

**Thesis of Abirov Daniar Akparovich on the topic «Formation and development of lyceums – gymnasiums in Kazakhstan (1987-2017)» for the degree of Doctor of Philosophy (PhD) in the specialty 6D010300 - «Pedagogy and psychology»**  
**Annotation**

Relevance of the research: historical and pedagogical analysis of the experience of Kazakh lyceums–gymnasiums in Kazakhstan in 1987-1991. A deep and large-scale analysis has not yet been carried out, historical and pedagogical views have been formed. Therefore, today to take a fresh look at the pedagogical experience of lyceums-gymnasiums, based on an innovative pedagogical idea in terms of nature and semantic structure, to evaluate its pedagogical activity in a meaningful structure. However, the experience of lyceums-gymnasiums in solving pedagogical problems has not been fully studied. This is due to the fact that in the historical and pedagogical literature, large-scale lyceums and gymnasiums in Kazakhstan are defined as educational institutions for children of people and have conflicting opinions about them from the point of view of the dominant point of view recently.

These educational institutions, which took their place in society and the social environment in the last years of Soviet power and at the main stages of the sovereign state of Kazakhstan, have an important historical and pedagogical significance in their pedagogical activities. The process of modernization of education is aimed at updating the content and structural components of educational systems in accordance with the requirements of the modern socio-cultural situation. Famous Kazakh philosophers A.Nysanbayev, R.Zh. Abdildina, B.M. Satershinov and others took part in the research work. Russian scientists and philosophers R.M. Aleynik, M.N. Varlamova, M.N. Tolstyakova, etc.

Russian pedagogical scientists Yu.A. Konarzhevsky, Yu.K. Babansky, M.N.Skatkin, V.V. Kraevsky, I.Ya. Lerner, V.S. Lednev and others, Pedagogical scientists of Kazakhstan K. Kunantayeva, K. Zharykbayev, A.A. Mukataev, K.T. Ibraimzhanov, A.K. Tlebaldieva, A.N.Ilyasova, etc.

Russian scientists of psychology L.S. Vygotsky, L.V. Zankov, V.V. Davydov, etc., Kazakh scientists of psychology J. Aimaurov, T. Tazhibev, M. Mukanov, S.D. Zhakupov, K. Zharykbayev, A. Aldabergenov, etc. in his research papers, special attention is paid to the issues of practice the pedagogical process in the teaching and upbringing of schoolchildren, new educational concepts, new types of schools, the leading directions of the world educational process of the second half of the 20-th century, as well as the study of pedagogical

thought and school business in Kazakhstan, the current state and directions of development of the education system.

For a harmonious organization in accordance with modern requirements of the process of education and training and upbringing in lyceums – gymnasiums, based on existing schools and their typical features, it is relevant to consider the pedagogical experience passed in the history of the formation and development of schools of this type from the point of view of modern scientific pedagogy and giving them an objective assessment. After all, knowledge of the history of the formation and development of lyceums – gymnasiums will become the basis for determining the prospects for the development of schools of this type. After all, this makes it possible to correctly understand the omissions and omissions in the pedagogical experience of the past, control your best practices and correctly navigate and develop its promising areas of development.

In this regard, special attention is paid to the further development of lyceums – gymnasiums, which have a special priority and status as the main source of replenishment of the intellectual potential of our society.

The national lyceum – gymnasium occupies a place in the field of education and upbringing of the country. Critical understanding of the socio-pedagogical status of the organization of secondary education as an academically oriented type makes it possible to adequately assess and understand the meaning of its modern tasks and needs and contributes to the active search for ways to improve. A step-by-step and productive analysis of the educational activities of lyceums and gymnasiums helps to identify the mechanism of historical continuity in setting goals, organizing the educational process of lyceums and gymnasiums, to understand the influence of positive and negative political, socio-economic factors on the work of modern educational institutions.

