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ORGANIZATION AND METHODOLOGICAL SUPPORT OF EDUCATION IN SMALL-CLASS SCHOOLS IN KAZAKHSTAN

The article offers an overview of the characteristics of the establishment and growth of small-class schools in the Republic of Kazakhstan and examines their present condition. At the same time, the degree of provision with legal, educational and methodological guidelines and tools developed taking into account the specifics of small-class schools is described. Based on the results of the analysis, the effective and ineffective aspects of the updated educational program for small-class schools were identified and proved. The negative and positive aspects of the organization of the educational process in small-class schools of the Republic of Kazakhstan are analyzed, as well as the features and content of the educational process are described. The problems that arise in the organization and management of the educational process in small-class schools in outlying villages and regional centers of our country are identified, and ways and means of solving them are proposed. Recommendations are given for the future development of small-class school education.

Keywords: small-class school, educational process, educational and methodological complex, quality of education, education system, combined classes, integrated education.

Introduction

Today we can say that views on the content and nature of education in Kazakhstan, the activities of students and teachers are undergoing radical changes. The desire of Kazakhstan to join the ranks of the developed countries of the world increases the need for the transition of the education system to a new qualitative level. In this regard, the reforms carried out today in the education system require updating and changing the content of education. Especially among them, an important place in itself is occupied by the issue of education in small-class schools. This is because the cultural development of a sparsely populated village, its socio-economic challenges, and its future progress largely depend on the level of education available there. Nikolai Alexandrovich Korf was the founder of small integrated schools.

He established a three-year zemstvo school during the mid-19th century, prior to the Soviet era. These schools later spread rapidly throughout Russia. The development of small-class schools in the USSR is associated with prominent educators such as L. Tolstoy and K. D. Ushinsky. A significant expansion of rural school networks was observed in 1924–1925, supported by substantial state funding. In 1926 alone, 1,545 village schools and 778 rural schools were opened. After the revolution, most of the newly established rural schools were small and primarily elementary. G. M. Khrapchenkov wrote about such institutions: “It should be noted that most Russian-Kazakh schools before the revolution consisted of small groups with 3–4 classes taught by a single teacher [1].

The existence of educational institutions of the type of small-complex school also took place in distant countries. For example, the education system of Finland, which has been in one of the leading places in the quality of education for many years. In Finland, the organization «Village Movement» was established to support and preserve rural schools. In Norway, half of the small schools operate using combined-class systems [2]. Rural schools in the United States often resemble those in Kazakhstan, as the US is also a large country with many sparsely populated agricultural settlements that require local schools.

In American small schools, called “one-room” schools, one teacher deals with children of different ages and often teaches several subjects at the same time [3]. Canada has closed more than 900 small rural schools since 1996, but the country has created a transportation system to address the problem. This system provides transportation for students in a remote area to schools located far from their settlements [4]. In Australia, small group learning first began with the help of radio. Education in this form is carried out in an orphanage, and the state prepares all the necessary materials for it [5].

The emergence of small collective schools in Kazakhstan began in the 1860s, closely linked to the pedagogical work of Y. Altynsarin, and has continued uninterrupted since then. In the early 20th century, a group of prominent Kazakh intellectuals, including A. Baitursynuly and M. Auezov, further contributed to laying the foundations for the integration of small-class schools into the national education system. These efforts established a solid base for rural education through small-class formats, with many of the early institutions being small primary schools. By 1916, there were 727 such schools, with a total enrollment of 2,414 students. Between 1920 and 1921, the number of these schools doubled.

Materials and methods

Our study aims to identify the challenges faced by contemporary small-class schools in Kazakhstan, examine the organization of their educational process, and assess the state of their educational and methodological support through the analysis of Kazakh, Russian, and international scientific and methodological literature in pedagogy and teaching methods.

Several of our researchers have highlighted the challenges of educational work in small schools and the need to improve the quality of education for students attending them. Consideration of effective ways of conducting several classes at the same time Zh. Aimaulytov, Zh. Karyasbaev, G. Begaliyeva, G. Suleimenov, A. Askarbaeva, M. Burlibaev, and the features and methods of organizing lessons in a small-class school can be found in the works of G. M. Khrapchenkov, B. Kulmagambetova, A. Askarbaeva, K. Aimagambetova, on one topic, the problem of the effectiveness of one-thematic classes is reflected in the works of Z. Beisenbaeva, M. Saipin, E. Shapaeva, B. Katembaeva, O. Satkanov.

