under the Ministry of Education and Science, which became a key link in working with gifted children. On the basis of this center, specialized schools and boarding schools for gifted children were opened in eight regions (Aktobe, Atyrau, East Kazakhstan, etc.) [8]. In the same year, the Y. Altynsarin Kazakh Academy of Education completed work on improving the basic curricula for primary, secondary, and specialized schools, and prepared draft educational standards for academic subjects, which were approved by order of the Ministry of Education, Culture, and Health of the Republic of Kazakhstan.

Thus, in the first decade of independence, despite material, human, and moral losses, Kazakhstani schools managed to maintain their main priorities. During the first stage of the formation of the national education system, a regulatory and legal framework was created, the structure of education management at various levels was defined, and regional programs for the development of general secondary education for the immediate and long-term future were introduced. However, problems still remain or have arisen in this area that require urgent and effective solutions.

The second stage (1999–2004) is characterized by the conceptual definition of the development of the general secondary education system and the deepening of ongoing reforms. Starting from this stage, it is no longer possible to speak of reforming, but rather of modernizing general secondary education in the republic.

It should be noted that 1999 was the year when the new Law on Education was adopted, which introduced the following changes: accessibility of education at all levels for the population, taking into account the intellectual development, psychophysical and individual characteristics of each citizen; development of personality and development of talent; unity of upbringing and training; humanistic and developmental nature of education; integration of education, science, and industry; career guidance for students; computerization of the education system [9].

The main direction of reforming general secondary education at this stage is a differentiated approach to the organization and forms of education: the free choice of programs, educational options, and types of schools by students is becoming the focus of reforms at this level of education.

Thus, in the 1999–2000 academic year, out of 8,290 state schools with a total enrollment of 3.1 million students, 1,962 schools (915,400 students) specialized in in-depth study of various subjects. The republic

also has 178 gymnasiums, 142 lyceums, and 199 private schools (with a total of 180,800 students). Thus, one-third of all students chose alternative forms of education [6].

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In 2000, preparations began to transition Kazakhstan's secondary schools to a 12-year secondary education model (4+6+2). To systematically study issues related to the transition to 12-year education, a Republican Scientific and Practical Center was established to develop a draft concept for the structure and content of 12-year education.

The 2003-2004 academic year went down in the history of secondary education in the Republic of Kazakhstan as the year of transition from the traditional form of final exams to external assessment of knowledge in the form of a unified national test (UNT). The results of the NTE are counted as final assessment grades and as entrance examination grades for admission to universities in the republic. The NTE is conducted in the form of comprehensive testing in four subjects, three of which are compulsory: mathematics, Kazakh (Russian) language, and history of Kazakhstan, and the fourth subject is optional. The tests include closed-ended questions with one correct answer, which must be completed within three hours. The results of the EIT are assessed on a 120-point scale. There are 134 testing centers in the country equipped with the necessary computer and telecommunications equipment to conduct the EIT. According to the authors, the main purpose of the test score is to objectively reflect the personal level of preparedness of each graduate in the relevant subject of the school curriculum under the current state compulsory education standards.

It should also be noted that the changes have affected the financial and economic activities of schools. Funding for public schools has become multi-channel and decentralized. An investment project for 2003–2005 was developed for the construction of rural schools, according to which 63 facilities were to be built: 23 in 2003, 21 in 2004, and 19 in 2005 [10; 5]. Another priority area was raising the status of the Kazakh language in the education system of Russian-speaking schools in Kazakhstan. In 1996, work began on developing a new generation of concepts for subjects, curricula, textbooks, teaching and methodological aids, and testing systems. Their introduction into schools began in 1997 and has been carried out in stages to the present day. In the same year, a number of regulatory documents were adopted in the field of policy and strategy for the development of general secondary education in the republic: the Concept for the Development of General Education Schools in the Republic of Kazakhstan, the State Basic Curriculum for General Education Schools in the Republic of Kazakhstan, and others.

It should be noted that from 1998 to 2002, three generations of state educational standards were approved and introduced in schools in Kazakhstan. The latest of these (GOSO-2) are based on the same standardization objects as in other CIS countries. The State Program continues to implement the informatization of general secondary education. The primary tasks here are to connect schools to the Internet, replace outdated computer equipment with modern equipment, and provide software teaching aids. The State Program (“Auyl mektebi”) (“Rural School”) for 2003–2005 was approved by Decree No. 128 of the Government of the Republic of Kazakhstan dated February 4, 2002. The aim of this program is to improve the work of rural educational organizations, increase the efficiency of management of rural and small schools, ensure their sustainable development, and strengthen the educational and material base and human resources of rural educational organizations [11].

