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## Modern Trends of Involving Kazakhstan' Schoolchildren and Teachers in School Management

*Aigerim Mynbayeva, Zarina Yelbayeva*

### Author information

- \* Department of Pedagogy and Educational Management, Al-Farabi Kazakh National University, Almaty, Kazakhstan. Email: Aigerim.Mynbaeva@kaznu.kz
- \*\* Department of Pedagogy and Educational Management, Al-Farabi Kazakh National University, Almaty, Kazakhstan. Email: zaryna.elbaeva@kaznu.kz

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# Modern Trends of Involving Kazakhstan' Schoolchildren and Teachers in School Management

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*Abstract.* The results of secondary education reforms are directly linked with the participation of ordinary teachers and schoolchildren in school self-governance. The aim of the research is to determine the degree of schoolchildren and teacher involvement in the school decision-making process, as well as to identify reasons and factors behind the current situation. For this purpose, the reforms of contemporary school system of Kazakhstan have been analysed in this paper, as well as the history of school self-governance system in the soviet period and early independence period, which features a body of Kazakhstani research in management of learning environment in schools. Kazakhstan is approaching the 30<sup>th</sup> anniversary of its independence. All these 30 years have been characterized by the active reforms of the education system. How are teachers and schoolchildren involved into educational management? A survey has been conducted with the participation of schoolchildren and teachers of general education schools of Almaty city (60 schoolchildren and 60 teachers), as well as in-depth interviews with 4 schoolchildren and 4 teachers. Questionnaires have been prepared in cooperation with the group of international scholars and have been adopted to Kazakhstani schools. Despite the fact that 88% of students say they love their school, more than half reveal weak motivation and preparation to participation in school management. Both analysis of the theoretical sources and practical study confirm the need for school self-management reforms to increase the participation of both teachers and students. One of the main reasons for this situation, in our opinion, is the lack of professional training of teachers to activate students to school self-management. The group intends to continue the study. The participation of ordinary teachers in management decision making at the level of school, of district, and of city requires further analysis.

*Keywords:* Management of education, school management, public school administration, school environment, school life, quality of education

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## **Introduction**

Contemporary Kazakhstan is carrying out reforms of the national education system. Currently, these reforms are having significant impact on the school system.

As part of the international project –“International Boundary Crossing Study of Teachers’ and Schoolchildren’ Participation in Institutional Processes and Practices”, we have examined the question of the involvement of schoolchildren and teachers in education management using an example of two secondary schools in Kazakhstan. This paper is useful to educational leaders and managers as it offers an opportunity to participate in research, to develop and challenge their thinking. The significance of this study is that it also enables to build capacity of the education system to develop professional educators as researchers in our partner schools. This component of the research where the academia meets schools for knowledge production and exchange will help us develop the concept of the innovative secondary school reforms in contemporary Kazakhstan to grow teachers as researchers (Shamshidinova, 2011).

The study initiated by Dr Alison Taysum involved researchers and partner schools from Kazakhstan and other countries including England, Finland, Guyana, India, Israel, Northern Ireland, Pakistan, Republic of Ireland, and Russia, is presented in this paper. The aim of the research is to determine the degree of schoolchildren and teacher involvement in the school decision-making process, as well as to identify reasons and factors behind the current situation.

## **Contemporary school education reforms in Kazakhstan**

The question of the active participation of schoolchildren and teachers in public school management is very important. In 2016, the State Program of Education and Science Development in Kazakhstan for 2016-2019 was adopted. According to the document and taking into account the current realities, the active stage of Kazakhstan’s secondary education transition to a 12-year education model is to be implemented between 2016 and 2020. Previously, the pilot work on the 12-year education model has been conducted in 104 schools of the Republic, of which 45 are rural schools and 59 - urban ones. In 2011, 26 pilot schools (resource centers) has been opened on the basis of consolidated educational resources of nearby small schools for conducting short-term training sessions, and conducting interim and final assessments (The National Report, 2012). Transfer to per capita funding in schools began on 1 September 2018. It has started with schools of Kazakhstan’s million cities of Nur-Sultan, Almaty, and Shymkent.

The need for deep school reforms is emphasized in the state program documents, and also confirmed by many scientists of Kazakhstan. According to L.Zueva, "Kazakhstan's school difficulties are compounded by the fact that it was too far behind and continues to keep off the world's progress. The school did not meet the needs of society" (Zueva, 2009, p.44).

The reforms of secondary education in Kazakhstan are aimed at the improvement of the quality of education of schoolchildren, and the introduction of competence-based and student-centered approach to teaching. The choice of the trajectory of individual training of schoolchildren is possible only with the active personal involvement of schoolchildren and the expansion of opportunities of provision of diversified and alternative learning profiles by school. Such a perspective is affirmed by Ruddock and McIntyre (2007) who argue the active participation of schoolchildren positively influences school life and education involvement of pupils and teachers in school management issues associated with enhancing citizenship, level of political and legal culture of teachers and schoolchildren, the development of self-government in the school, and creating a favorable learning environment for pupils and teachers.

