

SCHOOL POLICY OF KAZAKHSTAN IN CONDITIONS OF GLOBALIZATION

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Abstract: With an advent of globalization, the education system of most developed countries is in a state of continuous modernization and reformation. The innovation pace of Kazakhstan in the field of school education is among the best. This process is continuous and advancing with each passing year. In recent years, the country set big goals in the school policy, such as the transition to 12 year secondary education, and implementation of the trilingual education policy. The study defines the concept of “state education policy” and “school policy”. By conducting surveys and interviews of 100 education managers: head masters and deputy head masters of public and private schools of Kazakhstan identified the main problems of school policy in the context of globalization. Based on the results of surveys and interviews the recommendations for improving Kazakhstan’s school policy were made.

Keywords: Policy, state education policy; school policy, aspects of school policy.

INTRODUCTION

In the conditions of globalization the concepts of “policy”, “state education policy”, “school policy” are one of the main issues addressed in the social sciences. The main reason for this is that “policy is the highest expression of life, and life is a policy” (O. Spengler, 1991). In this article, the policy will be considered as one of the spheres of social life that have a relationship between the state and large social groups. Accordingly, issues such as the formation of school policy, effective ways of implementation are interesting for many world experts in the field of education.

The 21st century is going to be remembered as a period of rapid expansion of globalization. The globalization is a concept that is explained on the basis of complex phenomena, which consists of political, social, cultural measures. We consider the school policy of the Republic of Kazakhstan in the period of globalization in two stages of our study. *The aim of the first phase* is to analyze the theory of school policy, to classify the stages of changes in school policy of the Republic of Kazakhstan. *The aim of the second phase* is to study the practical occurrence of the school policy of Kazakhstan by using the survey made with the help of Kazakhstani scholars.

The education policy has a multilateral structure. State educational policy and school policy is like the two sides of the same coin, since the main goal of both concepts is increasing the quality of education at the minimum costs of human and economic resources. If the state educational policy defines its basic principles on the basis of global changes of the world, the school policy defines its principles

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based on state educational policy. Sometimes, correctly implemented school policy may become the basis for the state educational policy.

State education policy of Kazakhstan is determined by many participants in the educational process: the state, public organizations, educational institutions and associations, professional community of teachers, education top executives, student associations, etc. Moreover, the design of educational policy spreads to all levels of education management pyramid (A.K. Mynbayeva &etc, 2014).

School policy as a basic part of the state education policy defines a set of legal, ideological, administrative, pedagogical and public actions in the field of education, which are held by the state, various professional and community associations, movements and social institutions to achieve certain socio-economic, political, cultural and educational purposes (Dneprov E.D., 1985).

Every organization should have its own policy, organization policy defines the mission of the organization. The latter establishes the principles and general rules of activity for the achievement of organizational goals. Based on the theory of A.K. Kusainov, A.K. Mynbayeva, Sh.T. Taubayeva, A.A. Bulatbayeva, T. Regan, H. Giroux, Les Bell, and Howard Stevenson it can be concluded that, in any society the policy in the field of education, both public and school was, is and will be.

In this part of our research we determine the origin and conceptual features of the notions “policy”, “education policy”, “state education policy”, and “school policy” (Table 1).

As we can see from the table, if policy and education policy is a compilation of principles and regularities that organize and rule activities in education and political sphere at global level, state education policy is a compilation of principles that guide activities in education sphere of one particular country. And school policy is described as collection of principles and ideas, guided by the basic principles of state education policy, and which aims to develop one particular school taking into consideration historical and cultural peculiarities of it.

Historical Information about School policy of Kazakhstan

With an advent of globalization, the education systems in most developed countries are in a state of continuous modernization and reformation. Kazakhstan’s pace of innovation in school education is among the best ones. This process is continuous and advancing with each passing year- the country set ambitious goals to improve the quality of education:

Kazakhstan, which set the goal to enter top 30 developed countries in the world, is having huge changes in education system, in particular, in school education policy.