In the last period of Soviet power since 1987 (Бюлетень ГосКом СССР по народному образованию. 29.06.1987.), since 1991, of a new type, i.e. of an innovative nature, schools and educational institutions of secondary education of various types and stages, for example, lyceums, gymnasiums and other types, with the requirements of the legislative and legal framework of the period when the problem of the emergence and emergence of society and the social environment takes place correction of the (Приказ от 14.06.1991г. № 285.) took place. In addition, it should be noted that the continuation of official legal provisions in this direction follows from the official Constitution of 1995 in Kazakhstan, the new Law of the Republic of Kazakhstan "On Education" for 1992 (07.06.1999 ж.) and the specifics of making additions to the Law of the Republic of Kazakhstan "On Education", adopted in 2007, etc. regulation of development in transfer and training. In accordance with the law, the foundations of the previous claims and

legal provisions were updated, programs for reforming the state sphere of education "білім" were developed and implemented in life practice "regulations on the procedure for organizing the activities of gymnasiums of the Republic of Kazakhstan", "rules for licensing educational activities", "regulations on state certification of educational organizations". (Законодательство об образовании в Республике Казахстан: сборник законодательных актов. - Алматы: Юристъ, 2004. -С. 87-90). It can be understood that the basis of the documents adopted by the government has become the defining core for the development of domestic education.

The choice of the chronological framework of the topic of our research is determined by the fact that 1987-1991 was a period of reform of various spheres of public administration, the search for new ideals of spirituality, the liberalization of socio-political life and the creation of a lyceum – Gymnasium system of secondary and higher education, which is typical mainly for modern Kazakh society.

In the research work devoted to the research topic, in the works preceding us, in connection with the content structures of lyceums and gymnasiums, there is still an incompleteness of a clear route systematization of works. But there is research work on the formation and development of schools, lyceums, gymnasiums, national schools, etc. In Kazakhstan. Domestic research on the school system in Kazakhstan and its types examines their formation and development in the context of understanding the history of Kazakh knowledge transfer systems as a whole. The basis for this is the officially adopted package of legal documents. Amendments and additions to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated 17.09.2013 No. 375 (dated 30.07.2019). Resolution of the Government of the Republic of Kazakhstan dated 29.06.2012 No.873 "On approval of a Standard comprehensive plan to strengthen the educational component of the learning process in all educational institutions". State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 (09.12.2020) et al . guided by the documents, the analysis of the new system of normative legal acts was carried out.

Nevertheless, the contradiction between the need to search for opportunities to use the historical experience of lyceums and gymnasiums in the field of education in Kazakhstan and its insufficient analysis determined the problem of our study:

- what are the main historical and pedagogical prerequisites and features of the organization, development of lyceum and gymnasium education in the USSR and during the period of sovereign Kazakhstan . The analysis and positive assessment of the problem of the functioning of educational work in lyceums–

gymnasiums as a system of pedagogical practice are conditioned by the modern need;

- development of scientific-pedagogical and historical-practical characteristics of the lyceum-gymnasium type school system, which received the first structural system in Kazakhstan in the period 1987-1991;

- analysis of the process of formation of Kazakh lyceums-gymnasiums, disclosure of value orientations that form the basis of the educational process;

- lack of qualitative characteristics of the teaching staff and the composition of students during the training period, etc.;

- contradictions between the consideration and unpronounceable of questions about the orientation of sovereign Kazakhstan to the national worldview in the formation and development of lyceums and gymnasiums within the framework of the National Educational Policy for 1991-2017;

- contradictions in the content structure of lyceums-gymnasiums created at that time, between the lack of a detailed scientific and methodological analysis of programs aimed at organizing the learning system and models of schools of this type, etc.

Therefore, in order to eliminate the above contradictions between the modern need for this problem and its systematic research and analysis in the history of education before us and in order to systematize and supplement the history of pedagogy, we believe that the topic of the dissertation research is "The formation and development of lyceums-gymnasiums in Kazakhstan" (1987-2017). we had grounds for obtaining.

**The purpose of the study:** to identify the historical experience and methodological foundations of the formation and development of lyceums–gymnasiums in the field of education in Kazakhstan in 1987-2017.

**The object of research:** the educational process of lyceums and gymnasiums in Kazakhstan for 1987-2017.

**Subject of research:** formation and development of Kazakhstan lyceums – gymnasiums in 1987-2017.

**Scientific forecast of the study:** if in the period from 1987- 2017 an opportunity is created to reveal the scientific and pedagogical basis for systematizing the history of the formation and development of schools such as lyceums–gymnasiums in the field of education in Kazakhstan, then this will serve as a basis for replenishing theoretical and practical knowledge about the pedagogical process of schools of this type in the history of education, which, in particular in turn, it will become the basis for-substantiates the validity of the forecast aimed at supplementing historical knowledge about schools and their types in Kazakhstan, in order to identify development guidelines and confirm advanced pedagogical views related to the

development of the pedagogical process in gymnasiums in accordance with the requirements of the time.

