The main characteristics and leading trends in the development of elitist general secondary education in Kazakhstan

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Abstract. This study investigates the main characteristics and leading trends in the development of elitist general secondary education in Kazakhstan. There is a brief overview of the republic's objective needs and the actual possibilities for implementing elitist general secondary education. This article also discusses the issues with the implementation of elitist general secondary education in developed countries. The identified contradictions made it possible to determine the research problem, which lies in the question, "What are the features and leading trends in the development of elitist general secondary education in Kazakhstan at the present stage?" To address this issue, a serious and responsible approach to reforming secondary education is required, considering the positive international experience of developing elitist secondary education worldwide.

Ключові слова: education, secondary education, elitist, features, leading trends
The role of education in the development of elites appears to be a major trend, inextricably linked to the dynamics of secondary school modernization [1-2].

To develop a new model of elitist secondary education in Kazakhstan that meets international standards, it is necessary to research the positive international experience of developing elitist secondary education worldwide. In this regard, the goal of this article is to provide an analytical foundation for understanding the institutional configurations of forming elitist secondary education in Kazakhstan.

An examination of the studies revealed significant differences in how school education contributes to this process in different countries. Elitist educational institutions exist in almost all developed-country educational systems, and in some (France, the United States, and others), they are institutionalized, and elitist school institutions are easily identified. Other educational systems, on the other hand, make elitist learning more informal and thus less visible. In Belgium, for example, elitist education is more discrete. The school system in Sweden may appear to be very homogeneous, but upon closer inspection, it has always included elite institutions and programs [3].

The concept of "elite education" allows us to fully reveal the process of educating society's intellectual elite. At the same time, education involves the creation by society of the next conditions: (1) for the preparation of individuals who occupy leading positions in the development of exemplary values of society and directing its genesis; (2) for the development of education of high immanent profiling abilities of a person. Elite education has been described as an institution for training the elite in the system of secondary education for gifted children. The goal of elite education is to cultivate the talent and distinct personality culture of individuals with high-profile abilities. Raising the issue of elite education, the researchers [4-8] clarified that they are referring to the intellectual elite, capable individuals who value spiritual appearance over social status. Elite education must provide these individuals with the conditions for adequate self-improvement and vertical mobility. This
means that the secondary education system must search for talented children and prepare them for future professional activities. In this formulation of the question, the problem of the elite is always relevant.

Kazakhstan's Elitist Education: The Current Situation

Elitist education in our country reflects contemporary realities as a result of modern reforms. Using the two models presented, we appear to be answering the question: who should we teach? Are all of the students learning in a row, or only some of the students?

The Republic's national education policy proposes a hybrid of two models: mass education and elitist education. At the same time, the mass education model is only applicable to traditional ordinary middle schools. The elitist education model should be represented by elite preschool and secondary education institutions and predominate in the field of higher education.

Kazakhstan has experienced an intellectual vacuum since the collapse of the Soviet Union. As a result, all measures must be taken not only to halt the process of intellectual degradation but also to accelerate the positive process of forming intellectual Kazakhstani multinational elite.

Kazakhstan's elitist education model aims to create an effective system for identifying, supporting, and developing children's and youth's abilities and talents. At the moment, the development of infrastructure to support talented children is the primary focus of state policy in this area. Intellectual and creative competitive events in which a student can demonstrate his abilities in various types of activities are the primary mechanism for identifying talents. Thus, supporting and developing the child's individuality without losing or slowing down the development of his abilities is a particularly important task in teaching gifted children. However, it is not uncommon for unique children's talents to perish in remote villages due to a lack of a good teacher at school and a lack of opportunities for parents to take their child to a music or art school and develop his abilities. Due to these objective and subjective circumstances, parents and teachers frequently overlook children's giftedness. Understanding giftedness as a systemic
quality entails focusing on personal development as the primary goal of teaching and raising gifted children. At the same time, it is critical to remember that the system-forming component of giftedness is a unique, internal motivation, the maintenance and development of which should be considered the central task of personal development. Determining the socio-pedagogical reasons for the significance of the functioning of elitist secondary education as an integral system is critical for the state and education in general, and it raises the issue of identifying factors in the formation and development of elitist education in Kazakhstan.

The Global Practice of Elitist Education
The world practice of civilized countries has already accumulated some experience in influencing the process of intellectual elite formation. For example, in Japan, the model for training the intellectual elite is based on the fact that there is no genetic determination of a child’s abilities, and the condition for his successful intellectual development is early education. There are early development programs in place, as well as a talent development institute. To the benefit of the country, all citizens must constantly develop their individuality and engage in creativity in their chosen specialty. As a result, early identification of gifted children and special training for them are required. No one is denied the ability to have abilities; the issue is determining what those abilities are and being able to develop them. As a result, various types of education are provided, as well as special programs for talent selection and identification.

The fate of elite education is different. In some countries (Great Britain, USA), the elite sector is thriving; in others (Norway, Denmark, Sweden), it is practically absent; in others, such educational institutions are rare and are only a tribute to tradition. Elite schools in developed countries are now educational beacons and testing grounds for new methods. They are used to fund free education and scholarships for such students because gifted children who attend private, privileged schools raise the level and prestige of the schools themselves. And by developing bright talents, not only sponsors but also society as a whole benefit
greatly. Graduates of such schools serve as a reserve for leading companies, research institutes, and educational institutions, improving their corporate image.

Figure 1 shows the differences between elite educational institutions and ordinary ones.

As a result, we attempted to identify the main characteristics of elitist education and talent development in developed countries. At first glance, mass education appears to be democratic and equal, whereas elite education appears to be noble. Mass education and elite education are two distinct developmental paths. They are part of the country's science and education development strategy. This is a long-term, comprehensive, and systematic study of the institutional learning regime suitable for elite education.

To sum up, an analytical foundation for understanding the institutional configurations of elitist secondary education in Kazakhstan shows that the most important focus of elite education is strong general education training. It is general
education that gives a person a broad outlook and the ability to solve the problems facing him in a non-standard way. We must constantly strive to learn about elite education practices around the world to develop a new model of elitist secondary education in Kazakhstan that meets international standards. Given the positive international experience of developing elitist secondary education worldwide, a serious and responsible approach to secondary education reform is required.

References: