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## NATIONAL SCHOOL MODEL OF A. KYRAUBAEVA

**Abstract.** This article is about national school model of scientist-pedagogue A. Kyraubaeva, the author's concept and the result of the approbation, and the scholar's pedagogical works. This Article gives a new information about the national school, which was approved on the basis of the "Faith" program of the author. The article reflects the unique system and innovative features of the school-lyceum of humanitarian Kazakh culture. Doctor of Philological Sciences A. Kyraubaeva is an innovative scientist who worked at Al-Farabi National University and tested the concept of "Faith" in the village of Zhandosov, Kaskelen district, Almaty region in 1993–1996 and implemented the national school model in practice.

Distinctive features of the school in the context of updated educational content, effective achievements in learning, turning the educational process into an experience field for increasing the activity of students to achieve the "product" of education is very important issue of the education nowadays. The fact that important issues are on the agenda means returning to innovative practices in the field of education, research and the use of the best practice models in today's education. In this direction, the major pedagogical research, unique reform is A. Kyraubaeva's school.

The national school model proposed by A. Kyraubaeva is an innovative new idea without an alternative, a pedagogical work with strong didactic and methodological foundations that can be presented at the world level. The article is written by the scientist, who tested a major project in the field of education and enlightenment - the creation of a school based on modern and national values. It was presented in order to introduce A. Kyraubaeva's pedagogical views.

**Keywords:** A. Kyraubaeva, idea of national school, innovation, author's technology, school reform, "Senim" concept, pedagogical idea.

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## А. Қыраубаеваның ұлттық мектеп моделі

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**Аңдатпа.** Мақала ғалым-педагог А. Қыраубаеваның ұлттық мектеп моделі, авторлық тұжырымдамасы мен апробация нәтижесі және ғалымның педагогикалық еңбектері туралы. Ғалымның авторлық «Сенім» бағдарламасы негізінде апробациядан өткен ұлттық мектебі туралы тың мәліметтер келтіре отырып, мақала авторы Гуманитарлық Қазақ мәдениеті мектеп-лицейінің өзіндік жүйесі, инновациялық ерекшеліктері туралы ой қозғайды. Филология ғылымдарының докторы А. Қыраубаева – әл-Фараби атындағы ұлттық университетте еңбек ете жүріп, авторлық «Сенім» Тұжырымдамасын Алматы облысы, Қаскелең ауданы, Жандосов ауылында 1993–1996 жж. аралығында апробациядан өткізіп, ұлттық мектеп моделін тәжірибе жүзінде іске асырған новатор ғалым.

Жаңартылған білім мазмұны жағдайындағы мектептің ерекшелігі, оқудағы нәтижелі жетістіктер, оқу процесін оқушылардың білім «өніміне» қол жеткізу белсенділігін арттырудағы тәжірибе алаңына айналдыру және т.б. маңызды мәселелер күн тәртібіне көтерілуі білім беру саласындағы инновациялық тәжірибелерге оралып, зерттеуге, бүгінгі күнде оқу-ағарту ісінде озық тәжірибе үлгілерін қолдануға ой тастайды. Осы бағытта алдымен аталып өтетін педагогикалық ірі ізденіс, бірегей реформа – А. Қыраубаеваның авторлық мектебі.

А. Қыраубаева ұсынған ұлттық мектеп моделі – баламасы жоқ жаңашыл тың идея, әлемдік деңгейде жарқырата ұсынуға болатын, дидактикалық-әдістемелік негіздері берік педагогикалық еңбек. Мақала білім беру, ағарту саласындағы ірі жоба – заманауи және ұлттық құндылықтарға негізделген мектеп құру ісін апробациядан өткізген ғалым А. Қыраубаеваның педагогикалық көзқарастарын таныстыру мақсатында ұсынылды.

**Кілт сөздер:** А. Қыраубаева, ұлттық мектеп идеясы, инновация, авторлық технология, мектеп реформасы, «Сенім» тұжырымдамасы, педагогикалық идея.

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### **Модель национальной школы А. Кыраубаевой**

**Аннотация.** Статья посвящена модели национальной школы, авторской концепции и результате апробации, педагогических трудах ученого-педагога А. Кыраубаевой. Оценивая новые сведения о национальной школе, утвержденной на основе авторской программы «Вера» ученого, автор статьи размышляет об уникальной системе и инновационных особенностях школы-лица гуманитарной казахской культуры. Доктор филологических наук А. Кыраубаева – ученый-новатор, которая, работая в Национальном университете имени Аль-Фараби, апробировала авторскую концепцию «Сенім» в селе Жандосов Каскеленгского района Алматинской области в 1993–1996 годах и реализовала на практике модель национальной школы.