**Research objectives:**

1. Analysis of the formation and development of schools such as lyceums and gymnasiums in the education system through historical and pedagogical systematization (1987-2017);

2. To determine the scientific and methodological foundations of innovation in the structural content of lyceums and gymnasiums in Kazakhstan in 1987-2017;

3. Analysis of the construction of the system of pedagogical process of lyceums and gymnasiums in Kazakhstan for the period from 1987-2017 and determination of the continuity of modern schools of this type with a meaningful structure;

4. "The history of the formation and development of lyceums – gymnasiums in Kazakhstan" (1987-2017), aimed at identifying the formation and development of the pedagogical system in schools such as lyceums – gymnasiums for 1987-2017.) conducting elective courses and practical work.

**The leading idea:** Summing up and evaluating the development of domestic pedagogical practical work in the collection on the history of Kazakh education, including the development of schools such as lyceums – gymnasiums in the education system for 1987-2017, contribution to the development of the structural system of modern and promising schools.

**Methodology and theoretical basis of the research work:** regularities of the historical dialectical development of personality, restructuring, modernization and formation in the education system, continuity of historical consistency, truth and truth in the study of historical pedagogical phenomena.

**Sources of research:** periodicals of 1987-2017, materials of pedagogical thought in the system of Kazakh and Russian education, the history of pedagogy of the period of the Soviet government and sovereign Kazakhstan, research works of scientists and experienced specialists in various fields, data from the collections of books and manuscripts of the National Library of the Republic of Kazakhstan.

**Research methods:** comparative-historical analysis of historical and pedagogical works, normative-legal, normative documents concerning the history of education in the period under study, logical-historical, theoretical and systematic analysis of data on the topic under study, sorting, generalization, differentiation and generalization, evaluation of the results of general research.

**Research base:** I. Zhansugurov Zhetysu University and Kainar Academy in Almaty.

**Stages of research:** **Stage 1** (2017-2018)) in the research literature written in the direction of scientific, pedagogical and educational history, the topics of the

dissertation work are determined, approaches to the consideration and study of this problem are considered and analyzed. In connection with the identified topics, literature and research on the history of pedagogy, psychology, the history of ethnography, pedagogy were summarized and analyzed. The purpose, subject and object of research are substantiated, research methods are considered.

The research defines the scientific concepts and scientific apparatus of the dissertation, summarizes and compares the relevant sources and necessary materials, and achieves scientific validity. **Stage 2** (2018-2019) to analyze the meaningfully close and exhaustive data of the dissertation research in the system of the foundations of the theory of modern pedagogical science in the period from 1987 to 2017, descriptions were developed, generalized, systematized from the point of view of the history of education or pedagogy, the emergence and development of innovative educational institutions of the lyceum – gymnasium type that took place in Kazakhstan society and the social environment. **Stage 3** (2019-2020) generalization and systematization of the success of the search and research work done. Methods used in the periodization of the dissertation research: search and accumulation, discussion, sorting, genetic, comparative, identification and analysis of the features of the content of documents of lyceum-gymnasium type schools in the structures and the system of service structures. In the individual activity of the doctoral candidate, lectures, seminars on the course program and the introduction of an elective course on the topic "The history of the formation and development of lyceums – gymnasiums in Kazakhstan (1987-2017)" were held, which supplement the content of the history of pedagogy course for future teachers with new data sources.

#### **Scientific novelty and theoretical significance of the study:**

1. To give a systematic characterization of the historiography of lyceums – gymnasiums in Kazakhstan, to analyze and evaluate from the point of view of truth and truth the circumstances that served as the basis for the creation of innovative schools (1987-2017);
2. The scientific and pedagogical foundations of schools such as lyceums-gymnasiums created in Kazakhstan in 1987-2017 are defined and conceptually analyzed.
3. By analyzing the continuity of pedagogical content structures of lyceums – gymnasiums created by the Soviet government and Kazakhstan in the system of educational policies of the period 1987-2017 with modern schools of this type, their relationship is determined;
4. Introduction of the developed elective course on the topic "The history of the formation and development of lyceums and gymnasiums in Kazakhstan (1987-2017)" into the pedagogical practice of the university and the implementation of its

replenishment with historical and theoretical pedagogical knowledge by conducting specific (ascertaining) experimental and practical work.

