



## RURAL SCHOOL: EXPERIENCE OF EDUCATIONAL WORK IN SOUTHERN KAZAKHSTAN IN 1988-2005 YEARS

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### Abstract:

The system of education in rural schools of the Republic of Kazakhstan after the collapse of the Soviet Union has experienced serious difficulties with the material support of educational process, due to the reorientation of the spiritual values of any problems with the education of students. The article describes the author's experience in creating models of organization of educational work in one of the rural schools of the South Kazakhstan region in 1988-2005 years, which later became a model for replication in many schools of the republic. The educational activities have been used as elements of Kazakh ethno-pedagogics and psychology with the involvement of the local population, as well as moments of vocational guidance on the basis of existing enterprises.

**Keywords:** rural school, education of pupils, ethno pedagogy

### 1. Introduction

Changes in the socio-economic structure of society and the transformation of value orientations require new approaches to the established practice of the pedagogical process and set the task of modernization of the educational and pedagogical paradigms. School learning process consists of two important parts as a training and educational. For the formation of the harmonious development of students, combining educational and training goals, it needs a heuristic approach to learning. This approach

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is based on designing a pupil's own goals, objectives and content of education and the process of its organization based on the principles of developing training. Developing training is aimed at the formation of personal qualities of the individual student, which lies at the heart of student cognitive activity, which should be paid great attention.

Technological scheme of cognitive activity in developing a heuristic system of training at the introductory stage, usually takes place in the following way: the initial situation - cognitive needs - the purpose of cognitive activity. The teacher's role is to support the learning process, where it creates only the initial situation and subsequent processes are the psychological patterns of assimilation of content (George JM, 2007).

The role of the teacher in a rural school is important for the formation of future generations world view (Vennebo, KF et al., 2015). On the one hand, it is necessary to create preconditions for the adaptation of graduates of the school of life in both rural and urban environments (Martin, L., & Chiodo, JJ, 2007). On the other hand, pupils of rural schools should receive a good basic education (Liu, C. et al., 2010). The difficulties of learning in rural schools have always existed (James A. Bryant Jr., in 2012). The reasons: low level of the material base, the social environment of family students. In addition, the reluctance of highly skilled professionals and educators working in rural settings (Hanushek, EA, & Rivkin, SG, 2007). However, it is impossible not to note the positive aspects of living in the countryside. Most of the children are trained from childhood to work and respect for the environment. In addition, the Kazakhs are strongly developed kinship relationships are saved to the principles of respect for older relatives and parents, supported by national traditions in the upbringing of children. All these factors were taken into account when developing models of organization of educational work in school.

## **2. The object of the research**

The school is located in the south of Kazakhstan in Kantagy village with a population of 14,000 people (in 2000-2005, now - 6634 people). Kantagy village is situated on the foothills of the Karatau near 9 km from the small town of Kentau. The main activity of the population linked to the agro-industrial and mining complex. Ethnic composition represented by Kazakh, Russian, Uzbeks, Azerbaijanis, Tatars, Koreans, Greeks, Germans, many mixed marriages. Representatives of all nationalities are fluent in the national Kazakh language.

The school has a building model, where 50 teachers worked with a contingent of pupils 985-1200 people. There is a gym, dining, medical and dental office, and library.

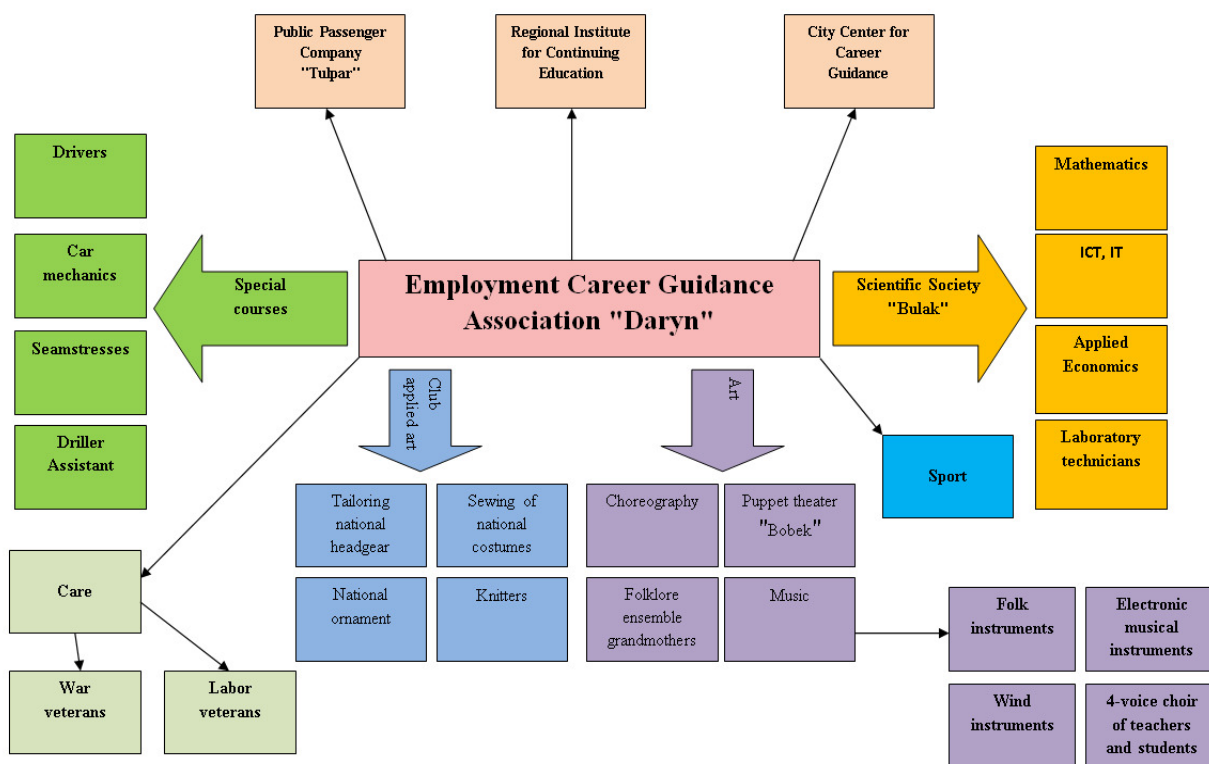
### 3. Development of author's model of organization of educational work in school

