The tendencies of innovation development in the general secondary education in Kazakhstan

Massyrova R.ᵃ*, Ospanova B.A.ᵃ, Zhimagulova K.ᵃ, Khaidarova A.D.ᵃ, Issayeva Zh.I.ᵃ

ᵃKazakh National Pedagogical University, Almaty, Akbulak district, 18 flat 129 house Chulanova street.

Abstract

The science of teaching innovations is becoming popular in our country today. Isolation of an independent branch of science began with the socio-pedagogical movement, with a conflict between the needs for rapid development of the school and the inability of teachers to implement it. Using of the new increased widespread. In this regard, there was escalated the need for new knowledge, in understanding new concepts of "innovation", "new", "innovative process", etc. The paper aims to show new production tendencies, trying to find out if they can be seen under a sustainable innovation perspective and if their logical action presents a connection to Habermas' Theory of Communicative Action. Considering the current innovation theories it is worth saying that specific approaches facing environmental sustainability are not common. Based on such scope, Industrial Ecology and Integrated Production Systems are highlighted. They are in the mainstream because they try to guide themselves not just by economic concerns, but also considering the articulation demand among different subjective and objective elements. The tendencies draw proposals to policies' transformations - regarding production methods - by placing economical, social and environmental dimensions in an inseparable way. (Berkaliev, 2007)
1. Introduction

Innovation activities in all areas of society have common features and patterns. Everywhere there are first defined change goals, innovation is developed, and then it is being developed and distributed, and finally "dies", exhausting mentally or physically.

The education system in Kazakhstan had difficulties, compounded by disease processes, for decades, experienced by the community. Against the backdrop of plantation dogmatism, violent struggle against dissent along with a spiritual life becomes scanty, there were soon forgotten the whole layers of cultural - historical heritage of the Kazakh people, kept isolated from the world of civilization. All of this extremely weakened the ability to absorb and make extensive use of the valuable that emerged in the global and domestic science (Beyoğlu, 2014; Mancuson & Desmara, 2014; Zinas, & Jusan, 2014).

Character of the innovation process is defined by three interrelated forces: the new features introduced processions, innovative potential innovators environment, especially innovation initiators and participants of the innovation (Jafarigohar & Nazari, 2014, Bajwa, 2014).

Historical and pedagogical analysis shows that innovation have a thousand year history. Formation and development of innovations in primitive societies, the Ancient World, Middle, and New modern time was varied and ambiguous process.

In general, innovation consists in the fact that they have given mankind a priceless experience of training and education, established the first school in the history of mankind, have formulated the initial ideas about teaching and educating.

Historical memory, tracking the development of innovations in education, it is important characteristic features, an imprint of cultural traditions and aspirations of the Kazakh people.

As each edge of a huge globe, Kazakh land and its people have a long history and ancient written monuments. As a result of careful study of the archaeological and written sources revealed that the history of our region goes back centuries. In written documents of the V century B.C. laid the bud initial ideas of training and education. The aim of this before and after study was to evaluate the effect of a multifaceted intervention on the knowledge, skills, attitudes and behaviour of allied health professionals. (Gontarz & Winiarski, 2014)

The aim of this study was to investigate the tendencies of innovation development in the general secondary education in Kazakhstan

2. Method

2.1. Participants

A significant contribution to the establishment and development of innovations in education have made to the IX-XII centuries the greatest thinkers of the early Middle Ages al- Farabi, Yu.Balasaguni, H.A.Yasawi.

Innovative idea in Kazakhstan XV - beginning of the twentieth century represented the Kazakh zhyrau nomadic philosophy prairie humanists Kaigy Asan (Asan Sad ) Kztuganom, Shalkiiz Bukhari Kalkamanoym. Their writings give an idea not only of historical events, but also on the level of thought, outlook and attitude medieval nomads (nomads).

Pioneering progress achieved Kazakh pedagogical thought in the middle of the nineteenth century in the development of education. The spokesman of the urgent needs of the era was the creative and socio-educational activities of the Kazakh educators Ch.Valikhanov, s. Altynsarin Kunanbayev, Kudaiberdiev. (Alsu, 2014; Ghaderi & Salami, 2014).

2.2 Data analysis

Innovation has been at this historical period, the work of the Caravan of Kazakh women and girls. Unfold the Russian - Kazakh schools, which were the only types of schools, created specifically for the primary education of the Kazakh people. Among the many types of schools operating in the pre-revolutionary Kazakhstan - school, secondary schools, urban and rural schools, and academic new method secular and religious schools.
A significant contribution to the development of innovation in education has made the republic A.B.Balgimbayev recommending to base the teaching of the mother tongue, convert aul school to school with a 4- year course of study and to expand the curriculum and programs of these institutions.

3. Results

Innovation processes are the law of development of education, despite a number of objectively unfavorable factors, which were the obstacle to the introduction of innovations. Kazakh thinkers did not remain aloof from the innovative research, realizing their innovative ideas and initiatives to promote education of the steppe. They have made a notable contribution to the development of educational content.

