

D.M. Akhmanova¹, N.K. Syzdykova¹, D.R. Beysenova¹, N.B. Mikhailova²

¹Ye.A.Buketov Karaganda State University;

²International Educational Center, Germany
(E-mail: ahk_danna@mail.ru)

Features of teaching in small-completed schools

In article the questions connected with concept of small-completed schools are considered. The allocated problems are connected with demography of number of pupils, especially in rural areas. With reduction of number of pupils load of teachers decreases. Questions of expediency of opening small-completed schools are shown. In article ways of their decision and feature of teaching in small-completed schools are considered.

Key words: small-completed schools, educational process, the teacher of a small-completed school, integrated training, didactic elements of education, combining lessons, higher level, independent tasks, traditional techniques, pedagogical process.

There are created favorable conditions for development of model in education providing broad access to qualitative education. Now, in connection with a demographic and economic situation, in the country a large number of small schools have appeared.

Low-completeness means association of pupils of second, third and fourth classes in one class — set. It is one of the main circumstances defining specifics of creation of contents and forms of the organization of teaching and educational process.

Small-completed schools generate some pedagogical problems. It is connected with the fact that performance of educational functions differs from didactic tasks of classical school, that is, the methods and receptions applied at high school in the conditions of a small-completed school don't provide necessary effect. As the main problems of small schools it is possible to allocate the following row:

- Prevalence of traditional techniques of training in classes with small fullness;
- Inefficient system of an assessment of pedagogical process;
- Weak use of information and communication technologies;
- Impossibility of the organization of high-quality profile training in connection with the small contingent of trainees;
- Training of students in higher education institutions on narrow specialties, causing impossibility of providing a full academic load of teachers that generates maintaining a number of objects by one teacher;
- Lack of special educational programs of preparation, retraining and professional development of teachers;
- Lack of the standard curriculum for a small-completed school;
- Lack of educational training programs on variable and individual components of the curriculum of small-completed schools;
- Lack of grants and methodical recommendations for the teacher of the organization of educational process with use of modern information technologies;
- Absence of special educational laboratories, telecommunications, connections to the Internet, not completeness the multimedia equipment.

Despite the available difficulties it is necessary to find new, more effective remedies of the organization of pedagogical process, optimum using for this purpose all opportunities connected with specifics of teaching and educational work in a small-completed school. At permission of the specified problems of small-completed schools education in them will be improved, however, first of all, it is necessary to pay attention to preparation and retraining of pedagogical shots for work in small-completed schools.

Graduates need to know specifics of functioning of a small-completed school. For a small-completed school the teacher with essentially other professional competences is needed, in particular — to train the pupil from distance, to specify the right direction in profile training, to take active part at the choice of future profession. All this assumes application of new technologies of training and education. For the teacher of a small-completed school it is especially important to teach the child to independent ability to study. In modern higher education institutions when teaching pedagogical specialties it is necessary to diversify contents, forms and methods of training of teachers.

The teacher of a small-completed school should conduct classes along with children of different age, different level of readiness in training programs of different classes. Simultaneous classes with several classes demand more careful planning, the correct organization of study, competent summing up the gained knowledge. It is important to pay attention to the organization of independent work of pupils as independent work of pupils at lessons in small-completed schools occupies more than 50 % of school hours whereas at usual school about 20 % of a lesson is given for independent work. In the conditions of a small-completed school the differentiated independent works are the main means of implementation of integrative approach.

The small complete set of classes has a number of advantages which need to be used rationally in daily practical activities, that is:

- the teacher has an opportunity to train individually studying taking into account type of their temperament, tendencies and interests, level of knowledge and abilities;
- the teacher has a possibility of communication directly with the pupil for training and education, understanding of an internal position of the pupil.

The organization of uneven-age training in small schools is the most preferable form which allows improving the level of training of pupils, however in the senior classes combination isn't allowed in connection with final assessment, training of pupils for uniform national testing and variability of content of education at profile training.

In connection with specifics in small-completed schools the teacher conducts several objects, in this purpose it is expedient to carry out the integrated lessons. At such schools it is possible not only combination of classes, but also and integration of objects [1].

For achievements of the objectives it is necessary to revise contents, forms and methods of training, carrying out individual and group consultations, group and out-of-class work with pupils.

