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SOCIAL CHARACTERISTIC OF A CURRENT STATE OF THE VILLAGE

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ABSTRACT

The author researchers the social sphere consisting of the branches' set creating various products in the form of non-material and material services which finally provide inquiries of the society in Kazakhstan that comes to be very important and authentic for the current matter of fact for this country. Transformations associated with the transition to the market economy caused a sharp decline in the rural population of life quality. In the context of transformational recession social services in the rural areas for a long time operated on prevailing conditions in the planned economy assets, resulting in the quality of its services significantly decreased.

At the same time, the social sphere of urban economy is largely felt the benefits of the economic growth and participation in the reconstruction of this sector and took the largest system of corporation, especially in the status of city-companies within the social responsibility of business and regional agreements of social partnership.

UDC & KEYWORDS

■ UDC: 304 ■ VILLAGE ■ MODERN SOCIETY ■ MARKET ■ PRESCHOOL EDUCATION ■ UP-BRINING

INTRODUCTION

The most important problem of the state is the sustainable development of national economy and the existence of strong agricultural sector (Dauranov & Shangreeva, 2003). Farm population is the keeper of traditions and national culture (Nazarbayev, 2005). Exactly, the production skills and love to the earth are fixed and passed on from generation to generation.

In the field of the social sphere, researches are necessary for the formation of steady functioning and development of the market mechanisms providing the development of economy and satisfaction of the increasing requirements of the population.

In the modern socioeconomic literature, the category of "social sphere" was strongly included into a scientific turn, and almost completely forced out the concept of the non-productive sphere. The national education system of the Republic of Kazakhstan includes a preschool, primary education, main secondary, an secondary (the general secondary or technical and professional) education, and also post-secondary and tertiary (the high and postgraduate) education (Secondary education in Kazakhstan, 2010-2014).

The social sphere consists of the set of the branches creating various products in the form of non-material and material services which finally provide inquiries of the society.

A. S. Kulakov notes the social sphere of the village as an element of the general system of agricultural production and socioeconomic development of the country in general. Thus, the well-being of the state depends on its decision at rather a low level of claims of dwellers (Kulakov, 1997).

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The most important indicator of level of the general and economic culture of society is an education. "The country which isn't able to develop knowledge in the twenty first century is self-defeating. We have to create a personnel reserve for high-tech and knowledge-intensive productions of the future. Without modern education system and the modern managers keeping an open mind, we won't be able to create innovative economy" (Nazarbayev, 2005).

In Kazakhstan, the education system can't fully satisfy real requirements of modern society. The condition of the education system and quality of the services rendered by it depends on the level of material and technical base, the budgetary financing of educational institutions, the salary of the personnel of the public educational institutions.

According to Committee of statistics of the Ministry of national economy of the Republic of Kazakhstan, the population was 17 160 774 people on January 1, 2014.

Population growth was 250 998 people in comparison with 2013 (on January 1, 2013 population was 16 909 776 people). Including the number of women is 8 875 959, men is 8 284 815.

The share of children from 0 to 18 years is 30% in population composition for the beginning of 2014. For implementation of the Message of the President of the Republic of Kazakhstan to the people of Kazakhstan on January 17, 2014, "The Kazakhstan way-2050: the shared objective, shared interests, the shared future", it is planned to bring coverage to 100% of children from 3 to 6 years by 2020, having provided them with modern programs and techniques of education and qualified personnel (Law of Kazakhstan, 2014).

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Preschool education and upbringing

Preschool education and upbringing are the main form of the organization of the preschool training of children. A main goal of preschool education and upbringing is a providing of equal starting opportunities of children in education by consecutive increase in coverage of children with preschool educational programs (Smirnova, 2004).

In the recent years in the republic, the increase in number of pupils of the preschool organizations is observed. In 2014 it was 727,4 thousand children against 233,8 thousand in 2007. The increase of the preschool organizations and number of pupils is observed in the rural areas. In 2014, there were 5820 preschool organizations with the number of children of 311,3 thousand people, while, in 2007, their number was 617 with the number of pupils of 44,3 thousand people (table 1).

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Table 1: Absolute measures of services sector of preschool education, in 2007-2014								
Measures	2007	2008	2009	2010	2011	2012	2013	2014
Total number of the preschool organizations	1500	1692	1852	4781	6133	7221	7651	8467
In city settlements	883	1003	997	2005	2217	2301	2418	2647
In rural areas	617	689	855	2776	3916	4920	5233	5820
The number of children, in the constant preschool organizations	233,8	257,0	274,9	390,7	489,3	584,3	634,5	727,4
In city settlements	189,5	204,9	211,2	292,3	348,7	385,7	364,9	416,1
In rural areas	44,3	52,1	63,7	98,4	140,6	198,6	269,6	311,3
Source: It is made by the author according to resource [The committee on statistics of the Republic of Kazakhstan. stat.gov.kz]								

Since 2007 till 2014, the number of the preschool organizations increased by 464,4%, the number of children in the preschool organizations increased by 211,1%, in rural areas by 7 times.