**Practical significance of the study:**

The conclusions of the historical and pedagogical content used in the dissertation research work and guided by specific data related to research are aimed at the formation and development of lyceum-gymnasium type schools during the transition of the Kazakh people to education systems in the period from 1987 to 1991 to 1991-2017 as part of the USSR government in the early years of the sovereign state at the beginning of the XXI century. centuries. in the dissertation work, through the study of knowledge and historical and practical problems, it may be used. As well as the experience of domestic educational work in general on the history of education, as textbooks and teaching aids, in the preparation of educational curricula of higher educational institutions, in the course of the historical subject of pedagogy at the university and during the elective course on the history of domestic education "The history of the formation and development of lyceums - gymnasiums in Kazakhstan" (1987-2017) in the elective course program. Based on the reasoning, it can be used in the direction of expanding knowledge of the history of pedagogy.

**The main provisions put forward for protection:**

1. The results of the study of the historical and pedagogical basis of the formation and development of schools such as lyceums and gymnasiums in the history of Kazakhstan education (1987-2017);

2. To substantiate the systematization of the socio -social and national-cultural approach of the Government of the USSR to the organization of educational work in schools of lyceums and gymnasiums for the last quarter of 1987-1991. and sovereign Kazakhstan for 1991-2017 on a scientific and pedagogical basis;

3. Scientific and pedagogical analysis of the substantial structural system of lyceums and gymnasiums in Kazakhstan in the period from 1987 to 1991 and substantiation of the relationship of continuity with schools of this type today;

4. To experimentally substantiate and justify the studied elective course "History of the formation and development of lyceums-gymnasiums in Kazakhstan (1987-2017)", aimed at revealing the content structure of lyceum – gymnasium type schools in 1987-1991 and their pedagogical specifics in the formation and development.

**Validity and validity of research results:** validity of the results achieved in the dissertation work aimed at obtaining a degree in the system of historical scientific knowledge and practical methods and the development of organizational and legal normative legal documents aimed at the organization of education, with an analysis

of the historical and pedagogical content of the development of lyceum-gymnasium type schools in Kazakhstan, which have a new character in the period 1987-1991. Guided by historical and theoretical consideration of the data and the results of the study can ensure the improvement of meaningful knowledge of the history of pedagogy and courses on the history of national education in the educational process of pedagogical specialties at the university.

**Approbation and implementation of the research results:** the basic principles of the research were reflected in the form of scientific reports at international scientific conferences, in journals recommended by the Committee for control in the field of education and Science, in scientific journals based on scopus.

Published scientific papers: the main results and principles of the research are published in the materials of foreign and domestic international scientific and practical conferences (5) and scientific publications recommended by the Committee for Control in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan (3), scientific journals in the Scopus database (2). The results achieved during the implementation of the dissertation research work and the conclusions drawn on its basis are based on indicative data in the teaching of the elective course, embedded in the practice of training future teachers at the university presented on the basis of the study.

**The structure of the dissertation:** The dissertation consists of an introduction, two chapters, a conclusion, a list of references and appendices.

In the introduction, the relevance of the topic under study is revealed, in the dissertation research work, the apparatus in science is given: the purpose of the study, the subject, the object of research, the forecast in science, the tasks and the research base, the studied stages, discoveries in science, methods, practical and theoretical, presented for defense.

The first section "Historical and methodological foundations of the establishment of institutions in the lyceum–gymnasium system in sovereign Kazakhstan" examines the transitional periods of the formation and development of lyceum-gymnasium type schools in Kazakhstan in the period from 1987-2017 and their specific features, history and route landmarks of the school system of that time.

The second section "Practical ways of organizing the process of pedagogy in educational institutions of lyceum – gymnasium type in Kazakhstan" presents the current stage of pedagogical experience of schools such as lyceums – gymnasiums in the process of education and upbringing during the period included in the scope of research. Their content structures from a pedagogical point of view, analyzing the opinions that took place in the educational work in these schools on the organization of education and the education of students in a new direction,



revealed the importance of pedagogical valuable heritage in the history of education.