Особенности школы в контексте обновленного содержания образования, эффективных достижений в обучении, превращения образовательного процесса в поле опыта для повышения активности учащихся по достижению «продукта» образования и т.д. В повестку дня поднимаются важные вопросы, вспоминая инновационные практики в сфере образования, научных исследований и использования лучших практик в современной образовательной работе. В этом направлении крупным педагогическим исследованием и

уникальной реформой, о которой прежде всего будет упомянуто, является авторская школа А. Кыраубаевой.

Модель национальной школы, предложенная А. Кыраубаевой – это инновационная новая идея, безальтернативная, педагогическая работа, имеющая прочную дидактическую и методическую основу, которая может быть блестяще представлена на мировом уровне. Статья написана об учёном апробировавшим крупный проект в области образования и просвещения – создание школы, основанной на современных и национальных ценностях. Он был представлен с целью ознакомления с педагогическими взглядами А. Кыраубаевой.

**Ключевые слова:** А. Кыраубаева, идея национальной школы, инновация, авторская технология, школьная реформа, концепция «Сенім», педагогическая идея.

### Introduction

In the first years of independence, the national intellectuals who paid attention to the importance of the growth and development of education, culture, literature and other fields for the future of the country, focused on the field of school and education. Doctor of philological sciences A. Kyraubaeva was one of the first to express her opinion that quality education is the guarantee of the future of a happy nation, and decided to demonstrate it in practice.

A. Kyraubaeva studied the behavior of students from the period of being a university teacher, a teacher who aims to become a true specialist in the field of education and science, while providing pedagogical and psychological support to each student, pays special attention to the individual's identity, discovering his abilities and talents. A. Kyraubaeva was thinking about the fact that the student's ability to acquire knowledge is formed at school, therefore, the problem of adaptation of the person to education and science from the student's age is urgent, not stopping only with the results of pedagogical and practical work, but the need to make changes in the school taking into account the requirements of the time, the need for schools based on national values. Scientist S. Makpyruly said: “Alma realized and believed early on that opening national schools is a self-sacrificing, difficult, but the only way to save the young generation from the pressure of education, free from national trends, which has been caused by the ideology of a totalitarian society for many years” and he stressed out that it is necessary to continue this work [1].

During the opening of the school, the teacher-scientist was a lecturer at the teacher training institute of Almaty region. She took part in scientific researches and expert works related to the school and became familiar with the information in this direction. During this period, the scientist's book entitled “Zhanym sadaga” was published. This is a pedagogical work that reveals the pedagogical, psychological and methodological aspects of teaching, based on the points of practice, and deserves to be found on the desk of every teacher. In the conclusions collected at the end of the book: “It is difficult for a child who has not been able to learn the culture of communication with people from his family to achieve his goals both at school and when he grows up and becomes a person. That child will need to be guided very sensitively by the teacher. The opinion that “an unattractive child may turn out to be an unworthy person tomorrow” was found to be the basis of giving importance to the fate of the child and the relationship and moral education in the future school [2].

The experience of the scientist, who always considered the experience of higher educational institution in connection with the educational affairs of the school, and took into account the fact that today's student should pay attention to the source of education at school, despite the difficulties that came with independence, took steps to implement the ideals of education and enlightenment in the national school project related to the continuity of education between school and higher education institution. opened the way. This is a cultural project in the history of Kazakh pedagogy that contributes to the development of new education and school work in a new direction, based on

the national idea, and promotes the assimilation of national values during the teaching of the subject, an author's school model that still has no equivalent.

The scientist came to the task of opening a school with great preparation. It can be clearly seen in the publications “Egemen Kazakhstan”, “Zhas Alash”, “Almaty Akshamy” published in 1992, “Teacher is a twin concept with greatness”, “Teacher is a prestigious profession”, “The power of faith”, “High with the future of the national school” and other publications [3, 4, 5, 6]. The topics of the raised problems show that the scientist paid attention to the coordination of theory and practical directions for the purpose of effective education, determined the expected result of testing while studying. At the same time, the scientist told in her interviews that she held a special club with the students of the Zhandosov village school, where she opened a school, conducted educational activities related to increasing the interest of students in education, developing their abilities, and organized a period of psychological preparation with future students. These steps played an important role in clarifying the theoretical foundation and methodological system of the school, as well as in the methodological-organizational directions of the creation of the school. According to the pedagogical conclusions of that period, the scientist's school included innovative directions that are fully compatible with the character “...the more innovative the pedagogical activity, the closer it is to experimental work” [7]. We will cover it in detail in the next section.