From 1991 to 2016, the formation of school policy of the Independent Republic of Kazakhstan has passed 4 stages:

TABLE 1: THE COMPARATIVE DESCRIPTION OF THE CONCEPTS “POLICY”, “EDUCATION POLICY”, “STATE EDUCATION POLICY”, AND “SCHOOL POLICY”

<i>Policy</i>	<i>Education policy</i>	<i>State education policy</i>	<i>School policy</i>
While O. Spengler says “Policy is a life in highest meaning, and life is a policy”, D. Easton considers “Policy is to organize the values inside the society with the power” A policy is a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party (Cambridge Dictionaries).	Education policy are the principles and government policy-making in educational sphere, as well as the collection of laws and rules that govern the operation of educational systems. (Les Bell, Howard Stevenson, 2006) Educational policies are determined by many participants in the educational process: the state, public organizations, educational institutions and associations, professional community of teachers, education top executives, student associations, etc. Moreover, the design of educational policy spreads to all levels of education management pyramid (A.K. Mynbayeva, N. Anarbek).	State education policy is a natural occurrence of the ideas defined by the government and aims the development of education according to the state social-economical policy. The main difference between state education policy and common education policy is that here the directions of education development programs are defined by the government and implemented on the basis of education subjects. And education policy is a natural occurrence of education development goals that are implemented on the basis of participation of all education subjects.	According to E. Dneprov, one of the aspects of school policy is a compilation of goals, principles and ideas that aim to successfully organize school education process that is defined by participation of the state and the subjects of education process. If state education policy forms on the basis of education policy, school policy forms on the basis of state education policy. Due to the social economic situation of some societies, the positive outcomes of school education policy allow to turn it into state education policy.

- **1991-1994** - the establishment of a national education system, the revival of the national system of family education, the proclamation of national school models, formation of legislative and regulatory basis of the education system, the crisis in the education system;
- **1995-2000** - conceptual establishment of school reforms, development of state standards and programs, built on concentric principle, the creation of the national Testing Center, the first phase of implementation of the State program of informatization of 1997-2001. Until 2000 remained the only model of schooling: 4 + 5 + 2 (Zueva L., 2013).
- **2001-2004** - implementation of the State Standard of Education in 2002, the beginning of the publication of new textbooks (The target program of publishing new generation of textbooks 2001-2007), the second phase of informatization of education system of the Republic of Kazakhstan for 2002-2004 and the development of the strategy of entering into the world educational space (the concept of education development in the Republic of Kazakhstan up to 2015), the implementation of the idea of a 12-years education in a pilot version in 104 schools of the republic according to the model 4 + 6 + 2, the introduction of unified national testing (UNT), development of criteria for assessing the quality of textbooks, creation of the republican Center “Uchebnik” that coordinates the works on the creation and review of textbooks for the 12-years education (Zueva L., 2013).
- **2005-2010** - implementation of the State Program of Education Development for 2005-2010. The signing of the Bologna Declaration in March 2010. The third and fourth stages of the informatization program for 2005-2007 and 2007-2010. From 2006, the preparation of the annual analysis of the national reports on the status and development of education system in the Republic of Kazakhstan, the transition to new standards and training programs. According to the annual national report on the status and development of education in the Republic of Kazakhstan in 2008, 86.2% of schools were built before 1990, and 45.8% of the schools are in operation for more than 40 years and are in need of overhaul, 55,000 children are taught in combined classes. Every third republic school is not provided with educational subject classrooms, sports halls, school canteens, 24% of the computers need to be replaced. School furniture, acquired in 1970-1990, is outdated and does not meet the age characteristics of children. Insufficient level of professional competence of teachers affects the state of teaching and educational work. So, only 12% of students appreciate the importance of education. 40% attend school to communicate with friends, only 10% of schoolchildren like school. 30% want to live in home country, and 47% want to live abroad. Equipping of the schools is characterized by the presence of computers in

the ratio of 1: 21 (by 2020 1:1, which would correspond to world standards) (Damitov B.K. & etc., 2008).

- **2010-2015** - phase of the modernization of school education and a gradual transition to 12-years education. As part of the experiment students of 10 classes of 12-year-old school are being educated (The state program, 2010).