More than 34.0 billion tenge has been allocated for the implementation of this program, of which about 12.0 billion tenge comes from the republican budget and about 22.0 billion tenge from the local budget. As a result of the measures taken, 63 rural schools will be built, and the regulatory framework and social, economic, and educational guarantees for the functioning and sustainable development of educational institutions in rural areas will be improved, which will create the conditions for retaining young people in rural areas and improving rural infrastructure [10; 3].

The third stage of development of the general secondary education system in the Republic of Kazakhstan in the post-Soviet period (2005–2010) involves large-scale reform affecting its basic foundations and methodology. This presupposes, first and foremost, a systematic change in the content and methodological foundations of education, based on a “humanistic paradigm,” the definition of the logical and methodological foundations for renewal, and the development of a new philosophy of education.

An important result of this activity is the new Law of the Republic of Kazakhstan “On Education” (2007), which aims to satisfy the interests of all actors in the field of education. The new Law on Education takes into account the paradigm shift from “education for life” to “education throughout life,” which implies “the introduction of advanced technologies and methodologies, new ways of transferring knowledge, and the

development of student motivation.” At the same time, this law provided for the introduction of a new model of school education. In this regard, work was carried out to transition to 12 years of secondary education. It should be noted that the new model of school education, based on a competency-based approach, involves supporting all school-age children, taking into account their abilities, interests, opportunities, and needs. In this regard, the organization of the educational process at all levels of school was intended to increase the importance of learning as a student activity [12].

The development of modern school education in the Republic of Kazakhstan should be viewed in the context of global educational reforms: these reforms are based on the idea of modernization, which involves the design and implementation of a new model of general secondary education. In this regard, in 2004, the Concept for the Development of Education in the Republic of Kazakhstan until 2015 was developed, and the State Program for the Development of Education for 2005–2010 was approved [13]. According to these documents, within the specified time frame, it is planned to modernize the national system of multi-level education based on the priorities of the Strategic Development Plan of the Republic of Kazakhstan until 2010 in order to improve the quality of human resources training and meet the needs of individuals and the state. The main goal to be achieved as a result of the measures taken to modernize education is to “form a national model of multi-level continuous education integrated into the global educational space.”

The fourth stage, 2010–2015, is the stage of modernizing school education and gradually transitioning to 12-year schooling. As part of the experiment, 10th-grade students in 12-year schools are being taught [14].

The next fifth stage of school education reforms covers 2015–2020. It involves a gradual transition to 12-year schooling starting in 2015 and the consistent implementation of the State Program for the Development of Education in the Republic of Kazakhstan for 2011–2020 [14]. Characteristics of the situation in school education in 2010: “Currently, there are 7,576 state-run day schools in the republic. Of the total number of schools, 64.6 % are located in standard buildings, 35.4 % in adapted buildings, and 201 schools are in disrepair. 37.4 % of schools use imported water. 70 schools operate in three shifts, and one school operates in four shifts. 25.1 % of schools require major repairs. 41.7 % of primary and secondary schools in the republic are equipped with new physics classrooms, 13.2 % with chemistry classrooms, and 16.3 % with biology classrooms. One in five schools does not have a canteen or cafeteria. The wear and tear of equipment and inventory in school cafeterias is 80 %. 26.4 % (1999) of schools do not have gyms. There is no program for transporting children to school by special buses financed by the state [14].

The current stage of development of the secondary education system covers the period from 2021 to the present. At this stage, the Concept for the Development of Education in the Republic of Kazakhstan for 2022–2026 was adopted and approved in November 2022. This Concept aims to improve the quality of education through the introduction of a new model of preschool education, the transformation of universities into research institutions, an increase in scholarships, and a reduction in the gap in the quality of education between regions and educational institutions. Key objectives include improving the status of teachers, ensuring a safe and comfortable learning environment, and aligning with the National Project “Educated Nation” and the project “Comfortable School.” School curricula for individual subjects will be improved. At the same time, schools will be gradually given greater academic autonomy. There are also plans to work towards international recognition of final assessment results in schools. As part of the digitalisation of the educational process, a number of projects will be implemented: “Digital Teacher”, online teaching of individual subjects in small schools, and digital textbooks (mobile application) [15]. The document sets out some fairly ambitious targets. By 2026, all preschool institutions will have introduced international tools for assessing the quality of education and training. Parents will be able to choose places in any preschool institution on a per capita funding basis. Measures are also planned to implement the Index and an interactive Child Well-being Map.