Results and discussion

In 1990-1991, when our country gained its independence, the problem of unemployment was relevant. Conditions such as lack of material resources, delayed receipt of wages, and rising prices for services and goods consumed by the population were a severe blow to the people. Over the years, many operating enterprises have completely or partially stopped their work.

In 1992-1993, the number of workers sent on unpaid leave increased. Such conditions had a negative impact on rural areas. The consequences of unemployment among the rural population led to mass migration of the rural population to cities and towns. From this period, the number of small schools in the village began to increase. In fact, every fourth teacher works in a special education institution, and every sixth Kazakhstani student studies in a special education institution (Figure 1).

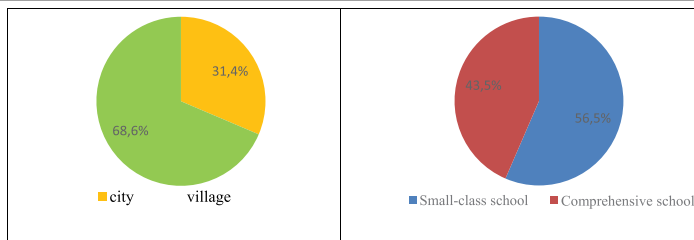


Figure 1 – Small-class schools in urban and rural areas

The demographic situation in Kazakhstan is marked by the remoteness of many settlements, an underdeveloped transport infrastructure—particularly in mountainous regions—and a high proportion of rural communities, which make up approximately 40% of the population. The population is sparsely distributed, with an average of 5.5 people per square kilometer, and only 2.6 in rural areas. Additionally, Kazakhstan's status as a multiethnic republic is reflected in the existence of schools that offer instruction in the languages of various ethnic groups, such as Uighur, Uzbek, and others, particularly in settlements where these communities are concentrated.

These named factors are one of the conditions for the preservation of small schools, multilingual schools and boarding schools in all regions of the country. Firstly, the mass migration of rural residents to the city, the corresponding decrease in the rural population, and secondly, the creation of contract, peasant and farm enterprises have influenced a further increase in the number of small schools in the last 15–20 years.

If we pay attention to the dynamics of secondary schools, we can observe their gradual growth in the 1990s and early 2000s, and since 2010, the reduction of such schools (Figure 2) [6].

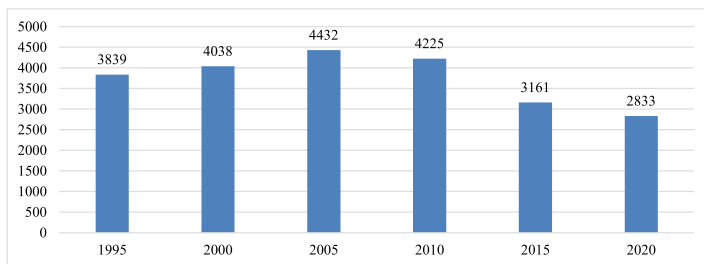


Figure 2 – Dynamics of the number of small-class schools in Kazakhstan from 1995 to 2020

If you pay attention to the picture, then if in 1995 there were 3839 small-class schools in Kazakhstan, then in 2005 there were 4432 small-class schools, today their number has decreased to 2833 schools. The increase in the network of small-class schools in the 1990s was due to socio-economic and demographic factors, and the sharp reduction in the school system since 2010 can be explained by the processes of urbanization and the improvement of the economic and social conditions in rural areas. The small-class school has been largely reduced by the closure and reorganization of elementary schools.