Our goal in writing of this article is the peculiarity of A. Kyraubaeva's school whose aim is to reveal the meaning and significance of the scientist's work in the field of pedagogy, analyzing the new directions of the national school building system and innovative steps in school management. Research methods - theoretical analysis, comparison, systematization, modeling, interpretation.

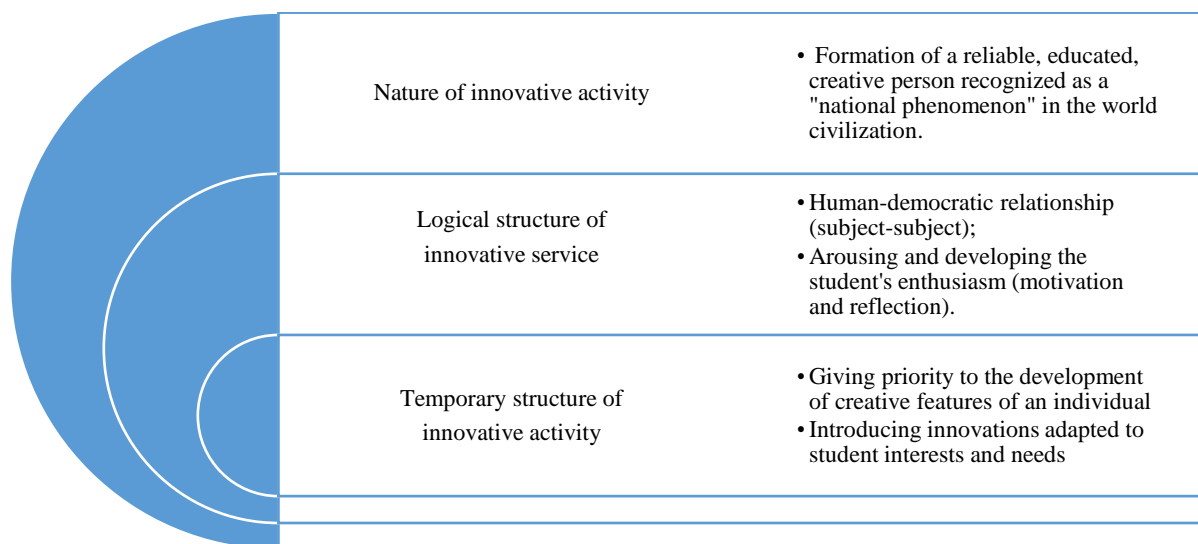
### **Research methods and materials**

After the collapse of the Soviet system, the countries that gained sovereignty and independence understood well that the foundation of a strong state is quality education, an educated generation, and the need to put the education sector on the right track for progress. At this point, the task of making changes to the established pedagogical process management system, providing a scientific and theoretical basis for the change, reconstructing the pedagogical system, objectivity of pedagogical system management information, and solving other problems arose. Acquaintance with the work and experience of foreign scientists and teachers, who were not required by Soviet pedagogy, brought a fresh impetus to the history of pedagogy. A. Kyraubaeva wrote in her article “National school: experience”: “At the end of the 80-s, the beginning of the 90-s, the experiences of European teachers began to become public. Much has been written about the experiences of Maria Montessori, Waldorf, S. Rene, Peterson. Different types of relations between the child and the school have been determined,” she writes. The scientist combined the “philosophy of pragmatism” founded by C. Peirce and W. James in the 90s of the XIX century in the United States of America with Eastern wisdom in a modern context, and emphasized that it is important to teach the student “honesty and business”. A. Kyraubaeva stressed out the thoughts of D. Dewey in “School of the Future”: “The child is the starting point, the center and the end of everything. It is necessary to keep in mind his development, because he can serve as a criterion for education” and also thoughts of S. Frene: “The task of the school is to cultivate success, success in the individual, necessary for self-assertion. Therefore, it is necessary to emphasize the successes of each person as often as possible: one - in reading, another - in mathematics, the third - in drawing, and the fourth - organizational abilities”, showing in their own points the points that are compatible with the years of experience in forming their personality [8, 9]. In the chapter “Magzhan and Maria Montessori” in “Janym Sadaga”: “Steiner and Montessori education which are significant discoveries of our last century are based on great humanism. Comparing Magzhan's “Pedagogy is an example of humanity” in Kazakh education, he emphasized that it is rational to give priority to the features of national education based on Magzhan's work. The scientist's emphasis on psychological aspects in the process of