The content of the dissertation research work examines the change in the structural system of educational institutions in the conditions of general education and in the forms of its content and organization in connection with global reform processes, in which business relations between state structures and their branches are currently developing in the social environment of economics, politics, life. The stimulation of the educational process in the development of schools in the republic is characterized by the orientation of its goals and content to self-development, personality regulation, as well as the appearance of a new type of educational institutions in the education system -lyceums-gymnasiums. The objective circumstances that determine the nature and direction of innovation in education include: since 1987 the Soviet system is already beginning to acquire a new character, the problem of training specialists who meet the requirements of the time, there is an exchange of pedagogical experience in the world and European educational space and the training of future specialists in it; since 1991, the Republic of Kazakhstan has become an independent state; integration of the domestic education system into the world and European educational space; personality-oriented process innovative content and the introduction of pedagogical technologies.

In the process of organizing the activities of lyceums and gymnasiums in the period under review 1987-2017, a number of difficulties arise. This is due to the fact that the structure and content system of society existing at that time in institutions of education and upbringing of this type and its needs had little experience of functioning in the education system in the republic. As a result, the development of lyceums and gymnasiums became unsystematic, uncontrolled (spontaneous), and in the process of creating these educational institutions, pedagogical practices of the direction "In uncontrolled conditions, a typical change of signs" in some cases, gymnasiums and lyceums were important as general education schools for gifted children.

Based on the above considerations, we will give two groups of their constituent structures to give the educational process of lyceums and gymnasiums from the point of view of the pedagogical system:

1. In the field of education, the main purpose, objectives and content of education is its use as a designation of a priority direction (trends) that has its own specifics, has a priority orientation for a certain period of time, with access to a secondary level depending on this relationship, occupying a place in the system of the initial one main line;

2. In accordance with the specifics and type of the structural content of the educational institution, the implementation of joint pedagogical activity in the formation and structure of teachers and students focused on auxiliary or initial participation - educational material in cognition, education, oriented learning based on new knowledge, etc.

That is, the structural content of schools such as lyceums and gymnasiums and the processes of teaching and upbringing in them give the need for a comprehensive study of the practical possibilities of the pedagogical system used and reveal the specific features and nature of educational institutions of this type in educational systems at various historical stages of their development.

Given the nature of the socio-social identity of lyceums and gymnasiums, it is possible to identify several opportunities for the development of these educational institutions:

- coordination of educational trajectories with appropriate sources of labor, for high-quality professional orientation of students;
- cooperation with various universities for various professional development of students;
- raising the status of a professionally oriented educational institution. In lyceums and gymnasiums, it is necessary to develop an internal positive educational environment corresponding to the status of modern education in the world. It follows from this that, taking into account the social factors of the development of lyceums and gymnasiums, several cases can be distinguished:
  - creation of health-saving education;
  - preventive measures for the teaching staff. These measures are aimed at preventing burns. From this moment on, it is necessary to stimulate the qualitative development of psychological services in lyceums and gymnasiums;
  - development of organizational culture;
  - training of teaching staff in the skills of solving problems of operational education and drawing up long-term plans for upcoming events. It should be noted that the functional side of the significance of the adequacy of the implementation of the components of the development of the education system is based on several functions. Thus, the functional aspect is represented by the following functions:
    - creation of an information base on the state of management of the development of the information environment of an information and analytical educational institution, changes in the results of educational and educational activities, the impact of informatization processes;
    - the motivational goal includes the development of cognitive, behavioral, emotional relations of the subjects of control to the methods of interaction in the information environment of an educational institution;

- planning and forecasting is focused on the development of the educational process, planning, design, forecasting procedures related to the future conditions of informatization of education;

- discloses organizational and executive rights, powers and responsibilities as a vertical;

- diagnostic control (diagnostics of the state of informatization, control of the effectiveness of management of the development of the information environment) ;

- correction (current regulation of the components of the management of the development of the information environment of the educational organization and the final correction of its undesirable results).

In general, it can be stated that the problem of the development of gymnasium education is among the least considered in the domestic pedagogy. A comparative analysis of theoretical research and real practice shows the lack of scientifically constructed approaches to studying the pace of modern gymnasium education in Kazakhstan. This creates contradictions between the following issues:

- the importance of applying advanced domestic and foreign pedagogical experience, the lack of generalizations to determine its main direction in gymnasium education and the lack of correction in their rapidly developing socio-economic conditions;

- the insolubility of pedagogical science of the difficulties of the development of gymnasium education, allowing for the effective solution of the tasks set by society and the requirements for the preparation of the future intellectual elite of society;

- lack of work on the development of modern gymnasium education, the need to create a set of conditions for pedagogical organization and;