In our study, we will focus on considering the following aspects. The first one is the consideration of self-government in the school through the study of understanding of the role, rights and responsibilities of pupils and teachers to make decisions, and of schoolchildren and teachers self-esteem regarding their opportunities in decision-making at the school level. It is very important that teachers accurately know the roles and responsibilities available for their involvement in decision making in school. The teacher must be able to recognize the true motivations of behaviours to choose the most effective way to develop supporting strategies to support pedagogical relationships with members of the school community (Krivtsova, 2004).

The second aspect is the creation of positive relations between schoolchildren and teachers, and the level of schoolchildren' and teachers' motivation in learning and work in the school. Arguably only in a supportive environment with high motivating people can active participation in decision-making occur. Marzano (2003) in his researches identifies three general groups of factors influencing the performance of school work and academic achievements of pupils. These are (1) factors of the school level, which includes educational programs, stimulating goals and feedback, a safe and orderly environment, the school climate, (2) the teacher-level factors, (3) schoolchild-level factors.

Theoretical study of the problem allows us to select several assessments and trends of the problem: from completely negative to optimistic. Let us start with the historical development of self-government. Next, we will con-

sider the elaboration and evaluation of problems in Kazakhstan pedagogical science of the modern period.

### **Self-government at school in Kazakhstan: an historical overview**

In the Soviet school self-government was implemented by two ways: (1) activities of the Pioneer and Komsomol brigade organization, (2) schoolchild self-government. To understand the current situation, we briefly consider the historical evaluation. The Pioneer organization was founded in 1922. Its main ideas were partially recycled by Krupskaya from the Scout Movement with "Regulation on All-Union Pioneer Organization". Krupskaya fixed the tasks of forming schoolchild social activity, and active participation in the work. However, the first and its main task, to which all the others were subordinated, was the "education of the loyalty of children toward Communist Party". As Pogosyan, notes, the school system was also oriented to cultivating school children's dispositions for 'unconditional pursuit of Communist ideology', it did not imply pupils having their own views or convictions, it did not take into account their individual features and interests, as it was aimed at raising "convinced patriots (Pogosyan, 2012). We note that for almost 70 years, the scientific basis of educational work of the Pioneer organization was actively built and developed. This is proved, in particular, by outlining sections on the pioneer educational work in textbooks "Pedagogy" - the main subject of teacher training - and by a variety of Dissertations on the history and new methods and content of educational work with Pioneer squads schoolchildren (Kudabaeva, 1973). For example, in textbooks on the subject of "Pedagogy" of the 1930s, 1950s, 1960s, 1970s, and 1980s, which prepared all school teachers included a section on children's communist movement (Savin, 1964; Shchukin, 1976; Babanskii, 1983). In the textbook by Babanskii (1983) the aims and objectives of the Pioneer organization, activity principles as a combination of pioneers' self-activity and pedagogical guidance, pioneers laws, their rights and duties, symbols, rituals and attributes of Pioneer Organization, content and form of the Pioneer organization activity etc. were all revealed (Babanskii, 1983, pp. 515 - 518). The textbook described the pioneering position of schoolboy of 3<sup>rd</sup> -4<sup>th</sup> grades, of 5-6<sup>th</sup> grades, and of 7-8<sup>th</sup> grades. Such a considered and competent teacher training promoted high efficiency of educational work in school. The Student Activities Committee was subordinated to the Komsomol organization, and guided by the principle of "democratic centralism" (Babanskii, 1983, p. 521). Arguably, this made the work of the committee directly dependent on communist ideology.

Modern schools after 28 years of independence include a schoolchild government that have elections of a school president, a vice president, and ministers all made up from pupils, and a School Council, and School Peda-

gical Board. From the period of independence of Kazakhstan which began in 1991 the elections of the schoolchild President of the school and their assistants were, and continue to be held. A school Council is created in the school, which includes members of administration, teachers and parents of the schools' pupil.

At the same time, in the last few years a trend of institutional development has occurred which has led to the involvement of children in decision-making processes and the establishment of associations of children's organizations has been observed. For example, according to the data of the director of the Almaty School Palace (Igisinova, 2007), all schools of the city of Almaty conducted surveys and monitoring and as a result it was determined that in 40% of schools of the city there are primary organizations of the Almaty youth movement "Azamat" working in collaboration with the Department of Education of the city of Almaty.

In 2011, the leaders of youth organizations of the country with the direct support of the Ministry of Education and Science and The People's Democratic Party «Nur Otan», created a unified organization for children and youth «Zhas Ulan» (Zhumagulov, 2011). Currently, schoolchildren of several schools are members of this organization, and thus have the opportunity to participate in the organization of cultural, scientific and educational activities in school. Thus, a variety of children and youth organizations is gotten in Kazakhstan, but all of them mainly are initiated by either political organizations or administrative resources.