For efficient organization of educational work in the school was established career-oriented labor union "Daryn" (in translation: Talent), the leaders of which were the principal and high school students (Fig. 1). The main motto of the association: "Aesthetic education through labor." Combining "Daryn" signed memorandums with regional institute of continuing education, urban passenger company "Tulpar" (translated as "Racehorse"), the urban center of vocational guidance on training working specialties: seamstress, drivers, car mechanics, and driller assistant. After completing the course, students were given special certificates, which they can get a job in their field. For 8 years, the experiment produced 258 young women with a specialty "Seamstress 2 Discharge" and 238 young men with a specialty "Car mechanics".

Activities of the association "Daryn" conducted the following areas: science, sports, and arts and crafts. Pupils had the opportunity to do science in school science society "Bulak" (in translation: Spring) which functioned mugs "Mathematics", "ICT and IT", "Applied Economics", "Young technicians", "Friends of books." For in-depth study of subjects and organization of scientific research school teachers were sent to training courses. When making classrooms, in addition to the educational goals, the importance was given to the knowledge of the history of his native land. A number of rooms were nominal in nature and devoted to famous countrymen, who have contributed to the development of Kazakhstan.

The sports circle of students to learn martial arts competitions and performed at various levels. Prepared by: 1 champion feast on the national sport - toguzkumalak, 4 candidates for master of sports in wrestling. Physical education teacher awarded the title "Honored trainer of the Republic of Kazakhstan."

Aesthetic education of pupils carried out at the club applied art "Otau" (House), where under the guidance of experienced teacher's school kids mastered the basics of tailoring national hats and clothing with traditional Kazakh ornaments, carpet knitting. The club "Art" of great assistance in patriotic education of students assisted grandmother's folk ensemble "Kogaly-ay"



**Figure 1.** Model of organization of educational work in a rural school

(in translation: Reed). They have their own concert programs promoted folk customs and traditions.

For the development of musical and choreographic direction of the school were worked accompanist, choreographer, and choirmaster, director of the orchestra of folk, Musical and wind instruments. Students learn to play the accordion, accordion, national musical instruments: dombra, kobyz.

The results of the association "Daryn" submit monthly to the collective school. For example, conducting competition entitled "Best seamstress", "Miss School," "The girl is famous for its handicrafts." Pupils who choose scientific circles participated in contests and competitions of scientific projects at various levels. After secondary school, 75% of graduates enrolled in higher education institutions for the profile of the specialty, the basics of which are received in school. Over 20% of graduates work as seamstresses, car mechanics, and drivers.

On the basis of the school in 1992, a national seminar was held for the principals of the Republic, where there was a presentation of the author's model of organization of educational work in school. As a result of the workshop 17 teachers at the school received the "Excellence in Public Education of the Republic of Kazakhstan", 6 teachers of the school were awarded Diplomas of the Minister of Education and Science. Model of organization of educational work in the school took 1st place in the Republican

review panoramas models of educational system (1991), and teachers won a prize at the regional competition among teachers of labor (2000). Decree of the Ministry of Education and Science of the Republic of Kazakhstan №435 from 25.11.1992, the secondary school №6 of Kantagy village awarded the title of the author's school.

## Conclusion

Competent organization of educational work in the school helps to develop moral and aesthetic qualities of pupils, support national traditions, significantly expands their horizons and gives you the opportunity to acquire skills in various specialties. The role of the head of the school is a creative approach to the planning and organization of educational work in school.

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