Small-class schools hold a unique position within the education system of the Republic of Kazakhstan, as their distinctive features—such as the structure of the educational process, the number of students and teachers, the combination of classes, and the organization of learning—demand a specific approach to their management and support. However, the requirements for these schools are equal to the requirements for secondary schools. These features cause certain problems in the education system of the country for the functioning of a small-class school even before the closure of schools, and they are solved in different ways. The normative and methodological base regulating the activities of small-class schools has not yet been fully developed. There is a lack or almost complete absence of textbooks and methodological recommendations for teachers on the organization of the educational process in a small integrated school, as well as specialized teaching methods in small and mixed age mixed classes. Due to the small number of students, it is difficult to organize full-time education. At the same time, the key challenges faced by small-class schools include the limited number of classes and the shortage of qualified teaching staff willing or prepared to work in rural educational settings, taking into account modern educational technologies; insufficient use of the opportunities of the rural school to reveal the individuality of each child in the educational process; fragmentation of schools (they are at a great distance from each other); an attempt to combine classes and pay teachers.

The main indicator of the uniqueness of such an educational institution is the small number of students, and all other features follow from this indicator. The assignment of a small integrated school to the above types is carried out in accordance with a number of legal documents: In a settlement with a small number of inhabitants:

- in a small-class primary school - the number of students is from 5 to 40;
- small-class basic school - the number of students from 41 to 80 people;
- small-class secondary school - operates with the number of students from 81 to 180 [7].

The instructional activities in a small-class school are conducted in accordance with the directive of the Minister of Education and Science of the Republic

of Kazakhstan № 595 dated October 30, 2018, regarding the endorsement of fundamental principles governing the operation of educational institutions, the appropriate model and form. This document states that if the number of students in small-class school exceeds 16, it is allowed to divide the class into two groups (classes of the Russian language, Kazakh language, foreign language, computer science, art and physical education). In addition, training is provided both individually and in combined classes according to the age characteristics of students. In a small school, a class size of more than 3 people is allowed. Teaching students of various age groups within the same classroom.

It is permissible to merge several classes while considering students' age differences. When such a combination is implemented, a staggered schedule is advisable. First-grade pupils should study independently, as newly enrolled children are not recommended to be placed in mixed-age classes, to ensure their adaptation to learning activities, as well as to increase their interest and enthusiasm for learning, attention span, they should study separately. Moreover, mixed-gender education for students in grades 9 and 11 is prohibited.

The teaching and material resources of most small-class schools fail to meet contemporary standards. Consequently, when structuring the educational process in a small-class school, they are guided by the educational standard and curriculum of each subject for general education schools. The main requirement in these schools is the correct scheduling of lessons and the rational and economical use of time in the lesson. Because it is necessary to teach several students of different ages in the same class. Daily lesson planning has its own characteristics in the effective use of the educational process. The order of subjects in the class timetable plays a significant role. In small schools, special emphasis is placed on students' independent learning activities. This is because, while the teacher is providing instruction to another group of students, students in one or even two other classes have to work on their own. In such schools, children learn to work independently, help each other, teach each other and learn from each other. Interaction, mutual assistance, activity, responsibility, collectivism, etc. are characteristic of small school students. business and moral qualities are different. In short, such schools should be equipped with specific legal, educational, and methodological resources and guidelines designed with consideration of the aforementioned characteristics.

Lessons held simultaneously for multiple grades demand thorough preparation from the teacher of a multigrade school, effective organization of the learning process, well-structured lesson planning, and a high level of pedagogical mastery and tact. There are some features of working with multiple classes:

11. The teacher should interact directly with the class for about half of the lesson (or less), while during the remaining time, students should manage their tasks independently.

2. The teacher's focus is distributed among two or three different classes.

3. During independent work, students may lack immediate assistance from the teacher, as the teacher is engaged with another class at that moment.

4. Students should be forced to work independently if there are breaks from other classes, since at this time there may be conversations, explanations, etc. in other classes.

5. If a teacher with 3 lessons per day in a regular class prepares for 3 lessons, and with parallel counting only for 1 lesson, then a teacher with 3 lessons per day in a small integrated school prepares for 6 (if from 2 classes) or even 8-9 lessons (if 2-3 lessons are combined) will have to be prepared before class.

Rural small-class primary schools have already established a system of self-directed learning built on the principle of combining two or three grade levels into a single class group. This is due to the fact that, compared to teachers of other subjects, primary school teachers have experience in teaching multiple subjects. At the same time, the methods of primary school education in small-class schools have also been developed.