The transition from collectivism to the individual value of the individual focuses not only on educational activities, but also on the comfortable "residence", or in other words 'the existence' of the child in school. The school is a small world, which should facilitate the conditions for children to enjoy a happy childhood and the opportunity for teachers to realize the creativity in their profession (De Ruyter, 2012). As such, career development should reign. Happy childhood in school is the opportunity to rely on the school as a place where schoolchildren can feel their importance in life, the importance of their opinion in an educative and training process, say their opinions in the school problems solving, trust their teachers desire to actualize their dreams, and feel confidence in the quality their education (Glasser, 1991). This process is the mirror of democracy, of the humanization of society.

### **Current problematization of self-government in school in Kazakhstan**

We consider the assessment of the problems of participation in school management given by practitioners and pedagogical scholars of Kazakhstan. As we have noted, assessments differ and vary from critical and cautious to

favorable. Secondary school teacher Karakhanov (2006) assessed the whole situation of self-governance in school as follows: "The Spirit of the present school is based on the autocratic. Authoritarian style, a single vertical chain of command runs through the school system. School autocracy hinders the development of civil society. In the current school system of education elements of democracy are being introduced. These innovations concern methodological transformations of the lesson structure, but the general spirit of autocracy is saved». Analysis of scientific researches on educational work in school allowed us to distinguish works of Kozhakhmetova, Berkimbayeva and Abdugarimova on the development of skills of self-governance as a scientific and systematic approach. Several studies to evaluate the school environment and the formation of leadership qualities among schoolchildren have been conducted by the Academy of Pedagogical Sciences as requested by Almaty City Administration (Kusainov, 2012). Conservative estimations with the expectation of the situation changing for the better prevail there.

A distinctive feature of the national scientific tradition (from the English one) is the presence of the category "vospitanie" (closer to «value education») and "vospitatelnaya rabota" (upbringing work) in pedagogical science (in Russian), "tərbiye" and "tərbiye zhūmys" (in Kazakh). Analysis of the Kazakhstan textbooks on "Pedagogy" of the twentieth century and of the Russian textbooks used in the educational process in Kazakhstan reveals the succession of traditions, and the continued use of a collectivist approach, based on the theory of A.S. Makarenko (Khayrulin, 2005;Slastenin, 2003). According to his theory in the classroom it is necessary to form a self-governing collective of schoolchildren that recognizes the quality of each schoolchild's personality through collectivism. The main method is the use of the technology of the "collective creative work" by a form-tutor.

Thus, in 28 years of independence of Kazakhstan the transformation of the system of self-government in the school goes on, based on the principle of unity of command and unity of colleague management. Currently, the innovative experience of schools on a scale of the republic requires total scientific and educational evaluation and analysis. We will offer practical data obtained by carrying out our research. How do schoolchildren and teachers themselves evaluate their involving of a common school of Almaty?

## **Methodology**

The research methodology is based on a systematic and comprehensive approach in conducting the research (please see methodology article in this journal). Consistency is manifested in the definition of several factors, causes and consequences, affecting the modern state, and the situation in the school. The complexity lies in the study of teachers and schoolchildren's

involvement in learning to lead their own education and therefore focuses on their inclusion in educational management. pilot interview schedules were created in cooperation with the international team of scientists and were adapted to the Kazakhstan school. Interviews were conducted with 4 schoolchildren and 4 teachers and the findings informed the items of two questionnaires. The first questionnaire was for the schoolchildren. The second was for the teachers. The two questionnaires could be mapped to each other, and to the findings of the interview data to enable us to test what we discovered at the interview stage.

The experimental base of the research was a secondary school of the city of Almaty. This school has no any special status, it is a common school of Almaty. The total of 60 pupils from 6-7th classes included 26 girls and 34 boys, and 60 teachers took part in the research. 18 teachers of 60 have experience of pedagogical activity of less than 10 years, and 42 of them of more than 10 years.

The ethical framework conformed to the University requirements and anonymity, confidentiality and the right to withdraw from the research at any time were assured.

## **Research results**

Motivation for this research is to enable us to understand to what extent self-expression and self-realization of schoolchildren in these rapidly changing conditions of school life is possible. Moreover to reveal teachers' and schoolchildren' participation in institutional processes and practices' in school life.

## **Research questions**

For the achievement of the research objectives, we will reflect in the article on answers that address four key research questions.

How do the teachers and schoolchildren understand the roles and responsibilities available for them to be involved in decision making in school?

- How does the relationship between teacher and learner influence the schoolchildren' learning experiences
- How do the teachers and schoolchildren opportunities contribute to decision making about possibilities in school.
- To what extent do institutional characteristics influence schoolchildren' levels of motivation to learn?

**RQ1:** How do the teachers and schoolchildren understand the roles and responsibilities available for them to be involved in decision making in school?

The results of the survey are reflected in figure 1-3.

From the figure 1 one can see, that the third part of the teachers often know about their opportunities of decision-making in school life, however more than half of them (57% - 34) know only “sometimes” and 10% (6) of them rarely think about this. Moreover, Figure 2 shows that young teachers are the less aware (with background of less than 10 years). About a third of schoolchildren are also aware of their rights to participate in decision-making in the school, more than a third “sometimes” thinks about it, and 28% - rarely think about it.