Kazakh thinkers have developed and created a new one for the time the school system that meets the conditions of everyday life of Kazakh people. The main advantage of this system was the continuity of all types of schools, training them in the native and Russian languages. Their innovative pedagogical views and thoughts have made a significant contribution to the development of innovative education in a pre-Kazakhstan.

Creation of a network of schools after the October Revolution took place in difficult conditions of civil war, destruction, lack of school legislation. In this period the construction of a new national school curriculum, forms and methods of training. Developing the content of education (curricula and programs), the creation of textbooks and teaching materials, updating the machine learning methods, which are actively involved in the Kazakh democratic intelligence Aymautov.Baitursynov, Dulatov, Zhumabayev.Shonanov.

An invaluable contribution to the development of innovation in the country has made Nazipa Kulzhanova that of the first accepted for the organization of pre-school institutions. Under her leadership, created kindergartens in villages where women were involved - a peasant woman. Under her leadership in the country is assigned a network of preschools, kindergartens revised functioning, work to consolidate the material base. (Morales, 2014; Staretu, 2014)

In the late 20's early 30-s in education begins a departure from the innovation and diversity of types of schools to standardize them, not only on the organizational structure, but also on the content of education in the classroom school system returns to the subject of education and class-lesson form of employment.

4. Conclusion

So, our traditional culture, focused on the transfer of skills from the older to the younger, is replaced by prefigurative type of cultural organization, focused on the future. In such a socio-cultural situation where a change in the type of relationship between the generations, will inevitably change as well and the type of relationship between teacher and students. These relationships lose their character and coercion cannot be anything other than a relationship of cooperation, interactive regulation equals the unknown true.

Based on the foregoing, we conclude that the reform of the education system in Kazakhstan is clearly needed. However, a variety of approaches to education reform and abroad, and in Kazakhstan little account socio-cultural determinants of education. According to Shapovalov, education must take into account the multi-layer structure of the inner world of man, to a certain extent the deterministic type of socio-cultural situation in which the proceeds of his life activity. "This structure is to a large extent" lights up" the value orientations of culture and society, which in turn determines the standards of education and diversity in the population of existing civilizations"(Todorut & Tselentis, 2014).

In Kazakhstan, for a paradigmatic crisis of education is imposed crisis of society, which, in fact, is in the historical zone of civilized fracture - complex socio-cultural transformations affecting all aspects of life. These transformations are modernizing character, and not just an internal clock to the establishment of a democratic society, but also the global trends in the transition phase of the post-industrial, cultural and civilized development.

Education is at the center of reflection and prospects of Kazakh society, as it is intended to provide the necessary "cultural shift" - a condition upgrade the socio-economic structure and all aspects of life in the country. At the same time, in the circumstances, education must also, in turn, undergo systemic transformation in
the spirit of the time - in the definition of objectives and methodology, content and technology. Thus, the crisis of Kazakh society with special urgency brings to the fore issues of education in the form of his new paradigm. This paradigm, in our opinion, is an innovative education, the main thrust of which - the constant creative renewal, development and improvement of each person throughout life, which entails the prosperity of society. The transition to an innovative education must overcome the traditional orientation of the educational processes on the surface, "encyclopedic" content, the congestion information and factual material not related to the demands of students and the needs of society. For today the development of society is characterized by attention to the world of the individual personality tendencies in the culture at large and in particular education. (Berkaliev T.N., 2007; Hashemi, 2014; Yousefi & Saremi 2014).

5. Discussion

Innovations in education in the Republic of Kazakhstan in the late 80’s - early 90’s. did not match with the direction of the global educational process or the educational standards of UNESCO. Declining rates of development of education in the country, its quantity and quality engendered legitimate concern for the socio-economic and socio-cultural development of the country.

Adopted in 1995. The Constitution of the Republic of Kazakhstan, the law introduces a free secondary education.

Since independence in a country undergoing fundamental change in the education system:
- The change of the dominant conceptual approach to education;
- The development of the concept of personality development in the innovation process;
- Changing paradigms of education and training;
- Splash of pedagogical innovation, the movement of teachers - innovators;
- Alternative and variability of the education system.

In the psycho-pedagogical science research should be determined by the specifics of methodological approaches (Figure 1). As a special methodology of the study were: ambivalent, anthropological, humanistic, learner-oriented, systemic, paradigmatic, which involve consideration of objective phenomena reality as an open nonlinear dynamic and evolving process.

Our traditional culture, focused on the transfer of skills from the older to the younger, is replaced by prefigurative type of cultural organization, focused on the future. In such a socio-cultural situation where a change in the type of relationship between the generations, will inevitably change as well and the type of relationship between teacher and students. These relationships lose their character and coercion can not be anything other than a relationship of cooperation, interactive regulation equals the unknown true.

Based on the foregoing, we can conclude the following: the traditional "Knowledge " (Enlightenment) education model has exhausted itself, it currently does not meet the demands of modern social and cultural environment. The yield of the crisis - in the new policy paradigm.