The structure of lessons in small-class schools has a number of features that distinguish it from lessons in other educational organizations. Among them, the most important and unique feature is that it teaches students from two to three grades at the same time under the guidance of one teacher. Features of building a lesson in a small integrated school follow from the following:

1. An important feature of the lesson in the lesson is a combined, combined lesson - this is the obligatory performance of independent work by students. While a teacher in a separate class might include tasks for students to work on independently, a teacher in a small school might not choose to do so. This is because the type of tasks varies when educating 2 or 3 classes together.

2. The next feature is that the amount of independent work of children depends on the amount of work of the teacher in other classes. If in the first combined lesson the time allocated for independent work is relatively short, it may be extended in the second lesson. These aspects are implemented through the interaction of two components: student activities guided by the teacher and students' independent learning efforts.

3. A characteristic of lessons in a multigrade school is the extensive use of various types of handouts. This approach also stems from the increased need for independent work in a small school setting.

4. The main and most complex feature of the classes of this type of school is the need for the teacher to have high pedagogical and methodological skills in explaining and confirming a new topic [8].

Let us explain these features using the following table 1:

Table 1 – Features of classes in a small and regular class

Stages of the lesson	Regular class	Small-class
The stage of preparation for learning new material	The teacher turns to the lesson conducted in a collective form: leads a conversation, draws the children's attention to facts and phenomena, directs the students' answers in the right direction, supplements them, clarifies them.	The teacher's activity is divided into two parts - first to the lower grades, that is, if there are 7th and 8th grades, lead a new lesson to the 7th grade, and then to the 8th grade. After that, consolidate the lesson collectively.
The stage of explaining the new lesson	At this stage, the teacher shows the methods of applying the knowledge gained by students in practical activities.	After explaining how to apply new knowledge, a group of students work independently, and some of them, with the help of a teacher, use the knowledge gained through special techniques, work with cards, etc.
Consolidation of the new topic	The teacher summarizes the lesson in front of the whole class and reinforces the new topic through several oral or written discussions with the help of the teacher using special methods.	The correctness of the results must be completed by a collective check

There are two ways to combine classes: close to each other and different ages. From a pedagogical point of view, it is very convenient to organize classes of different ages, this allows you to organize work in pairs, high school students organize their work, and divide the teacher's time into organizing classes with younger students. Overall, there are 4,841 combined grades 1–4 nationwide, accommodating 27,996 children; 21,709 students of grades 5–9 attend 3,193 mixed classes, and 3,877 students in grades 10–11 are grouped into 105 combined classes.

The effectiveness of any lesson relies on the teacher's preparation. A key component of this preparation is developing a lesson plan. The lesson plan represents the outcome of the teacher's readiness for the class. Therefore, the quality and correctness of the plan is determined by the quality and correctness of all the main stages of preparation for the lesson. A lesson plan is developed for each individual lesson, considering the current progress in the topic and all existing specific features outlined in the thematic plan. The lesson plan includes: the lesson topic; the objectives and aims of the lesson; the lesson structure — the sequence of learning activities during the presentation of educational material and

students' independent work; a list and arrangement of instructional demonstrations; the time allocated for each stage of the lesson; and the required equipment and teaching materials needed for the lesson.

When preparing a lesson plan, the teacher considers the students' level of readiness for the deliberate assimilation of the planned content and the execution of the intended educational activities. It is also essential to anticipate potential difficulties students might face and to plan strategies to address them, such as using guiding questions, providing additional explanations by the teacher or students, illustrating on the board, or employing other specific measures. The lesson plan must be clearly understandable to the teacher. However, for a novice teacher, it is better to write a detailed plan, and for complex and difficult topics, short lesson notes. The entire lesson plan is a model, since when working in a lesson, situations may arise that affect the distribution of time for each specific period, changes in the teaching material presented during the lesson, and a decrease in the number of tasks performed during the lesson. In a regular school, the teacher pays more attention to the thorough presentation of the teaching material in the lesson plan, while the teacher in the small-class school pays more attention to the correct distribution of time for classes in his plan.