Figure 1. I know the roles and responsibilities available for me to be involved in decision making in school.

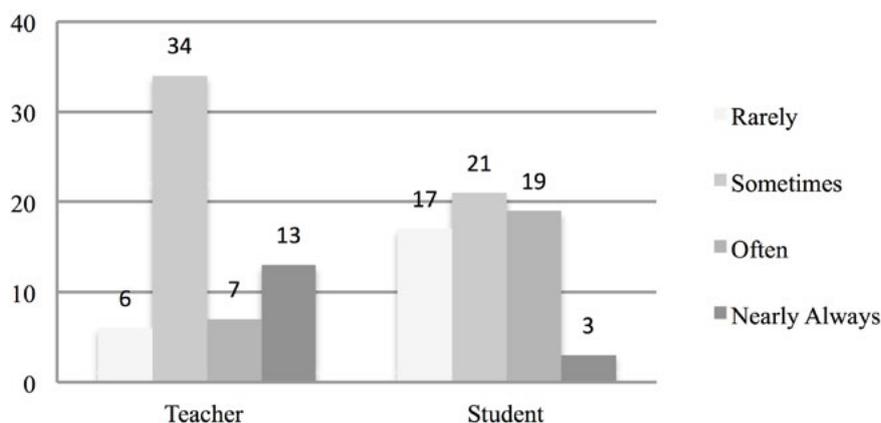


Figure 2. I know the roles and responsibilities available for me to be involved in decision making in school.

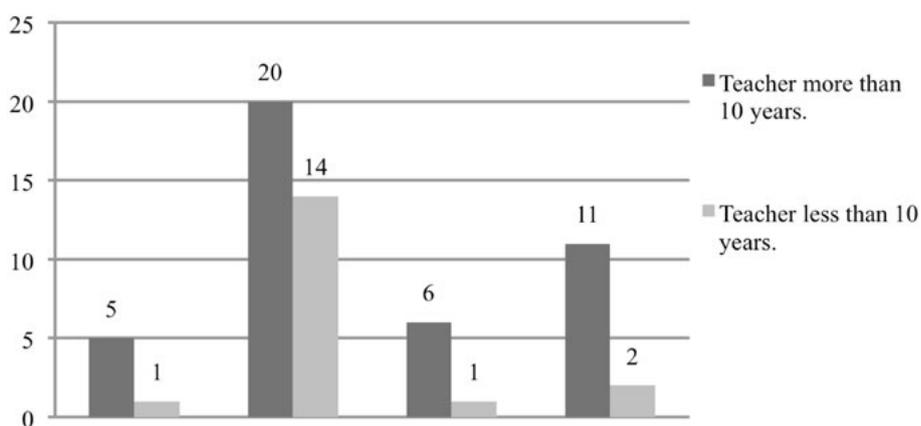
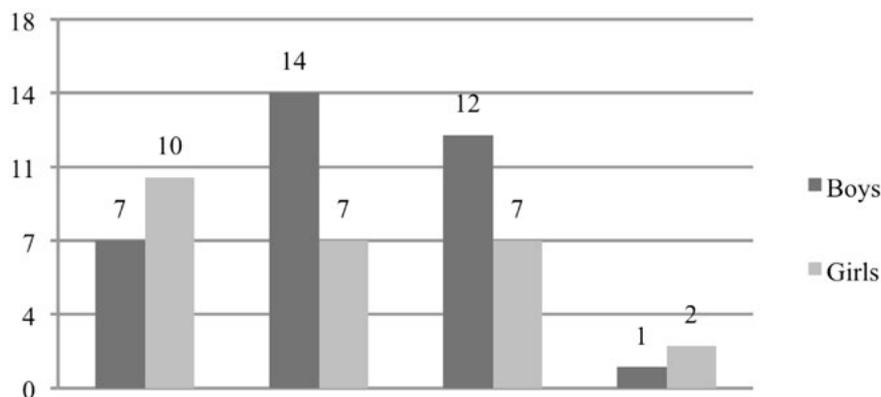


Figure 3. I know the roles and responsibilities available for me to be involved in decision making in school.

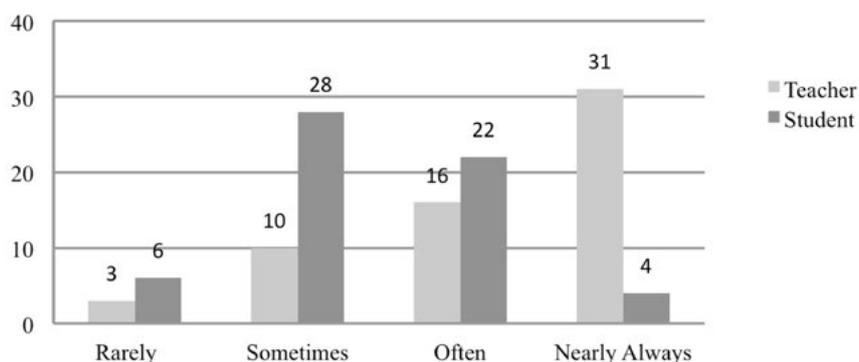


In the process of conducting interviews with schoolchildren, the majority of schoolchildren indicated their desire to participate in the decision-making in school life. So, for example, a pupil of the 6th class Anastasia described her positive attitude towards school life: «I go to school with pleasure every day. I love my school and teachers». The absolute majority of respondents - 88% of pupils have only positive feelings for their school. Such a positive response has encouraged researchers to further steps of the study. Most of the interviewed teachers are also positive about their work and social activities.