- the relevance of the topic of modern gymnasium education in the form of specialized training, the importance of finding solutions and implementing these issues at the theoretical and practical level;

- the relevance of new teacher functions, such as the formation of a gymnasium teacher as a research teacher, a manager of educational research work, the implementation of these issues at the theoretical and practical level. The listed contradictions cannot be resolved only around pedagogical practice. Scientific research of historical significance, taking into account modern gymnasium education, domestic and foreign experience, has not been conducted. Many modern problems originate in a deep historical way, including in the development of gymnasium education, initiated by the research of the pre-revolutionary period. The reason for taking the chronological period of the XIX-XXI centuries into the study is the emergence and development of gymnasium education, built at that time on a socio-economic basis.

Summarizing and analyzing the historical knowledge of Russian pedagogical science, we have identified 2 stages:

1. The period of the USSR (1987-1991);
2. The period of sovereignty (1991-2017).

The reliability of the data related to the study is based on comparing the data obtained from the survey of lyceums and secondary schools in Kazakhstan with the results of other researchers, identifying the content structure of the educational system of lyceums and educational institutions. Characteristics of the needs of the research problem in the state and social sphere. The issues of education of lyceums and gymnasiums in Kazakhstan are considered as based on the unity and harmony of their components with the environment, social position and internal environment in society.

The system of methods in the previous research work based on historical methodological foundations statistical generalization, analysis, search, comparison of curricula and programs in standard educational institutions of the lyceum and gymnasium. He also gave an opportunity to get acquainted with the issues of formation and development of educational institutions of lyceums and gymnasiums, to conduct a sorting and analytical analysis. Seminars, author's participation in discussions and exchanges of articles. The data was collected through surveys.

This will complement the content of the education of the history of Kazakh pedagogy and give it a fair assessment from a new point of view. Guided by the results of our research work, we included the topic of the elective course "Formation and development of the lyceum and gymnasium in Kazakhstan (1987-2017)" based on the pedagogical candidate thesis of universities for the preparation of future teachers. The elective course is a historiography of lyceum and gymnasium educational institutions of Kazakhstan from 1987-2017, which are historically and methodologically included in the history of national education and the education system in them.

Guided by the systematized theoretical knowledge in our research work, in order to increase the effectiveness of the developed elective course, future teachers conducted pedagogical practice to include knowledge on the subject "History of Pedagogy" in the educational program. The research method we have chosen is an experiment (constantiation experiment) aimed at a clear clarification. Since our research activity is a work representing a historical and pedagogical heritage, another experiment for its purpose is mainly diverse, using the legacy of the past to complement modern education with an experiment aimed at changing the circulation of scientific knowledge in the history of education and finding out the correctness of its influence on the dependent a variable. Nevertheless, the study of

history cannot but affect the phenomena of pedagogical heritage, but also the pedagogical experience of the past. Such a study only reflects a specific situation that has any influence on it.

The results of the experiment aimed at clarifying clarity at the stages of teaching an elective course and conducting a questionnaire are given in the following system.

Percentage share of performance indicators in the second semester of the 2017-2018 academic year: responses for the first period: full - 11.34%; average -17.01%; low - 11.34%. Final result: answers: full - 18.9%; average - 19.53%; lower -1.26%.

Percentage of results obtained in the second semester of the 2018-2019 academic year: answers at the first stage: full - 9.15%; average - 16.47%; lower -11.59%. the answers as a result of the final indicator: full - 15.86%; average -21.35%; lower -0%.

The percentage of the results obtained for the 2019-2020 academic year: answers at the first stage: full-5.39%; average -13.23%; lower -5.39%. final result: full-9.8%; average -13.72%; low response-0.49%.

The total number of students involved in teaching, the introduction of an elective course - 173, answers at the initial stage: full-76.12%; average - 140.13%; low-83.04%. final result: full-131.48%; average - 162.62%; low – 5.19% of the percentage levels of education.

This is a proof (validation) that the requirements of the user of specific pedagogical and historical knowledge, cognitive product are satisfied. An internal quality management process that ensures consistency when checking responses to survey tasks in an experimental study, i.e. The results of a pedagogical experiment focused on this content system fully confirmed the topic of our research. Thus, the data obtained from the results of a pedagogical experiment aimed at identifying evidence confirm the correctness of the presented scientific assumption, as well as the justification of the completeness of the knowledge received by the teacher of the proposed elective course of pedagogy, the connection of the professional activity of the teacher with the history of pedagogy of students with professional educational activities revealed the broad possibilities of the trajectory of self-education and creative work.