The revision of the content and structure of the geography curriculum depends on the nature of the subject. While geography used to focus on describing new places and countries, its current role is to anticipate the negative impacts of human activity on the environment, maintain ecosystem integrity, identify ways to conserve natural resources, establish cause-and-effect relationships in nature, and address political, demographic, and economic challenges [9].

Secondly, it is a ready-made presentation of learning objectives corresponding to the topics of this section. Each goal aims to develop specific skills. Skills are classified according to Bloom's taxonomy.

Writing lesson plans in small-class schools also has its own characteristics, because there are combined 2 or 3 classes, or several subjects are combined, so the lesson plan is written immediately for 2 or 3 classes. As an example, we give a lesson plan for the subject «Natural Science» in grades 5 and 6 in Table 2.

Table 2 – Sample lesson plan for the subject of natural science in high school

5-GRADE Natural Sciences	6-GRADE Natural Sciences
Topic:	
Oceans	Volcanoes and hot springs, geysers.
Objective:	

1) Describe to students the history of development and research of continents and parts of the world; 2) Describe the history of ocean exploration	1) Explain the formation of volcanoes; 2) Describe hot springs and geysers and group their locations
Visualization of the lesson:	
An envelope with a task for each student, a table.	Interactive board, «volcano, hot spring, geyser» pictures
The course of the lesson:	
<u>Organization: Checking the homework</u> The work is done under the guidance of a teacher. (regular review sessions for 5th–6th grades) Grade 5: working with cards Grade 6: answering the questions	
New lesson	
5-grade	6-grade
Explanation of a new topic under the guidance of the teacher	1 Explain the new topic by showing the pictures «volcano, hot spring, geyser». 2 Watch video
Consolidation of the new topic	
The work is carried out under the guidance of a teacher. Writing supportive words on a new topic. Write 14 help words for each class	
5th grade: Matching task: the teacher distributes stickers with numbers and words to students. A blackboard with numbers is posted on the board, students must match these random answers with numbers	Grade 6: Answers to questions on the topic: 1. Deep magma flows through cracks in the earth's crust it erupts upward with great pressure and splashes onto the surface of the earth. 2. Throat above the magma center, crater above it. 3. First comes the rumble, then gas and steam, then mud mixed with rainwater and ash flood, lava flows. 4. Extinct and non-extinct volcanoes.
Homework	
§21. Oceans	§21. Volcanoes, hot springs, geysers.

Focusing on the table, the teacher of a small-classschool works with two or more classes. Such classes require the proper organization and management of educational activities by the teacher. At the same time, we conducted a survey to determine what problems arise in the organization and management of the educational process for teachers of small-class schools. The survey included 23 teachers from small-class comprehensive schools across the Republic of

Kazakhstan. The results revealed that the primary challenge faced by these teachers is the absence of educational and methodological kits tailored to the needs of specific small-class schools (Figure 3).

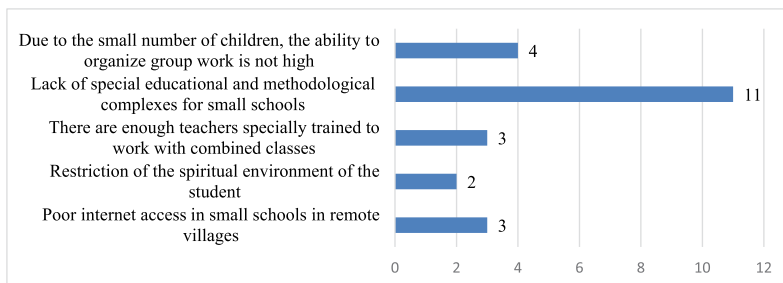


Figure 3 – Challenges encountered in organizing and managing the educational process in small-class schools

A closer look at the table shows that among the various challenges in organizing the educational process in small schools, the most significant is the absence of specialized educational and methodological resources. Additionally, teachers highlighted issues such as the difficulty of organizing group work because of the limited number of students in each class, the lack of special specialist teachers conducting combined classes, and the limited conditions for the spiritual development of students in such classes. schools. These problems will undoubtedly cause great obstacles in improving the quality of education [10].