**RQ2:** How does the relationship between teacher and schoolchild influence the schoolchildren' learning and teachers' teaching experiences?

The results of the survey are reflected in figure 4.

Figure 4. The learning is better in the classroom if I trust the students. When my teachers trust me I learn better.



The chart shows the difference in the assessment of teachers and pupils of the influence of mutual understanding on the process of learning. If teachers

understand the importance of positive relationships in the educational process /«often» and «nearly always» (47 teachers - 78%), the schoolchildren demonstrate selective positions to this issue («sometimes» 28 schoolchildren - 47% and «often» 22 schoolchildren - 37%). This position is alarming. On the one hand, teachers are more oriented on the mutual understanding and trust of schoolchildren, while about half of schoolchildren are either “sometimes” motivated by trust, or see its manifestation only “sometimes”. Since in the classroom at the same time there are more than 30 people, teacher fails to pay attention to all of them. Perhaps subjectively, teacher believes that he paid attention to the class, but it is “not reached” to each schoolchild. Therefore, such an attitude is generated in the schoolchild.

Figure 5. The learning is better in the classroom if I trust the students.

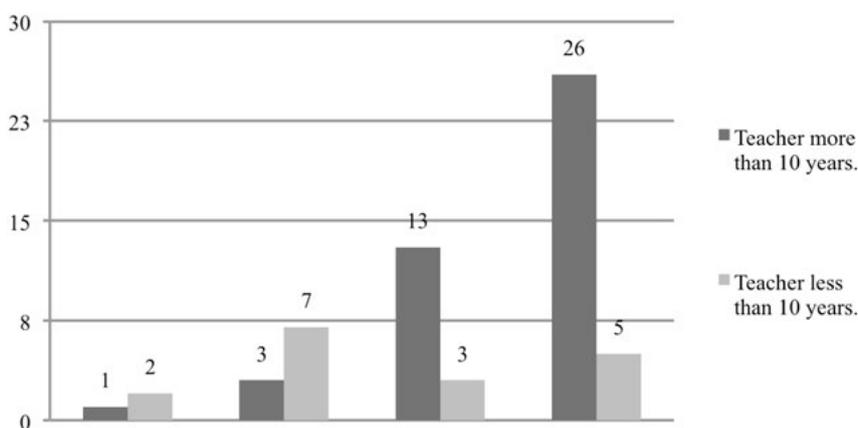
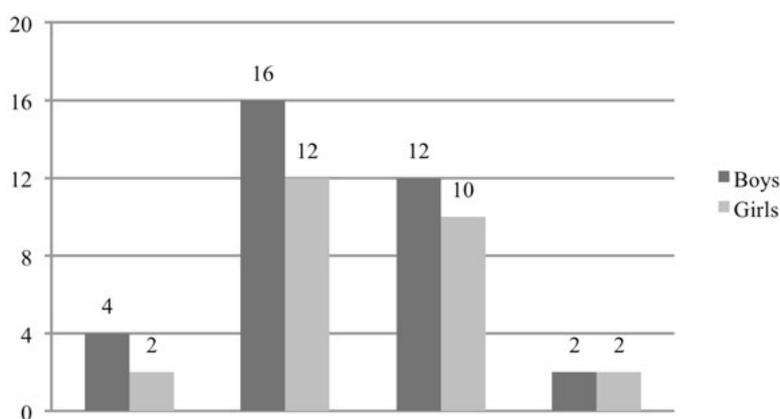


Figure 6. When my teachers trust me I learn better.



From the figure 5 one can observe that *teachers with more experience* better understand the need for a trusting relationship with the schoolchildren in the class (26 from 42 teachers, 62%). Most of *the young teachers* (39%) appear to be more focused on the objective independent approach (7 of 18), and almost a third (27%) of them on the mutual understanding with the schoolchildren. The figure 6 shows that there are not large differences in gender assessment of pupils.

Let us consider the examples explaining the answer (1) of schoolchild, who emphasized the importance of the teachers' trust for them, and of teacher (2).

Here is how Sasha explained the importance of teacher's trust. According to Sasha, a schoolchild of 6th class, mutual understanding and trust of teachers with schoolchildren' influence in a positive way on the efficiency of teaching. In his example, Sasha described his beloved teacher of Russian language as the spiritual master, which in modern conditions is called a teacher from God. From other teachers the teacher differs in that she is able to listen and hear schoolchildren. The teacher has always time to devote to every pupil, at least a minute ».