From the methodical point of view for lessons in uneven-age group of pupils is characteristic carrying out lessons on different subjects and different type. Table below types of combinations of lessons:

T a b l e

Types of combining lessons	What didactic elements of education are prevailed	
	On lesson in one class	On lesson in other class
First	Given new knowledge	Given new knowledge
Second	Given new knowledge	Fixing new knowledge
Third	Given new knowledge	Checking knowledge
Fourth	Fixing new knowledge	Fixing new knowledge
Fifth	Fixing new knowledge	Checking knowledge
Sixth	Checking knowledge	Checking knowledge

The teacher of a small-completed school should adapt to the program so that subjects of different classes have coincided for carrying out the integrated lesson in a class set. However the same lessons designed on the basis of one general subject for two different classes have higher efficiency. At such lessons pupils have an opportunity to unite in uneven-age groups for mutually training and mutually control. The teacher has an opportunity to provide assimilation by pupils of a certain system of knowledge and to increase informative activity of pupils.

However, special methodical literature is insufficient for carrying out teaching and educational work in small-completed schools. Therefore it is necessary to prepare a lot of didactic material for a lesson taking into account their specific features.

Degree of complexity of independent tasks should be increased gradually taking into account an individual possibility of each pupil.

It is possible to allocate the following types of work of pupils:

1. Work with the textbook, educational and methodical and reference books;
2. Laboratory and practical works, frontal experiment, work with distributing material;
3. Reviewing answers and performances of schoolmates, addition of their answers; preparation of messages and papers, work on projects;
4. Summing up on the basis of results.

For teachers and pupils the inter-subject integrated training in the combined classes has the following advantages:

- There is an opportunity to pay attention of pupils to the maintenance of similar subjects in one subject;
- Each pupil carries out different types of works according to the level of knowledge;
- Conditions for independent work of different level of complexity are created;
- Existence of a possibility of pupils to collective work;
- Mutual testing, self-examination and a self-assessment of pupils is realized;
- Seniors, checking and evaluating works of pupils of elementary grades, have an opportunity to use the knowledge in practice.

At present in small-completed schools there aren't enough consultations of experts therefore it is required the close attention from methodologists, teachers, and psychologists.

There are necessary integrated courses for low-complete classes which will be directed to receiving by pupils of the knowledge allowing continuing training at higher level and allowing competing with usual schools.

Realization of the integrated lessons in conditions of small-completed school leads to formation of a complex of knowledge of objects, ability to work in collective at pupils; forms skills of independent work, learns to consider many phenomena in a complex.

For solution of problems in small-completed schools in Kazakhstan it is conducted training of bachelors on adjacent specialties. The new standard programs considering features and specifics of the organization of works in small-completed schools are developed for them, it is conducted retraining of personnel. Also, scientists of Kazakhstan develop the scientific projects concerning a training technique in small schools for the purpose of completion of schools by textbooks and educational and methodical literature in enough amount.

References

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Д.М. Ахманова, Н.К. Сыздыкова, Д.Р. Бейсенова, Н.Б. Михайлова

Шағын жинақты мектептерде оқыту ерекшеліктері

Мақалада шағын жинақты мектепке байланысты сұрақтар қарастырылған. Демографиялық жағдайдың өзгеруіне байланысты көп мемлекеттерде, әсіресе ауылды жерлерде оқушылар саны азаюына байланысты мәселелер шешімі зерттелген. Оқушы санының азаюына байланысты мұғалімдердің педагогикалық жүктемесі де кеміді, яғни, шағын жинақты мектептердің ашылуының дұрыстығы туралы мәселе туындауына қатысты сұрақтар талданған. Авторлар шағын жинақты мектептердің мәселелерін жан-жақты зерттеп, оны шешу жолдарын ұсынған.

Д.М. Ахманова, Н.К. Сыздыкова, Д.Р. Бейсенова, Н.Б. Михайлова

Особенности преподавания в малокомплектных школах

В статье рассмотрены вопросы, связанные с понятием малокомплектных школ. Выделены проблемы демографии численности учащихся, особенно в сельской местности. Отмечено, что с уменьшением числа учащихся уменьшается нагрузка педагогов. Показаны вопросы о целесообразности открытия малокомплектных школ. Авторами рассмотрены пути решения указанных проблем и подчеркнуты особенности преподавания в малокомплектных школах.