Conclusions

Analyzing the features of the organization of the educational process in small-scale integrated schools, we can draw the following conclusion:

- the updated curriculum proves effective for teaching geography in small-class schools, as its content follows a spiral structure—covering similar topics while progressively increasing the complexity of educational goals and the corresponding objectives;

- it can also be noted that the small number of students in such a school has its advantages, as, in a regular school, a teacher typically manages 25–30 students and cannot pay attention to everyone, and in a small school the teacher works with 3–5 children, the work is growing actively and from the beginning to the end of the lesson, until the student is under the attention of the teacher.

Despite these advantages, the organization of the educational process in a small-class school also presents certain challenges, namely:

– the limited number of students, on one hand, makes group work difficult, which in turn hinders the use of diverse innovative methods that foster students' critical and divergent thinking;

– in addition, training during competitions is always intensive, and the small number of students does not create conditions for competition with each other, which, in turn, reduces the quality of the lesson;

– the teacher has to prepare for several topics in one lesson, and the current salary of teachers in small-class schools does not take into account such features.

In conclusion, considering the specific characteristics of the educational process in small-class schools, it is recommended to develop an individual model program for such schools and to introduce mandatory courses in vocational and higher education programs for pedagogical specialties, such as “Methods of Teaching in a Small-Class School” and “Managing the Educational Process in a Small-Class School”.

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ҚАЗАҚСТАНДАҒЫ ШАҒЫН ЖИНАҚТАЛҒАН МЕКТЕПТЕРДЕ БІЛІМ БЕРУДІ ҰЙЫМДАСТЫРУ МЕН ӘДІСТЕМЕЛІК ҚАМТАМАСЫЗ ЕТУ

Мақалада Қазақстан Республикасындағы шағын жинақталған мектептердің қалыптасу және даму ерекшеліктеріне жалпы сипаттама беріліп, олардың қазіргі жағдайына талдау жасалған. Сонымен қатар, шағын жинақталған мектептердің ерекшеліктерін ескере отырып әзірленген құқықтық, оқу-әдістемелік нұсқаулықтар мен құралдармен қамтамасыз етілу деңгейі сипатталған. Талдау нәтижесінде шағын жинақталған мектептерге арналған жаңартылған білім беру бағдарламасының тиімді және тиімсіз жақтары анықталып, дәлелденген. Қазақстан Республикасындағы шағын жинақталған мектептерде оқу үдерісін ұйымдастырудың оң және теріс жақтары талданып, білім беру үдерісінің мазмұны мен ерекшеліктері сипатталады. Елдің шалғай ауылдары мен аймақтық орталықтарындағы шағын жинақталған мектептерде білім беру үдерісін ұйымдастыру мен басқаруда кездесетін мәселелер анықталып, оларды шешу жолдары мен тәсілдері ұсынылған. Шағын жинақталған мектептердегі білім беруді болашақта дамытуға қатысты ұсыныстар берілген.

Кілтті сөздер: шағын жинақталған мектеп, білім беру үдерісі, оқу-әдістемелік кешен, білім сапасы, білім беру жүйесі, біріктірілген сыныптар, кіріктірілген оқыту.

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ОРГАНИЗАЦИЯ И МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ОБРАЗОВАНИЯ В МАЛОКОМПЛЕКТНЫХ ШКОЛАХ КАЗАХСТАНА

В статье дана общая характеристика особенностей формирования и развития малокомплектных школ в Республике Казахстан, проанализировано их текущее состояние. Одновременно описан уровень обеспечения правовыми, учебными и методическими рекомендациями и инструментами, разработанными с учетом специфики малокомплектных школ. По результатам анализа выявлены и обоснованы эффективные и неэффективные аспекты обновлённой образовательной программы для малокомплектных школ. Проанализированы положительные и отрицательные стороны организации учебного процесса в малокомплектных школах Республики Казахстан, а также описаны особенности и содержание образовательного процесса. Выявлены проблемы, возникающие при организации и управлении учебным процессом в малокомплектных школах, расположенных в отдалённых сельских населённых пунктах и региональных центрах страны, предложены пути и способы их решения. Даны рекомендации по дальнейшему развитию системы образования в малокомплектных школах.

Ключевые слова: малокомплектная школа, образовательный процесс, учебно-методический комплекс, качество образования, система образования, совмещённые классы, интегрированное обучение.

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