Teacher 2 stated the Credo of a teacher is: hard work, patience and creativity. The teacher should always develop and work on him/herself, and will not be an educator without this. A key teacher along with all the teachers of this school at the beginning of each month invite parents to school and tell about the contents of future lessons. Thanks to such meetings an atmosphere of trust appear, pedagogical cooperation of teachers and parents is born.

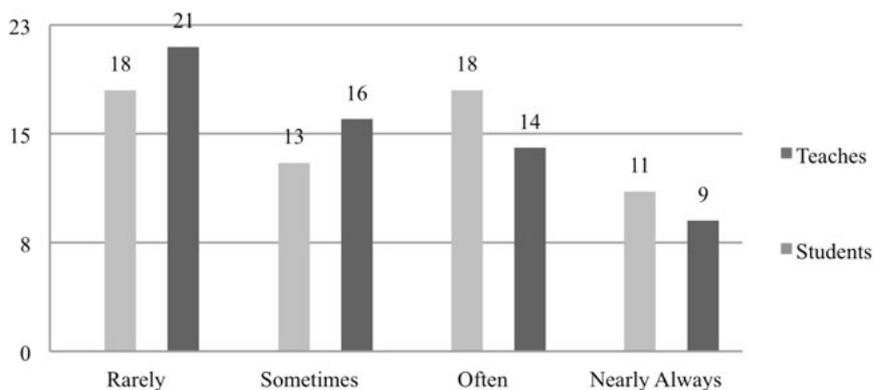
A teacher of mathematics during the interview replied as follows, that proves her love for her profession:

*«I am a teacher and it seems it's given to me from God, because I love to learn and teach. As told by Leo Tolstoy: «If you want to educate the schoolchild by science, love your science and know it, and pupils will love you, and science, and you educate them; but if you yourself don't love it, no matter how much you may teach it, science will not produce educational influence». And it is still necessary to love not only your subject, but children too, it is necessary to be kind and strict at the same time. It is very important to trust your schoolchildren, however, moderately, to the extent that it does not have a negative effect on the learning process. The first principle of work of the teacher is a creation of a favorable and confidential psychological aura in the educational process».*

**RQ3:** I have opportunities to contribute to decision making about possibilities in school. I have opportunities to contribute to decision making about problems and possibilities in school.

The results of the survey are reflected in figure 7-9.

Figure 7. I have opportunities to contribute to decision making about possibilities in school. I have opportunities to contribute to decision making about problems and possibilities in school



The results of answers to this question are very interesting. Teachers more than schoolchildren take part in solving the issues of school. The degree of involvement in the school problems solving of both teachers and schoolchildren is not high. Only 18% (11) of teachers and 15% (9) of schoolchildren are constantly involved in solving the issues of the school, while 30% of teachers and 45% of the schoolchildren are rarely and sometime actually involved in the self-government of the school. This result partially confirms the statement of Karakhanov (2006) at the same time requires further investigation.

As the analysis of test results shows many teachers and schoolchildren are aware of their opportunities, but apparently not motivated to participate.

Figure 8. I have opportunities to contribute to decision making about possibilities in school

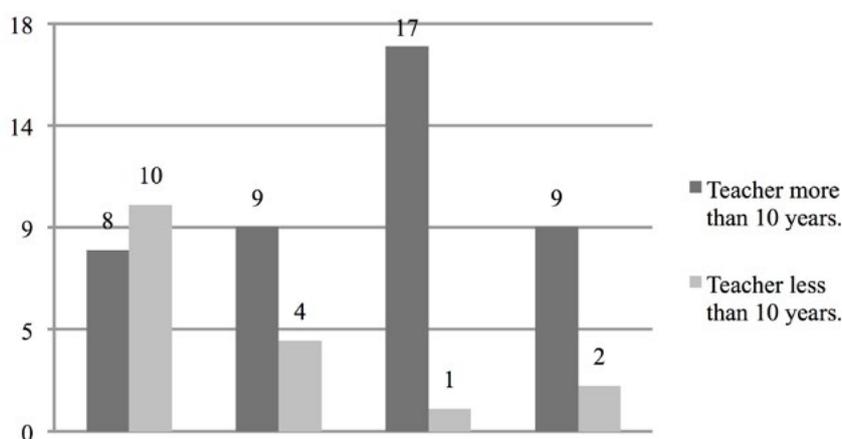


Figure 8 shows that teachers with extensive experience (62%) are more active in decision-making than younger teachers (17%). Alarming fact is that 55% of young teachers (10 persons) rarely participate in solving the problems of the school.