Also, the issues that are commonly addressed in the school policy in recent years, might include:

1. “Trilingual” policy
 - the school subjects conducted in English
 - hiring foreign teachers
2. the policy of transferring to 12-years education system:
 - the readiness of material and technical base of the schools
 - the issues of professional competency of school teachers and etc.

At each stage of reforms, teachers focus on the search for the new forms and methods of training, innovative technologies provided the focus on the individuality of a learner, improving their skills, and the higher teaching institutions set the task to train the teachers so-called “new formation”.

Let’s observe how the principles of state educational policy of Kazakhstan changed in the years of independence (Table 2).

As we see on the Table 2 globalization annually required the amendments of political principles of the states in the RK “Law on Education”. Sure, in our opinion, those amendments had a positive impact on successful implementation of school policy in the RK.

METHODOLOGY

The methodology of our study, we started with the selection, setting and formulation of its goals and objectives. In the course of the study were used the following research approaches: a systematic approach, conceptual approach, historical, and pedagogical approach, etc.

In the first part of the research, the concepts of “policy”, “education policy”, “state education policy”, and “school policy” are systematized.

In the second part of the research, the school managers of Kazakhstan were surveyed with an aim to define the practical occurrence of Kazakhstani school policy.

The questions of the survey for school managers were complied with the participation of Kazakhstani scholars Sh. Taubayeva, A. Kusainov and foreign scholars Sh. Namin (South Korea), A. Taysum (the UK).

TABLE 2: THE COMPARATIVE DESCRIPTION OF EDUCATION POLICY'S MAIN PRINCIPLES IN CONTEXTUAL DEFINITION IN THE RK "LAW ON EDUCATION"

1992	1993	1999	2007
<i>State policy principles in education</i>	<i>State policy principles in education</i>	<i>State policy principles in education</i>	<i>State policy principles in education</i>
1. RK citizens' equal right to education	1. RK citizens' equal right to education	1. RK citizens' equal right to education	1. everyone's right to a quality education
2. The free education services in the field of state education programs;	2. The attainability of all levels of education systems in accordance with intellectual, psychophysical, individual demands of the citizens;	2. The attainability of all levels of education systems in accordance with the intellectual development, psychological-physiological and individual features of the people;	2. the superiority of the development of education system;
3. The diversity of education organizations in accordance with the directions and forms of teaching;	3. Intellectual feature of education;	3. Intellectual feature of education;	3. the attainability of all levels of education systems in accordance with the intellectual development, psychological-physiological and individual features of the people;
4. The continuation of education process according to the importance of teaching levels;	4. Motivate person to learn and develop individuality;	4. Motivate person to learn and develop individuality;	4. intellectual, humanistic and development feature of education, the priority of human and national values, people's life and health, free development of an individual;
5. Scientific, legal and ecological directionality of education	5. The continuity of the educational process in accordance with the importance of educational stages in unity of education and training;	5. The continuity of the educational process in accordance with the importance of educational stages in unity of education and training;	5. respect for human rights and freedom;
6. Progress of education;	6. The diversity of education organizations in accordance with the directions and forms of teaching;	6. The diversity of education organizations in accordance with the directions and forms of teaching;	6. motivation of the thrust for knowledge of an individual and development of personality;
7. The democracy in education system;	7. The democracy in education system; expansion of academic capabilities and the capabilities of educational organizations	7. The democracy in education system; expansion of academic capabilities and the capabilities of educational organizations	7. continuation of education process that provides interrelation of education levels;
8. Intellectual feature of state education organizations;	8. Educational and humanistic feature of education;	8. Educational and humanistic feature of education;	8. unity of teaching, training and development;
9. The independency of the education from ideological and political influences that may affect objective education	9. Integration of knowledge, science, production;	9. Integration of knowledge, science, production;	9. the democracy in education system, the transparency of education services system;
	10. Professional orientation of students;	10. Professional orientation of students;	10. the diversity of objects of educational organizations, objects of teaching and training in accordance with the teaching directions.
	11. Informatization of education system.	11. Informatization of education system.	
	12. Political parties and religious communities not allowed to join educational societies and influence their activities.	12. Political parties and religious communities not allowed to join educational societies and influence their activities.	