creating the theoretical foundations of his school, directing personality education to the student's soul, connecting it with physical culture is consistent with R. Steiner's lectures [10]. In his researches related to the methodology of the lesson, during the lesson, he gave importance to the problem of studying the talent and ability of the student, and in this direction, he presented the author's methods, questionnaires and tables. Regarding personality abilities, especially thoughts about the comprehensive “Kazakh phenomenon” personality, the technique of personality development is equal to the theory of multiple intelligences of the newly recognized psychologist G. Howard, while the methodology of teaching literature is similar to the methods of Temple Charles and Jean Gillet, who came later to Kazakhstan [11].

### Results and discussion

Al-Farabi Kazakh State National University Associate Professor of the Faculty of Philology Kyraubaeva Alma Mutalipkyna, who wrote the concept and tested it in 1993–1996, began the academic year with four grades 1, 5, 6, 7, i.e., the first year of the private school-lyceum of humanitarian Kazakh culture. It differs from private schools opened in the same period in its innovative structure, i.e., in the predominance of innovation that does not repeat the traditional structure (Figure 1).



**Figure 1. Innovative service model of A. Kyraubaeva's school**

The program of school work is based on the following principles:

1. National identity: education and training are aimed at strengthening national identity and pride in the cultural heritage of Kazakhstan.
2. Values and traditions: the program includes national culture and folk pedagogy, national ideas of Alash intellectuals, advanced ideas of enlightenment, which are transmitted through the educational process.
3. Linguistic basis: Since language is the carrier of cultural values and traditions, special attention is paid to acquiring knowledge through language (literature).
4. Integration of modern methods: use of interdisciplinary communication, innovative pedagogical methods and technologies to increase the effectiveness of integrated education.

Program methodology:

- Active learning: conversation, dialogue, game technology and "surprise learning" techniques, group discussions, etc.

- Cultural events: “Dance culture” evenings, performances related to the subject of the lesson, “Clothing culture” meetings, personal creative and festive evenings, etc.
- Encouraging research: study of the world, nature, research on topics of interest, project protection, etc.
- Practical application: practical-imaging lessons, “Ushbu Khat”, “Speech culture” lessons, “Nomadic lessons” or meditation in nature, etc.

The factors that contributed to the creation of a special innovative project by a university teacher in the field of secondary education are also relevant. The scientist clearly states this in her works and interviews with journalists. For example, various religious propagandists who tried to poison the minds of the young generation at that time, separation of youth from national values due to Soviet policy, low status of the Kazakh language, lack of changes related to literature and history in the school curriculum, etc. In this direction, Alma Kyraubaeva, in the organization of innovative work in her school, includes the pedagogical, didactic and psychological directions as much as possible, and gives priority to the development of the student as a person. The fact that the name of the school is humanitarian Kazakh culture is also a feature of the innovative project, as it is intended for a person who enters the world civilization with a national identity to master the language, literature and culture of his country. We have summarized the innovative nature of the scientist's work directions in the form of as follows:

- By type of service: pedagogical, management;
- According to the nature of the changes introduced: combinatorial, modification;
- By the amount of changes made: modular, consistency;
- According to the problem: innovation aimed at introducing systematic changes to the school based on conceptual ideas, innovation aimed at creating new education and its structure

The scientist's decision to take innovative action can be considered in two directions: firstly, the professional approach, pedagogical position, which considers education at the university and secondary school as a single process, inseparable from each other; secondly, to assess the relation of education to social changes, to voice the future of the country, to accept civic responsibility, to feel the need to create pedagogical innovation according to the requirements of the time. These positions and concepts contributed to the scientist's reformation, enriched the theory of education, education and training, and improved her practice. In her work: “France predicted the 2000 years of its national development and determined its direction. We read that in Western Europe, Australia and many other countries, the main goal of future education has been set and they have started to fulfill it. Their future goal will be to educate people with culture, great enthusiasm for life, and strong will power”, said A. Kyraubaeva. She stressed out that it raises the issue of forming the model and identity of today's student, tomorrow's national personality, who will be recognized by civilization. Academician A.M. Novikov said: “We need to get ready for a meeting with the future” [12]. His experimental work stimulated the development of Kazakh pedagogy, didactics and was the beginning of great changes in teaching issues. To be specific: New changes in the organization of school management; Innovation in teaching process and teaching methodology; New principles related to student-teacher relationship.

