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Functioning of basic school as effective way of socialization of rural school children

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Abstract

The scientific and methodological article examines the current state of small rural schools in the Republic of Kazakhstan. Geographical features of a site of the Republic of Kazakhstan testify that its most part is made by the regional centers with the developed infrastructure and an education system. Research objective - to open features of functioning of basic school as effective way of socialization of school students of rural small schools of the Aktope region. Methodological basis for carrying out research are theoretical bases of pedagogical research, and also educational and educational concepts. Results of research allowed to establish efficiency of creation of the resource center (basic school) - the organizations of the general secondary education. Results of investigation showed positive dynamics in mastering pupil's necessary vital information, as well in instilling of sociocultural skills. Analysis of the work showed that resource centers would solve many problems of quality education in small rural schools. We noticed mutually cooperation of pedagogical staff of the resource centers of small schools that formed a basis for their creative self-realization amplifies

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1. Introduction

Geographical features of Kazakhstan location testify the most of the country represent regional centers with a developed infrastructure and educational system. A special place in this system takes an ungraded school - 56.5% of the total. At this point in Kazakhstan function as independent small schools (primary, basic and secondary) and resource centers with surrounding magnetic schools.

Currently, it is the rural school becomes the main cultural and information center of the area, where students and teachers, and the villagers themselves are involved. The practical orientation of educational activity is agricultural in nature: lessons of labor training, cycles of varieties disciplines, directions of educational work are carried out in the field, on the farm, in greenhouses, in the pastures. However, all cultural, entertainment and educational work is also carried out within the walls of rural schools: events of state character, national holidays and entertainment, reporting activities of the village administration and district electoral activities, awareness - raising activities, etc. Therefore, in the area it is a stabilizing factor in the lives of rural settlements with all its social and economic problems.

The first effect that can occur in small schools - is the effect of the community, perhaps the most important and powerful. The main task of the modern school is successful socialization of his pupils, forming the basis for future adult life, human values. The specific features of rural schools allow much easier to create a family atmosphere, the labor community. The second possible effect of small schools a special relationship with their parents and the outside world (society). In small schools there are more opportunities to organize a meaningful dialogue between the teachers and parents and the complicity of both in school life. Thus, a school in the village often deters the village from extinction, often - the main socio-cultural and information center of the village, and in some places and the main organizer of social and economic life in the countryside.

2. Purpose and Methods of the study

Active citizenship takes place through participation in social activities, in the implementation of the pedagogical process of active forms and methods of education, promote the development of students' skills in solving various problems.

The purpose of research - to reveal the peculiarities of the support school as an effective way of socialization of schoolchildren at small rural schools Aktobe region.

Material and methods: the educational process of small schools of Aktobe region of Kazakhstan.

The methodological basis for the study is the theoretical basis of pedagogical research, as well as educational and training concept.

Set of methods: methods of organization studies (theoretical analysis of the philosophical, psychological and pedagogical and methodological literature on the problem, modeling, and analysis of methodical work of secondary schools); data collection methods (surveys, interviews, and diagnostics); methods of data processing and interpretation (comparative benchmarking).

3. Results of study

Analysis of scientific literature has allowed to allocate the notion of "social culture" its component parts:

1) an infinitely rich ideological universe of meanings, united in the system of language, science, religion, philosophy, law, ethics, literature, painting, sculpture, architecture, music, drama, economy, political and sociological theories, etc.;

2) material culture, which is the embodiment of all these meanings in a biological environment, starting with simple tools and ending with the most complex equipment, books, pictures, etc.;

3) all covert and overt actions, ceremonies, rituals, actions in which individuals and groups make and receive one or another set of meanings. Also by P. Sorokin, this concept is understood as one of the types of civilizations (Sorokin, 1992).

To conduct a special study on the designated problem we have identified the main directions of the modern Kazakh village school: cultural transmission, enculturation and socialization. Cultural transmission acts as a mechanism by which there is a transfer of experience and knowledge to new subjects of education, enculturation as the stage of entering the subject of education in the culture of its people and socialization as a process of the occurrence of the individual in society, its social structure (Whiting, 1975 and Erikson, 1963).

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