The experimental basis of the research was the republican institution “Orleu” that engaged in professional development of management and scientific-pedagogical workers of education system of the Republic of Kazakhstan. 100 education managers of public and private schools from various regions of Kazakhstan took part in the survey. 40 teachers were from private schools, while 60 teachers were from public schools. The social information of the study group is shown in Figure 1.

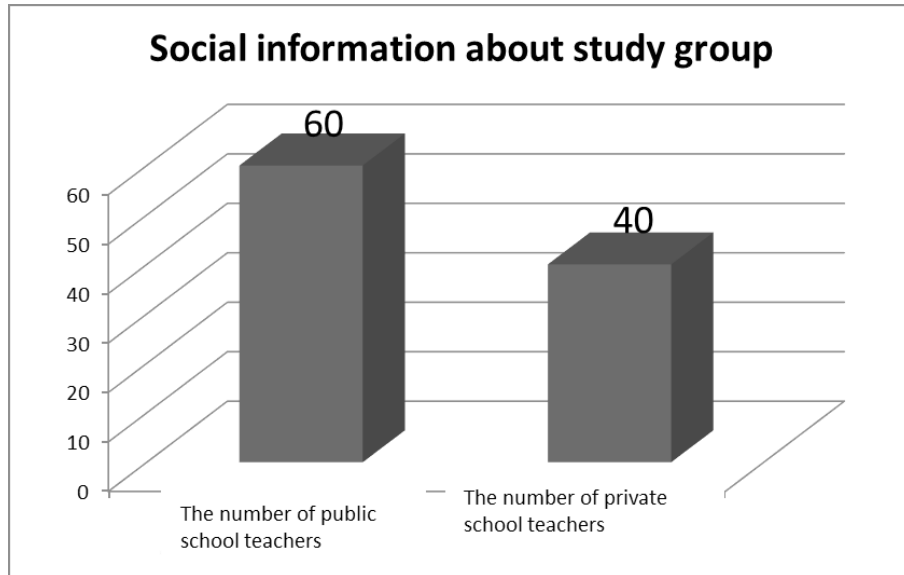


Figure 1: Social information about study group

RESEARCH RESULTS

Motivation for this research is to find the opinion of Kazakhstani schools' head masters and their academic and educational work deputies about the school policy of the RK. To describe the modern practical occurrence of Kazakhstan school policy. Private schools in Kazakhstan appeared since 1991, after independence day.

RESEARCH QUESTIONS

Research questions were compiled in accordance with the issues that have particular importance in school policy of the Republic of Kazakhstan.

1. Check your position on and give the reasons for that Kazakhstan schools are ready to transition to 12 year education.
2. Check your position on and give the reasons, it is necessary all items teach in English at high school classes.
3. Is it right to hire foreign specialists to work at Kazakhstani schools?

RQ1 Mark with “+” and express your opinion on the statement “Kazakhstan is ready to transfer to the 12-year education”.

The results of the survey are reflected in Figure 2.

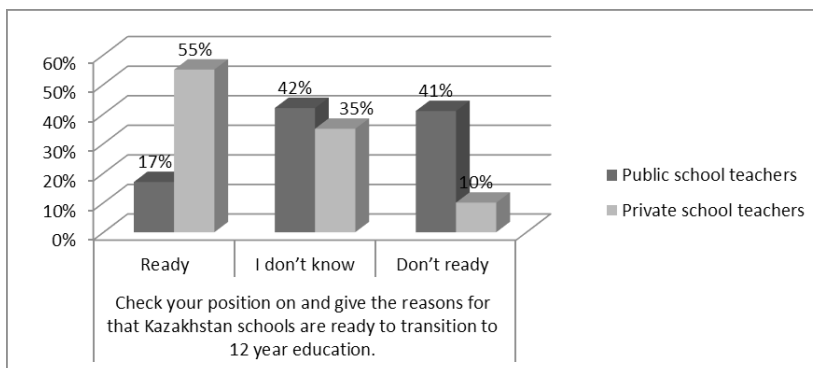


Figure 2: The answers to research question 1

As we see from the figure only 10% of state managers think that the schools of the RK are ready to transfer to 12-year education format. However, 22% of private schools express their confidence in transferring Kazakhstani schools to 12-year education system. We consider the differences in the opinions of public and private school managers in connection with the fact that in private schools, students have an opportunity to get 12-year education at their wish. This means, private schools have been graduating students that studied by 12-year education program in the span of 2-5 years. In addition, along with 12-year education they used the programs such as IB, “A-level” and after graduating they got opportunities to enroll in the best universities of the world. Accordingly, most of private school teachers believe that secondary education system of the RK is ready and needs to transfer to 12-year education format.