At the same time, he introduced new subjects, studying the conceptual, normative and methodological structures related to the standard of general secondary education of independent Kazakhstan. In the management of the school, instead of “administrative”, collective thinking was used in decision-making, case management based on work with new projects. This decision increased the innovative nature of the school. A. Kyraubaeva said: “It is important to study without boring the child, to accumulate activities that do not leave room for the domineering relationship that took place in school life, methods of not using grades as punishment (for example, using rating), the work of a teacher who inspires a child rather than a teacher who gives good information on his subject assessment enhances the reputation of the school. Communication attributes of the

national school is also an important issue”, and he focuses on the intended purpose by giving the following explanations.

**Table 1 – Purpose, prerequisites, and expected results of the "Senim" program**

The purpose of the “Trust” program:	Civilization based on the formation of the child's national consciousness and identity. Education without delay, wise thinking. Learning about cultures. Making a confident citizen.
Prerequisites for implementation:	Establishing a personal-democratic relationship with the student. Teaching by arousing and developing the student's enthusiasm. Activation of mechanisms that encourage human relations. These mechanisms are considered in the program as much as possible
The purpose of the concept of “Trust”:	Believing in student's ability, student's belief in his own ability.
Student model:	has developed national consciousness and identity, has mastered cultures; - self-confident. Learned to work hard, mastered the way to seek knowledge; - a person who can keep himself in the environment, who can express his opinion freely; - a person who is brought up with a sense of respect for people, recognizes and respects the fact that people are different in their lives

Doctor of Pedagogical Sciences F. Orazbaeva focused on pedagogical innovation, new ideas introduced into the field of Kazakhstan education, and analyzed the importance of the scientist Kyraubaeva’s legacy at the scientific-practical conference dedicated to A. Kyraubaeva's 70th birthday named “Actual issues of educating young people on the basis of national spiritual heritage”.

A. Kyraubaeva prioritized the idea that school education should develop in the direction of interaction and cooperation between teachers and students in the process of learning and teaching. The student and the teacher should communicate in the field of equality, put the psychological preparation of the student at the first place, the main character of the lesson should be the student, the lesson process should be dedicated to the development of the student's abilities - these are the requirements for the teacher. In this direction, it is necessary to determine the criteria of the educational process. In order to achieve the estimated work result calculated for three years, the scientist considered the educational process, clarification of the evaluation criteria of the innovative steps introduced in the areas of work, diagnosis, evaluation criteria and measurement. In the directions of the methodology, the scope of integrity (nature-man-society, interdisciplinary communication and experience with knowledge, which forms an integrated system) through the steps of orientation to the person (realization of personality characteristics and abilities based on national philosophy and self-knowledge) and peer interaction (subject-subject approach in the implementation of pedagogical activities) field, creating a reliable environment, etc.), the scientist offered a new approach in her school management.

A. Kyraubaeva's pedagogical position is to see, recognize, evaluate and develop the student's individuality and abilities. That is why it is mandatory to study the student first. Thinking by writing a letter to a student you don't know, creating interest and questions in the student's mind before meeting, writing a “Thank you letter” during the break or leaving a good comment about the student on the “Instant Board” is a way to strengthen the relationship between the student and the teacher. Notes in personal mailboxes of students and teachers at the lyceum is an innovation to improve the psychological, linguistic, and civic aspects of the student.

In the process of creating a school-lyceum of humanitarian Kazakh culture, the scientist puts the student in the first place as a person, and builds trust. In creating the learning process, features

of defining the student and his personality; his world view and interest; adapting the goals, tasks and expected results of training to the student's ability; intended to organize the source of knowledge in the direction of integration for the development of student versatility. However, she warned that integration education is absorbed by the student through the culture of linguistic personality. It is a person's logic of thinking, strategy of thought implementation, etc. Development of abilities in the student is growth of talent.