Figure 9. I have opportunities to contribute to decision making about problems and possibilities in school

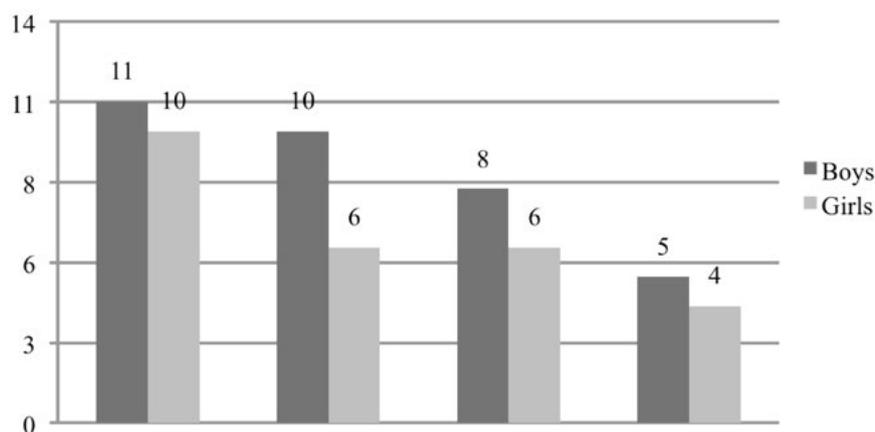
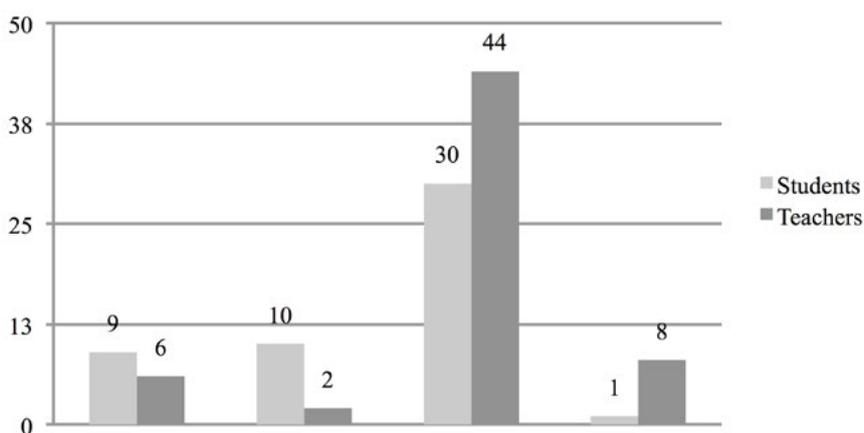


Figure 9 again shows gender equality in assessing the schoolchildren' participation in solving the problems of the school.

**RQ4:** To what extent do institutional characteristics influence schoolchildren' levels of motivation to learn? Are schoolchildren motivated to learn in school?

The results of the survey are reflected in figure 10.

Figure 10. I feel motivated to learn at school. I am motivated in my job.



Interest rates: In the oral survey before questionnaires the 95% of schoolchildren to the question "Am I motivated to learn at school," answered "nearly always". However, in the written questionnaire survey results were as follows: 15% of the schoolchildren are rarely motivated, 17% - sometimes are motivated, 50% are often motivated, and only 1,7% are almost always motivated. 10 of schoolchildren did not answer the question. Teachers are naturally better motivated in school, but 13% of them are "rarely" and "sometimes" motivated.

### **Concluding discussion and final considerations**

Overall the situation of participation in school management by teachers and pupils in Kazakhstan can be assessed as "requiring attention" and "having the need for further development of democratic school governance mechanisms." It can be stated that the study captures the current state at the time of 2012-2013, in anticipation of strong secondary education reforms.

Both analysis of the theoretical sources and practical study confirm the need for school self-management reforms to increase the participation of both teachers and schoolchildren. This is actualized by reforms for the transition to 12-year secondary education too.

The first stage of Kazakhstan's independence expanded public participation in the school activity, the importance of activity of the School Board, in which the administration, representatives of teachers, schoolchildren and parents take part, has increased. The important role in the collegiate management traditionally performs "Pedagogical Board". At the same time, much depends on the leadership style of the school principal.

We distinguish objective and subjective reasons for the teachers' and schoolchildren' survey results. It is possible to ascertain the presence in the school both of teachers with active civic position, participating in school management, and of about a third of teachers, showing a passive civil position. The low activity of young teachers causes a particular preoccupation.

Despite the fact that 88% of schoolchildren say they love their school, more than half reveal weak motivation and preparation to participation in school management. One of the main reasons for this situation, in our opinion, is the lack of professional training of teachers to activate pupils to school self-management. If in Soviet times greater importance was given to this training through textbooks and the development of pedagogy including modern theoretical approaches to school self-management then the situation may have been different. The pedagogies would need to take into account schoolchild age, schoolchild characteristics, community principles, Kazakhstani particularities and mechanisms. Currently, the position of the social pedagogue as an organizer of educational work is being introduced

into schools. It is necessary to strengthen this function and to enhance the training to activate school self-governance.

We now consider other issues that we would like to explore in the fuller research that have implications for educational management.