Pedagogical experiment (aimed at revealing the above as a result of constant experiment). Students of the specialty in the period from 1987-2017 showed a successful level of learning growth through the basis of training, which became the basis for the formation. Their cognitive ideas and views in this direction are carriers of knowledge in development. This proved the need to present an elective course, which is an indicator of the brilliant skill of teachers of the history of the

subject of pedagogy, the future lyceum and gymnasium in adapting to professional activities based on new knowledge.

In conclusion, when writing the selected thematic research paper, we achieved the following results. We came to the conclusion that the peculiarities of the organization of educational activities in Kazakhstan in the period from 1987-1991 in accordance with the types of historical and pedagogical systems, work in the field of education and schools of a new type and their characteristic structural content that took place in the formation and development of lyceum and gymnasium types of schools.

1. In the research work, the historical and methodological system of education in lyceum and gymnasium schools of Kazakhstan from 1987-1991 was developed, historical, pedagogical and methodological characteristics were given, an analysis was carried out.

2. In the studied historical period 1987-1991, the formation and development of lyceum and gymnasium type schools in Kazakhstan and their historical continuity with subsequent stages in the implementation of subordination to the systemic nature of the content structure, ideology in the structure of centrally controlled Soviet society and the development of the education system in the sovereign period were determined.

3. The historical and pedagogical interrelation of the education system with modern educational institutions of this type of lyceum-gymnasium schools in Kazakhstan from 1987-991 is revealed, their continuity is proved.

4. "Formation and development of educational institutions of the lyceum and gymnasium in Kazakhstan (1987-2017)", which will complement the educational material on the history of pedagogy, the effectiveness and effectiveness of pedagogical practical research aimed at clarifying and introduction of future teachers' training specialties into the educational program at the university.

The correctness of the scientific forecast and the entire research work, the structural system set in the scientific apparatus of the dissertation work is proved. The results of the research work complement the knowledge base related to the history of education in Kazakhstan, and it is established that it can be widely used in research and search works related to the history of pedagogy.

Based on the results of the research work, we will make the following proposals to promote the formation and development of pedagogical experience of lyceum and Gymnasium type schools and, accordingly, in the training of future teachers or in the direction of improving and enhancing their professional knowledge:

1. We consider the study of the history of the development of schools in Kazakhstan as an elective course for educational programs in the pedagogical specialty to be effective.

2. In the institutes of advanced training of school teachers, it is possible to conduct lectures and practical training works on the formation of pedagogical practice, history and theory of schools of lyceum and Gymnasium types.

3. We understand that in the process of teaching pedagogical processes of schools of various types, it is necessary to pay attention to the pedagogical experience of these lyceums-gymnasiums in historical and pedagogical research, to study the history of the methodology.

4. Based on the experience of educational work in lyceum and gymnasium-type schools in Kazakhstan from 1987-1991, it is obvious that the optimal, flexible application to educational work during the formation of modern lyceums and gymnasiums is the work of educating Kazakhstani citizenship and patriotism.

**Approbation and implementation of research results:** published in journals included in the Scopus database, quality assurance committees in education and science of the Republic of Kazakhstan, at domestic and foreign scientific and practical conferences in the context of scientific and methodological works and thesis reports with the main substantive principles of the study:

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2. Қазақстандағы заманауи гимназиялық білімнің даму мәселелері. Қазақстанның ғылымы мен өмірі., №1 (74), 2019, -Б. 38-41.

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6. Развитие университетского образования в аспекте подготовки студентов оканчившие лицей и гимназии «Сборник с научни доклади» (трета книга)., - Болгария, Издателство; ЕКС-ПРЕС, 2019., - С. 161-166.

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2020г., -Часть 2, -С.115-123.,

8. History of Formation of Lyceums and Gymnasiums in Kazakhstan and Peculiarities of their Educational Activities Talent Development & Excellence Vol.12, No.1, 2020, -495-506 pp.

9. Content system of the lyceum and gymnasium educational program. BULLETIN OF THE KARAGANDA UNIVERSITY, - №4,(100) - 2020, - 55-62 pp.,

10. Innovative features of education in Kazakhstan's Lyceum-Gymnasium Cypriot Journal of Educational Sciences, 17(1), -2022, -159–173 pp.  
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