In the period of globalization the transfer of education system Republic of Kazakhstan to the 12-year education is a demand of the time. Since the model of secondary education in many developed countries is 12 years’ one. From 1 September 2016 an introduction of 12-year secondary education has begun.

Increase of the duration of secondary education to 12 years, also meets the trend of increasing universal education. In Kazakhstan in 1919 strategy for fighting illiteracy was launched, in 1930 compulsory primary education was introduced - “the initial compulsory education”, in 1949 the transition to conditional seven years education began, in 1958 - “the eight-year compulsory education”, in 1972 the transition to universal secondary education, at the end of the 90s a mandatory 11-year secondary education was introduced.

RQ2 Your position on and give the reasons, it is necessary all items teach in English at high school classes in Kazakhstani schools.

The results of the survey are reflected in Figure 3.

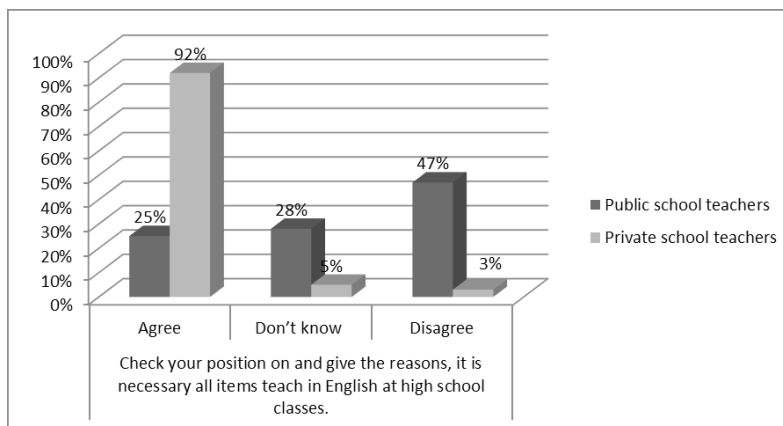


Figure 3: The answers to research question 2

As we see from the Figure 3, almost all private school managers, i.e 98% thought that it's right to teach humanitarian subjects of high school students in English. They connect their choice with the following reasons:

- First of all, it's the demand of a globalization process
- Second of all, among the world science and international languages, English language holds the first place;
- Lastly, most of school graduates aspire to study at foreign higher education institutes in the future and etc.

Compared with the managers of private schools, 47% of public school teachers express their disagreement with the idea of conducting high school subjects in English. They list the following reasons:

- If all humanitarian subjects at high school will be conducted in English, the authority of Kazakh language might decrease at schools and overall in the country;
- The wrong introduction of English language in the process of Kazakhstani education;
- The necessity to conduct the humanitarian subjects like “History of Kazakhstan”, “Kazakh literature”, which are the part of cultural heritage in Kazakh language and etc.

Even though the opinions of education managers about “conducting the high school humanitarian subjects in English” are different, we think that teaching most of high school humanitarian subjects in English is the demand of the globalization.

RQ3 Please write it is necessary for Kazakhstan schools to employ foreign teachers if needed.

The results of the survey are reflected in Figure 4.