The structural section includes the tendency to increase in number of children, in the preschool organizations, and also the number of the preschool organizations, generally, due to development of the chain of the mini-centers.

The analysis of birth rate of children in Kazakhstan for the last 20 years shows: since 1990 till 1999 there was a decrease in birth rate and since 2000 till 2013 - birth rate increased by 13 thousand people that will cause the increase the turn to the places in the preschool organizations about 5-7% a year.

Analysis of statistics of coverage of children by the preschool organizations in the republic testifies that 105 children are the share of 100 places.

In 2013, the coverage of children of the preschool education and upbringing is 73,4% (the village - 70,6%, the city - 75,6).

In modern conditions, the development of system of preschool education is substantially caused by that, how effectively the question of preparation and retraining of pedagogical work force is carried out.

67096 teachers worked in the preschool organizations of the republic in 2014.

Educational level: 4598 have the higher education, 9559 have the first category, 16716 have the second category and 36223 are without the category.

The share of teachers, including managers of the preschool organizations, methodologists, speech pathologists, logopedists, psychologists, etc., completed advanced training courses was 26,1%.

According to the step-by-step plan of input and opening of the preschool organizations in 2014-2020, till 2020, the staffing requirements will be 25,607 people (tutors – 14,952, psychologists – 2,724, other experts – 4,894, heads – 3,037) which will be provided at the expense of graduates of colleges (8,097 people) and higher education institutions (37,200 people).

The analysis of security of the operating preschool organizations by teachers (with preschool education) shows that, generally, the teachers have the higher pedagogical education not by profession. Thus, these teachers have length of service of 5 years and more.

In National Centre for professional advancement "Orleu", till 2020, according to plan, 56 795 teachers of the preschool organizations will be captured by short-term career development courses.

1,5 rates of the nurse and 0,5 rates of the dietary sister on 8-9 groups and more are provided in the preschool organizations. In the organizations, which carries out the tasks of protection and strengthening of physical and mental health of the children and have physical therapy offices are provided by one established post of the doctor.

The medical care of children of preschool age in the mini-centers, groups of short-term stay will be carried out in the territorial organizations of primary medical and sanitary help (further - PMSP).

The work of development of the education informatization is conducted. Now, one computer falls on 18 pupils. In 2005 this indicator was 41, including 36 - in rural areas.

98% of schools are connected to the Internet, rural - 97% (in 2005 - 75% and 70%). 34% of schools have an access to the broadband Internet (The State program of the Republic of Kazakhstan, 2011-2020).

Secondary education

Secondary education is obligatory for citizens of the Republic of Kazakhstan and the state guarantees receiving free secondary education in the state educational institutions.

Secondary education includes:

- general secondary education;
- basic vocational education;
- secondary professional education.

The general secondary education is got step by step, in general, educational institutions of three steps: primary school (1 - 4 classes), the main school (5 - 9 classes) and senior high school (10 - 11 classes).

In Kazakhstan, 7562-day comprehensive schools functioned in 2014 (table 2) (The committee on statistics of the Republic of Kazakhstan).

Since 2007 till 2014, the number of the state day comprehensive schools reduced by 396 units. In 2007, this indicator was 2627,4 thousand people and 2685,1 thousand people in 2014. During this period, the number of pupils increased by 57,7 thousand of people.

In rural areas it is necessary to create conditions for upbringing and education, improvement of quality of education of school students, and modernize the activity of rural and ungraded school.

In 2014, 5869 day comprehensive schools (77,6% of their total number) functioned in the rural areas with the number of the pupils of 1281,5 thousand people. 6073 schools functioned in rural areas in 2007; the number of schools was reduced in 7 years. This tendency is caused by an urbanization and outflow of the population from depressive rural regions that led to appearance of ungraded schools.

Table 2: Day comprehensive schools at the beginning of school year								
	2007	2008	2009	2010	2011	2012	2013	2014
The number of day comprehensive schools	7958	7859	7811	7755	7706	7636	7561	7562
The number of students	2627,4	2561,6	2534,0	2531,0	2522,8	2533,9	2581,6	2685,1
The number of day comprehensive schools in city settlements	1885	1808	1763	1720	1678	1638	1692	1693
The number of students	1291,7	1300,6	1302,1	1303,6	1293,2	1295,6	1334,4	1403,6
The number of day comprehensive schools in rural areas	6073	6051	6048	6035	6028	5998	5869	5869
The number of students	1337,5	1261,0	1231,9	1227,4	1229,6	1238,3	1247,2	1281,5
Source: Compiled by the authors								

In 2014, the material resources of the nationwide schools having interactive boards was 5288, and total number of students for 1 computer was 15. The total number of schools which have language and multimedia laboratories is 4069.