At the start of the 2024-2025 academic year, there will be around 8,000 schools operating in the country, with more than 3.9 million students enrolled, including 352,000 first graders. In the 2024-2025 academic year, 406,000 teachers will be working in Kazakh schools, 8,000 more than in the previous year. Since 2020, as part of a policy to raise the status of teachers, their salaries have been increased by 100 %. In 2023, additional allowances were introduced for preschool teachers and technical and vocational education teachers, as well as additional payments for qualification categories, seniority, working conditions, academic degrees, and mentoring. In rural areas, teachers’ salaries exceed those in cities by at least 25 %. In 2025, more than 11,000 teachers will take advanced training courses, with about 58 % of them being rural teachers. On January 1, 2025, a new platform for the continuous professional development of teachers will begin operating, ensuring transparency in the certification process [16].

Thus, it can be stated that over the years of independence, the republic has taken major steps to support reforms in general secondary education. Secondary schools have been computerized, and information technology is gradually being introduced into the curriculum. A large number of types and models of general secondary education institutions have appeared. Alongside state institutions, non-state educational institutions have opened and begun to operate. Hundreds of schools and teachers have begun to work according to independently developed curricula. Many original courses have been developed, aimed at expanding the content of education. Elements of developmental teaching technologies have begun to be introduced into the educational process.

Discussion

The main goal of modernizing the education system in Kazakhstan is to build up the country's social and economic potential, overcome lagging areas of the economy, develop the spiritual culture of the population, and increase social and professional mobility. At the same time, the main purpose of the reform for schools is to systematically and comprehensively update general secondary education. This is the only way to achieve a transition to a new quality of education: personality-oriented education, diversity of educational programs, the development of academic freedoms, and the formation of the legal, psychological, economic, and environmental culture of students. As applied to schools, these guidelines, which are common to all education, are transformed into tasks for developing new qualities in young people: the comprehensive development of creative abilities, skills, and self-education; the formation of a readiness and ability to adapt to the constantly changing social conditions of society, etc. In general, the modernization of general secondary education is aimed at fulfilling the main task of the education system — improving the quality of education, which allows schoolchildren to be taught at a modern level, in accordance with the trends in the development of the global educational process [17; 66].

As the study results show, Kazakhstan has adopted a number of reforms to improve the quality of its education system and is increasingly turning to international standards and best practices. However, despite all the efforts of the state, the same problems remain in education today as 30 years ago: low quality of teaching, outdated teaching methods, a shortage of places, overcrowded classrooms, poor material resources in most schools, etc. [18]. In Kazakhstan, the school education market is undergoing reforms designed to solve these problems, but traditional approaches are not enough to cope with them. As experts have noted, schools need to be given a central role in the education system, and this requires an understanding of how to distribute resources more effectively and fairly among schools [19; 9].

Each school level needs to create a specific educational environment that meets the new requirements. This approach expands the opportunities for providing additional education in accordance with age — sports clubs and circles, most often chess, music, and dance, homework assistance, etc. For elementary schools, extended day groups will become relevant, where students do their homework and are additionally taught by teachers, for which parents can pay extra, as they do for lunches. Over time, when it becomes possible to increase education funding to 5-6 % of the country's GDP, it will be possible to provide these services free of charge (as in South Korea) [19; 10].

Many researchers propose a model of spatial separation of schools into primary, secondary, and senior levels, which function separately and ensure the concentration of specific material and technical resources, teaching staff, and attention to the interests and characteristics of students in the corresponding age group. An important part of the proposed models is the identification of specific methods and approaches to teaching at different age levels in schools. At all levels of education, it is necessary to set high standards for students' knowledge, segment students according to their interests and abilities to study various disciplines, and introduce transfer selection exams at each school level aimed at early identification of students' career interests. Changing the organizational and structural models of schools will contribute to the rational distribution of teachers among schools, reduce the shortage of subject teachers, and improve their professional level.