In our country, the special complexity of the situation in the education system due to the fact that it has a dual nature of the crisis. First, it is one of the manifestations of the global crisis of education. Second, he is in a situation and under the powerful influence of the crisis of society and the state.

Education today is undoubtedly a powerful factor in the scientific, technical, socio-economic and cultural progress, it appears, due to its poly-functionality, an undeniable influence on the entire social body. However, performing the functions of education, identity formation of a new type of training qualified personnel for all areas of activity, the education system, in turn, is subject to the reverse action of the productive forces and relations of production, its development is determined not internality and externality with respect thereto factors. Of course, the education system is undergoing changes according to the internal logic of its development, but these changes are not comparable speed, scope, forms and significance of the innovation brought by the society from the outside, in other words, the 'social lack of exercise" of the education system is subjected to more and more active transformative impact of social structures. Under the influence of this effect it is becoming more mobile, but its inherent dynamic conservatism increasingly enhances its ability to innovate resistance. The essence of this phenomenon is as follows: as a result of external influence education system is, of course, is reconstructed by external form, but the essence of it is often affected only marginally. Incorporated mainly those
innovations that do not conflict with its former existence. The more, the strength of external influence on the education system is growing. Not always, of course, such an effect is justified under certain circumstances, the system of education can be given to the power of natural forces and influences. (Ezza, 2014; Awang & Abdul-Rahim, 2014)

Part of the paradigmatic crisis in education is the problem of the nature of social interactions and relationships between the main actors of education - teacher and learner. The teacher is no longer mandatory warehouse in the spirit of our times and modern culture. But in actual practice, it is still dominated by the imperative teacher warehouse, as long as the dominant is the "Knowledge" paradigm, based on categorical representations of the classical sciences of the world and its intelligibility, determination of the laws applicable in the real world.

References

Alsu, M. (2014). Environmental problems in a context of industrial development of Tatarstan in the second half of the XX century. *World Journal of Environmental Research*, 4(2), 48-52.

Awang, R., & Abdul-Rahim, R. (2014). Anger management: A psychotherapy suistic approach. *Global Journal of Business, Economics and Management*, 4(1), 10-15.

Bajwa, M., S. (2014). Reading of expository texts: Challenges and needs of novice readers of Pakistan. *Contemporary Educational Researches Journal*, 4(2), 17-29.

Baker, J. A., Terry, T., Bridger, R., & Winsor, A. (1997). *Schools as caring communities: A relational approach to school reform*. *School Psychology Review*, 26, 576-588.

Beyoğlu, Ü. (2014). Evaluating pre-school children's ability of using language and body as a communication tool by creative drama methods according to children’s opinions. *Global Journal of Arts Education*, 4(2), 37-42.

Ezza, E. Y. (2014). English faculty s perception of their role in ICT-Oriented classroom at Majma ah University. *Cypriot Journal of Educational Sciences*. 9(3), 296-306.

Ghaderi, M., Rigi, A. & Salami, J. (2014). Investigation of present teaching performance assessment system problems and preposi tion of an appropriate model by technology: Sciences classrooms. *World Journal on Educational Technology*, 6(3), 238-248.

Gontarz, A. & Winiarski, G. (2015). Theoretical research on a new extrusion process with movable sleeve of flange on hollowed billets, *Global Journal on Technology*. 07, 36-41

Hashemi, S., R. (2014). The impacts of the poultry industry on the environment pollution, *Global Journal on Advances in Pure & Applied Sciences*. 04, 51-56.

Jacks, LP (1932). *Education through recreation*. New York: Harper and Brothers, pp. 1–2.

Jacob Mincer (1970). "The distribution of labor incomes: a survey with special reference to the human capital approach". *Journal of Economic Literature* 8 (1): 1–26.

Jafarigohar, M. & Nazari, M. (2014). Lexical chunks and retention-production of Iranian EFL learners. *Global Journal of Foreign Language Teaching*, 4(2), 102-110.

Mancuso, M. & Desmara, S. (2014). Transforming the first year curriculum. *Global Journal of Guidance and Counselling*. 4(1), 13-18.

Morales M., P., E., (2014). Culture and language sensitive physics on student concept attainment. *International Journal of Learning and Teaching*. 6(1), 01-12.

Samuel Bowles; Herbert Gintis (18 October 2011). *Schooling In Capitalist America: Educational Reform and the Contradictions of Economic Life*

Staretu, I. (2014). From using virtual reality in the training process to virtual engineering, *Global Journal of Computer Sciences*. 4(1), 31-41.

Todorut, A., V. & Tselentis, V. (2014). The perspectives of lean management principles in the new public management. *Global Journal of Business, Economics and Management*, 4(2), 67-72.

Yousefi, S., & Saremi, A., A. (2013). Parenting Stress in Mothers of autism with Mothers of normal children. *Global Journal of Psychology Research*, 3(2), 32-35.

Zinas, Z. B., & Jusan, M., B., M. (2014). Perceptual orientation of housing floor finishes choice and preference. *Global Journal of Sociology*. 4(1), 05-09.