#### ***For schoolchildren***

1. In the ordinary kazakhstani schools there are discussion clubs, scientific sections, clubs and extracurricular activities, where the child can show her/his individuality, to express her/his views and positions on some issue or problem. In classrooms of urban schools more than 27 schoolchildren are enrolled (there are some classes where 30-36 schoolchildren are present in the classroom). This complicates the teacher's job of developing one to one pedagogical relationships particularly in the time limit of 45 minutes, which is a barrier to active interaction with all schoolchildren. Therefore reproductive teaching methods are often used in the classroom and sometimes teacher's monologues prevail.

2. Many parents of children at school where we administered the questionnaires do not have a stable job. They operate on the street market, so sometimes some schoolchildren think they can, like their parents, operate on the market (Bazaar), and they have no need to receive a good education.

Schoolchildren realize that education at school is the pledge of the future, but to what extent is the motive of future prestige stable for schoolchildren?

Results of our research among schoolchildren actualized the issue of self-government. Many schoolchildren want at their level to participate in cultural, scientific and sports activities in schools. This is important because there is a need to increase elective classes in school, so that schoolchildren can choose their own study trajectory. There is also a need to facilitate the transition to specialized education in the senior classes of school. Schoolchildren also want to participate in the creation of a comfortable environment where schoolchildren can realize self-optimization and where they will experience the joy of learning and socializing with other schoolchildren and teachers.

#### ***For teachers:***

As research results show, many teachers are often motivated by their work. Teachers' motives to work in comparison with pupils' ones are more stable and connected with their professionalism.

The lack of motivation of 13% of the teachers (6 respondents «rarely» and 2 - «sometimes») may be related to their workload at work, as well as the de-professionalization of teachers.

New system of motivation for teachers and of improvement of qualifications was developed in the Ministry. The necessity to improve the quality of the teaching staff was pointed out in the "Message to people of Kazakhstan"

by the Head of state Nursultan Nazarbayev. In this regard, in each region integrated centers for teachers' training have been created. For example, The Centre of pedagogical excellence under the "Nazarbayev Intellectual schools" and regional teacher training institutions were created in November 2011. In the State education development program great emphasis is placed on improving the status of a teacher. From September 1, 2011 co-payment fees for the qualification category of teachers and educators were increased. Wages of teachers who pass 3 levels of training at the National training center «Orleu» and Centers of pedagogical excellence will be increased. A three-level training Program for teachers of secondary schools is being developed. Each level presents a unified training program providing frontal classroom training for two months and remote (online) for one month (National Report, 2012). In the future the experience that teachers will get in the Centre of pedagogical excellence, will be provided for all the secondary schools of the country. According to the plans up to 40 % of teachers should be covered by the retraining plans in the next five years (Zhumagulov B., 2011). It is expected that in 2019, the Law on the Status of Teachers will be introduced in Kazakhstan, which is currently being intensely debated. The law stipulates the rights and obligations of teachers; it is planned to increase teachers' pay, to introduce incentives for professional development, and teacher certification.

Here is how a Deputy-Director of a school-gymnasium in Almaty assesses the first results: «It became easy to organize methodological work in the school. We, the school administration, have time only to support the initiative from below, from teachers, to create conditions for the realization of what they want to do. Teachers who enrolled in the three-month courses, want to hold open classes, Lesson Study, workshops, master classes, coaching sessions...» (7.11.2013, workshop) (Tikhomirova, 2013).

At the same time, there are risks: will 40% of the teacher-leaders be able to be involved in the innovation process in common schools? These are the kinds of issues we want to explore that the pilot study has revealed need addressing. We hope that support of the state and love for their work are the real basis to positive motivation and to improving the effectiveness of teachers.

## **Conclusion**

The group intends to continue the study. The participation of ordinary teachers in management decision making at the level of school, of district, and of city requires further analysis. How can we expand this process? What are the effects of teachers on the activity of the schoolchild self-government? We emphasize that the active teacher can form active person, citizen of the Republic. The school presents a micro model of the state. Can we project the

processes of self-government in the school on the development of self-government of a district, city, state? In our opinion, the influence of teachers and schools on such processes is significant.

The study was conducted in a common school of the city of Almaty. Schoolchildren are taught in Russian. In our opinion, in order to confirm the data or to refute them, it is necessary to compare the data obtained from several schools of the city of Almaty, including the Kazakh language taught schools and rural ones. The group plans to conduct additional study in another state school and two small private schools of Almaty. The new theoretical approaches to the expansion of self-government in the school require further study, and the experience of their application in Kazakhstani schools requires further generalization.

The question of participation and of increase of the interaction between University researchers and school teachers is important for the development of quality of education at the school. There is a need for creation of a comprehensive school system "state - school in partnership with universities - students".

The rapid changes in educational technologies and educational system reform require special conditions for schoolchildren and teachers, where teachers could have the opportunity to improve systematically their research skills, including cooperation with the schoolchildren. The next stage of the research will aim to develop cooperation strategies of school and University in the development of education management. These are good conclusions, but may need developing with a summary of the findings from the paper before you present the next steps.

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