Many Kazakhstani schools use an outdated curriculum that leaves students unprepared for the modern workplace. Updating the curriculum and ensuring that it meets the needs of the modern economy can be achieved by involving industry experts in its development and providing teachers with the necessary training to teach effectively [20].

Conclusion

The development of modern school education in the Republic of Kazakhstan should be viewed in the context of global educational reforms. This reform is based on the idea of modernization, which involves the

design and implementation of a new model of general secondary education with its subsequent integration into the global educational space. The main directions of reforming general secondary education at the present stage are defined in the “Concept for the Development of Education in the Republic of Kazakhstan for 2022–2026.”

The study identified the following trends in the development of general secondary education in Kazakhstan: computerization of education and introduction of new teaching technologies; improvement of state education standards; higher requirements for the level of education of graduates of educational institutions; increase in the variety of types of educational institutions; increasing use of state and non-state sources of education funding; introduction of more effective, democratic methods of managing educational institutions while expanding their rights and autonomy; increasing differentiation in accessibility, as well as in the level and quality of education received.

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Қазақстан Республикасындағы мектептік білім беру жүйесінің даму тарихы

Әлемнің қазіргі заманғы елдерінің көпшілігі ұлттық білім беруді реформалаудың басым мақсаттарының бірі ретінде жалпы орта білім беруді жаңғырту қажеттілігін мойындады, өйткені жалпы білім беретін мектептің тиімділігі кез келген елдің даму дәрежесінің, оның әлеуметтік-экономикалық әлеуетінің маңызды көрсеткіші. Осыған байланысты қазіргі уақытта экономика мен қоғамдық өмірдің барлық салаларындағы түбегейлі өзгерістерге жауап беретін бүкіл білім беру жүйесін кең ауқымды реформалау жүзеге асырылатын Қазақстан Республикасында жалпы орта білім беруді жаңғырту тәжірибесі ерекше қызығушылық тудырады. Бұл міндетті шешуде жалпы орта білім беру жүйесіне ерекше орын беріледі, оны жаңғырту ұлттық білім беруді реформалаудың басым мақсаттарының бірі. Мақалада Қазақстан Республикасындағы мектептегі білім беруді реформалау процестері зерттеліп, білім беру саласындағы түбегейлі өзгерістердің кезеңдері көрсетілген. Авторлар мектептегі білім беру реформасының әрбір кезеңінің нәтижелерін қорытындылаған, оң нәтижелерді атап өтеді; проблемаларды, ұлттық ерекшеліктерді, жалпы және арнайы, жаһандық үрдістер мен ұлттық өзгешеліктердің арақатынасын көрсетеді. Қазақстандағы жалпы орта білім беруді реформалау барысы қарастырылып, оны жаңғыртудың тұжырымдамалары мен бағдарламалары сипатталған.

Кілт сөздер: мектептегі білім беру жүйесінің тарихы, жалпы білім беретін мектеп, мектептегі білім беруді реформалау кезеңдері, мектептегі білім беруді жаңғырту, жаңғырту бағдарламалары.

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История развития школьной системы образования в Республике Казахстан

Большинство современных стран мира признали необходимость модернизации общего среднего образования в качестве одной из приоритетных целей реформирования национального образования, т.к. эффективность общеобразовательной школы является важным показателем степени развития любой страны, ее социально-экономического потенциала. В связи с этим особый интерес в настоящее время представляет опыт модернизации общего среднего образования в Республике Казахстан, где осуществляется широкомасштабное реформирование всей системы образования, отвечающее кардинальным преобразованиям во всех сферах экономики и общественной жизни. Особое место в решении этой задачи принадлежит системе общего среднего образования, модернизация, которой является одной из приоритетных целей реформирования национального образования. В статье исследованы процессы реформирования школьного образования в Республике Казахстан, выделены этапы кардинальных изменений в сфере образования. Авторами подведены итоги каждого этапа реформирования школьного образования, показаны положительные результаты, выделены проблемы, национальные особенности, соотношение между общим и особенным, между глобальными тенденциями и национальной спецификой. Рассмотрен процесс реформирования общего среднего образования в Казахстане, а также охарактеризованы концепции и программы его модернизации.

Ключевые слова: история школьной системы образования, общеобразовательная школа, этапы реформирования школьного образования, модернизация школьного образования, программы модернизации.

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