The significant gap in material base of services of school education is observed between city and rural areas. The considerable problem is represented by existence in rural areas of the schools which need for capital repairs and have a accident condition. If in 2014-2015 school year, 12 schools were in a critical condition in the urban area, then 124 is in rural areas (table 3).

In Kazakhstan there is a problem of providing the population of the Republic of Kazakhstan with good-quality water. In RK, 1609 schools functioned with imported water, 33 from them were in urban area, and 1576 schools were in rural areas.

In Kazakhstan deficiency of the modernized offices for studying of physics, chemistry, biology is noted. However, the situation in rural areas develops better according to the available educational rooms. In 2014-2015 school year, physics classrooms were at 5164 schools, in rural areas this indicator exceeds by 2,1 times, chemistry classrooms by 2,2 times, fundamentals of informatics and computer science by 2,5 times.

Table 3: Material resources of day nation-wide schools in 2014-2015 school years

The name of indicators	In accident condition	With imported water	Physics classrooms	Mathematics	Biology	Chemistry
In total	136	1609	5164	4675	4609	5872
City	12	33	1633	1541	1481	1834
Village	124	1576	3531	3134	3128	4038
The name of indicators	Basic military training	Fundamentals of informatics and computer science	History and basis of the state and right	Geography	Kazakh language	Foreign language
In total	4772	7335	4130	3897	6477	4130
City	1352	2060	1404	1291	1977	1404
Village	3420	5275	2726	2606	4500	2726

Source: Compiled by the authors

According to the research of PROON in 2010, the security of material base of schools was 9 pupils on 1 computer in the urban area of, 23 pupils on 1 computer in rural areas [The Strategic plan of the Ministry of culture and information for 2010-2014].

According to the data of the Strategic plan of the Ministry of Education and Science of the Republic of Kazakhstan, the permanent staff deficit is characteristic for rural schools since unattractiveness of conditions of accommodation in rural areas is a pushing out factor. Thus, the question of quality of service of school education is extremely actual, that is confirmed by lower education level of the population in rural areas and lower interest of epy entrance of graduates in higher educational institutions. If in the city is 74%, 36% is in rural areas (Statistical monitoring, 2011).

In 2014, a chain of ungraded schools is 3639, 3548 schools of them is in rural areas.

The systematic work is conducted in construction of facilities of education and liquidation of emergency and three-shift schools for ensuring access to quality education. 89 basic schools carry out the activity (the resource centers) where 24109 students are taught.

At these schools, the possibilities of socialization of pupils extend, there is an integration of the main, general and extended education and the conditions for essential differentiation of the content of education of seniors are created.

A number of measures for quality improvement of education is accepted in the system of the secondary education. Since 2013-2014 school years, the new State obligatory standard of education (primary, main secondary, general secondary education) is introduced at schools of the republic.

Educational bodies carry out the accounting of the children of school age living in villages and cities and other administrative and territorial units for full coverage of children by education.

During the preparation to the beginning of school year, the month "General compulsory education" is carried out to school and household (apartment) rounds, road actions are carried out for the purpose of the prevention of absence of children.

In 2014, special actions "Road to School", and "Care" are carried out for the prevention of absence of children in school according to the social reasons, in all regions of the republic. Within the stock "Road to School" (August-September) the help is given to 300 197 children for the sum of 2 billion 054 thousand 037 tenges. Including 190 215 children are captured by the sponsor's help for the sum 1 bln. 159 thousand 108 tenges (2013 - to 304 835 children - the sum of 1 billion 884 thousand 324 tenges, including 176,211 children - the sum of 882 thousand 638 tenges). During the stock "Care" (January-February) the help is given to 186,948 children from lower-income. The sum of the given help was 861 million 239 thousand tenges, including 109 399 children are captured by the sponsor's help for the sum of 230 million 464 tenges (2013 - to 158 552 children - for the sum of 608 million 912 tenges, including 106,981 children - for the sum of 202 million 047 tenges).

CONCLUSION

According to the new GOSO at all schools, the studying of English begins from the first class, the subject "computer science" from the 5th class, the integrated subject. "The person. The society. The right." is introduced for pupils 9 - 11th class. The National plan of action for development of functional literacy of school students is realized in 2012-2016. All study programs for secondary schools are updated taking into account the development of functional literacy of pupils.

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