During the training of al-Farabi in the subject “Ancient literature”, which she introduced, the scientist organized reflection and research hours with her students on the topic “Possibilities of Man”. In this way, she intended to think about the development of multifaceted personal qualities of students and created an opportunity for the student to study and understand it by comparing with himself. We can see it in the article “Ocean is a teacher”. An innovative way is to allow the student to work as a hero, teacher, critic in a role-playing version, and to analyze it by giving interviews to journalists. If we summarize the author's methods in the form of a table, then we understand that the scientist sees the student not only from the school desk, but from any point of space.

**Table 2 – Table of innovative ideas introduced by Kyraubaeva**

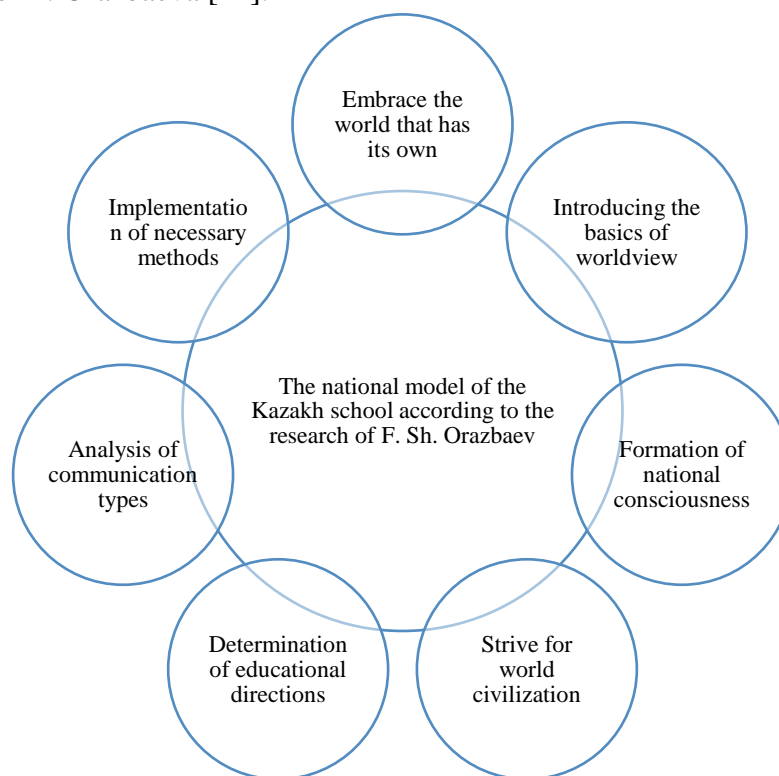
Innovative methods	The understanding
1	2
Correspondence	It educates to establish a deep connection, understanding, and friendship between student and teacher, student and student. Opens the child's creative possibilities.
Practical-imaging strategy	This method leads from a quantitative understanding to a qualitative understanding. Teaching through artistic images develops a child's imagination. Affects the soul. and inspires. These classes include music, handicrafts and fine arts, etc., subject teachers are equally involved
Music is central to school life	Recess, practical-imaging lessons, general lessons are closely connected with music. Helps the child to open up.
Glorification of student creativity	Student's writings, poems, pictures, works, etc. Students work is published daily.
Learning the culture of speech and communication	Discussions, presentations, abstracts, defense of small scientific works are of primary importance. The lesson “Speech culture” serves this purpose. It is important to “put words in the child's mouth”. The etiquette lesson also serves this purpose.
Creative and “Dance culture” evenings	The student should not remain only as a spectator. An environment conducive to learning is created for him to feel at ease in the environment. “Physical culture”, “Rhythm, dance culture” lessons eliminate the child's lack of self-confidence.
Hours of formation of dressing culture	Being able to dress stylishly is a guarantee of a person's self-confidence. More importance should be given to this on the “Etiquette” lesson.
Traveling classes	Individual lessons are planned to be held in nature. There will be “Nomadic lessons” that will take place in nature for the whole day. The school yard is not only a place to spend time during recess, but also a place for the child to interact with nature. The yard is a space of communication with the world.
Group management culture	There, students of different ages are divided according to their interest, psychological capacity, character traits, and work in brother-sister relationship. This helps to learn to manage, to be considerate of the younger ones, to respect the elders, and to form a culture of respect the younger ones. Children in the group change places in a certain period. Much importance is attached to subjective relations.



*Continuation of table 2*

1	2
School is a model of an educated family.	A model of relations in an educated family is created within the school. The family has an experienced head. The family turns to that guidance. Respectful, warm nest. Each member of the nest knows his job. Everyone is interested in keeping the peace of the family.
Evaluation of child labor. There will be no grade "D"	A rating system is used to evaluate child labor. It serves to establish democratic relations. Purpose: the child's work is in the first place. Hard work develops ability. According to the rating system: 1) participation in classes; 2) preparation; 3) performing homework; 4) original work; 5) enthusiasm; 6) the answers on the lesson, consideration.

We recognize through Kyraubaeva's innovative ideas that the main point in the creation of the national school model is the consideration of the education given to the person of the future nation on the basis of the national worldview, national identity and national values. As proof of our words, let us present the table of F. Orazbaeva [14].



**Figure 2 – A. Kyraubaeva's national school model according to the research of Professor F.Sh. Orazbaeva**

The scientist-pedagogue, despite the difficulties of that period, fully completed the approbation, managed the school, recognized the student at the level of personality, discovered new aspects of the professional skill and creativity of the teacher, etc. made a great contribution to Kazakh pedagogy through innovative steps. It has been proved that it is possible to treat the traditional pedagogical theory with strict control of the pedagogical process, measuring knowledge with grades, mastering knowledge in a specific program and other aspects. Kyraubaeva made sure that the misunderstanding between the student and the student can be resolved through moral

principles, and the rational direction in education is teaching based on national values. He wrote down his school experience and presented it to the public [15].

It is clear that the innovative step is opposed by the arguments of resistance in the innovative subject and society. Therefore, A. Kyraubaeva found counter-arguments for the society's "We have this", "The school works for the child anyway" or "National values are outdated, we should choose world-class development", etc.:

Created a new school system that educates the student as an individual, a phenomenon;

Proposed new forms of education and upbringing, management;

Showed the model of a master teacher who thinks in a new way;

Proposed the model of student recognition as a phenomenon, proving it in practice;

Proved that her system is an innovative and she is innovative subject who boldly implements new ideas.

In the process of implementing her idea, Kyraubaeva covered the productive stages of the organization of the innovative process at the school, competently carried out work areas such as diagnostic - predictive - specific organizational - practical - generalization - implementation, complex innovative processes.

### Conclusion

"Some people shy away from the word 'nation'. If we have the terms "national bank", "national fund", why not "national school?" Isn't the nation of Kazakhstan made by making friends with the people who are the body of our state, gathering around them and uniting? "If Kazakhstan does not define the program of its national school, there will be no national ideology," the scientist's step to create a national school model is pedagogical patriotism. Alma Kyraubaeva's loyalty to her teaching positions is reflected in her work "Zhanyym Sadaga". She devoted her conscious life to the generation of the nation. In the most difficult times, like Janusz Korczak (Henrik Goldschmidt), who was loyal to his position and went to the gas chamber with his students. Kyraubaeva was also found near the children of the village and was the reason to keep their spirits high. A. Kyraubaeva's comments given in the "Senim" program:

- The measure of education and upbringing is child development and personality formation;
- The teaching tools should be used in order to serve the development of the student as a person;
- The school should work for the child;
- The price is not valuable, but the child is valuable;
- The importance of forming a student's personality before education;
- It is necessary to present the education given to the child taking into account the student's wishes, values, knowledge, and characteristics.

The fact that Alma Kyraubaeva caused the change of the whole school through the creation of a national school model is an indisputable proof that, firstly, she is a representative of reformist pedagogy, and secondly, she is the author of a unique format of school technology in independent Kazakhstan. Pedagogists-reformers whose innovative work is evident in the history of pedagogy: G. Kershensteiner, E. Meiman, U. Kilpatrick, M. Montessori, S. Frene, R. Steiner et al. Just like Alma Kyraubaeva, she deserves to be included in this list due to her views on student development, personality, and world-class national phenomenon.

In the process of writing the article, we recognized the national identity and intellectual appearance of the teacher who aimed to create a national personality. A teacher is an iron anchor for a student. Alma Kyraubaeva was able to be an example of morality, honesty, respect for people and pedagogical training for her students. By studying the work of creating a national school, we have made sure that the study of Kyraubaeva, the use of her pedagogical views and innovative ideas are very relevant in the education and upbringing of the young generation in today's globalization.

Alma Kyraubaeva's national school is a new pedagogical experience that deserves to be studied as an "Author's school" technology and to attract both Kazakhstan teachers and the world level.

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