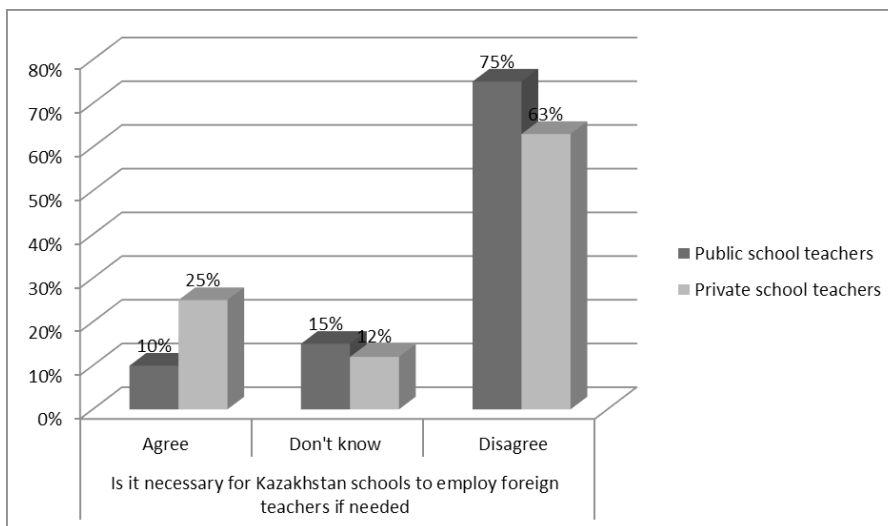


Figure 3: The answers to research question 3

Most of the managers of public and private schools have answered similarly to the question “Is it right to hire foreign specialists to work at Kazakhstani schools?”. 63% of private school managers and 75% of public school managers think it is wrong to hire foreign teachers to work at Kazakhstani schools. The managers base their decision on possible financial, social inequality that might occur in the case of hiring foreign specialists. At the same time, the practice of hiring foreign teachers is more common in private schools and schools where there is good financing. In a regular school teacher’s salary is below \$500 a month and below the average wage in the country.

In the next part of our survey the school managers name their own conclusions on school policy. For example, according to most of school managers, in Kazakhstani school policy the following problems should be addressed, in addition to the problems listed at the beginning of the article:

- policy of textbooks (subject textbooks for students and methodical policy for school teachers);
- the policy of accessing of school children’s education progress;
- methodological policy;
- financial policy and etc.

CONCLUSIONS

“Policy”, “Education policy”, “State education policy” will always be an urgent problem of the past, present and future of any country. The main reason is policy defines social-economical form of the country and is a major part of social life that has positive or negative impact.

At the globalization era the main goal of any state is to keep its national features and fully integrate into the world’s science, knowledge and cultural space. Many changes and innovations were introduced in Kazakhstan education system with this purpose, which is to form and develop a person who can meet the requirements of the world market but also keep the model of traditional education. Since becoming an independent country, the Republic of Kazakhstan implemented a range of works in the school policy in order to improve school education system. They include: defining national secondary education system of Kazakhstan; the establishment of the “Law on Education” that set the rights and obligations of the subjects in education field; mark the reforms to improve education system; “Trilingual policy” in secondary education; “Transfer to 12-year education” of secondary education and etc.

The full awareness of education managers about the major issues in school policy and their ability to express their opinion on the issues allows us to draw the conclusions that they fully aware of their role in improving school policy.

All changes in education field have the destructive features at first. However, in the era of globalization, in order to make the changes in school policy constructive we offer the next suggestions:

- Increase the information service in school policy of Kazakhstan. This means, to organize the introduction of changes that are expected in school policy and the education subjects and etc.
- Conducting adaptation, harmonization works before introducing foreign advanced experiences (Cambridge teaching model, E-learning and etc.) in secondary education process of Kazakhstan.
- Suggesting various ways in implementation of “Trilingual education” policy in secondary education system in accordance with the requirements of education process and etc.

The main goal of any country in the era of world globalization is to keep their national authenticity and define their place in the world’s scientific and cultural space. In order to achieve it, it’s necessary to study the advanced experiences of other developed countries and correcting their own shortcomings. According to the final information of the first and second phases of our research, we can predict that the changes in school policy in accordance with the globalization requirements can improve the quality of education in Kazakhstani schools and will allow to fully integrate into the world scientific space.

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The questions of the survey for school managers were compiled with the participation of Kazakhstani scholars Sh. Taubayeva, A. Kusainov and foreign scholars Sh. Namin (South Korea), A. Taysum (the UK). Thank them for their recommendations.

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