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Impact of terrible pandemic COVID-19 on Kazakhstani education and it's outcome.

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Abstract

The general situation with coronavirus in the world and in Kazakhstan and its effects on our lives, especially on education. The article discusses the shortcomings of the COVID-19 epidemic in the education of the Republic of Kazakhstan. The authors assess the impact of the pandemic and its impact on teaching and teaching and try to hold a discussion and take a critical look at the Kazakh and global context. Important aspects such as teachers, lessons, parents, assessment, influenced by COVID-19, give us clear information about how life goes on in a difficult phase of life and what advantages can be achieved and derived from it. Every aspect affected responded differently, some performed excellently, and some had unlikely results. In addition, how and what has changed the global pandemic in the Kazakh education system. Changes can be both positive and negative. How has education changed and which instruments have teachers used so far?

Keywords: COVID-19, coronavirus, digital education, transformation, outcome, impact, Kazakhstan

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Education as an instrument for the transfer of knowledge, relationships, social experience and technology from generation to generation determines the future in which the nation will exist in the near future. In recent decades, education has served as an instrument of "soft power" through which a global transformation of the social life of entire regions takes place. The educational reform has been an integral part and one of the instruments of this transformation in recent decades. The education system is a traditional tool for communicating people's socio-cultural experience, a means of building social communication skills and knowledge of the world around them, and a means of maintaining continuity between generations. In the meantime, these formation properties have been intensively destroyed and reformed. We are witnessing the intensive adoption of educational technologies - distance learning using educational platforms that reduce the role of the personality of the teacher to the technical role of the participant in formalizing skills that enable us to quickly provide "educational services" for the changing needs of Providing companies that adapt in turn The current market conditions spontaneously reflect the competition for these companies for income. The role of education as a factor in the formation of culture is reduced (if culture is not limited to technological and economic relationships). In particular, companies that combine information content are beginning to provide educational services and replace traditional educational institutions - schools, universities - as we see, for example, during the forced quarantine caused by the COVID-19 epidemic. During this time, traditional Kazakh educational institutions are living in almost the same living conditions as the educational platforms and knowledge base aggregators and are even dependent on the technologies and services of the educational platforms, since the distance

learning process of universities, schools and colleges on these spring days 2020 is not much different from the distant one "Providing educational services" through commercial Internet services. In particular, companies that combine information content are beginning to provide educational services and replace traditional educational institutions - schools, universities - as we see, for example, during the forced quarantine caused by the COVID-19 epidemic. During this time, traditional Kazakh educational institutions are living in almost the same living conditions as the educational platforms and knowledge base aggregators and are even dependent on the technologies and services of the educational platforms, since the distance learning process of universities, schools and colleges on these spring days 2020 is not much different from the distant one "Providing educational services" through commercial Internet services. The question arose in relation to the material that is more effective for teachers and students in Kazakhstan and is generally available for online teaching. Ministry of Education and Science (ES)of Kazakhstan decided to host distance learning instead online learning. Minister of ES Askhat Aimagambetov stated (Informburo.kz 2020) that "The Internet in our country is not adapted for 2.5 million children to learn through online systems. In order to receive better knowledge, we decided that there is no need to conduct lessons through online streaming". However, there are approximately more than 1000 schools which are working on general mode, because of the size of students (5 to 100)in this schools and distant of this places. Current COVID-19 pandemic concerned schools are either postponed or cancelled all on-campus events such as graduation, Governmental exams, sports events and other events. Schools quickly switched to transferring various classes and programs from personal mode to online mode. In this review, the authors will talk about the impact of the terrible COVID-19 outbreak on the education of Kazakhstani schools.

Impact of corona on Learning Student.

State schools use different types of tools to organize an apprenticeship. Most of them use Google classroom, Zoom, Google meets, Handouts, Edupage and Ministry of Education organized on governmental TV channels main subject lessons for all grades. General scenario of current education approximately this: Subject teacher creates google classroom for each teaching class and enrolls all the students to class. Then she or he uploads topic materials, it could be video, book sources and etc. and gives weekly task and homework till the next lesson. When teacher receives back students work she or he checks it and gives formative assessment. If there are students who did not understand the topic, the teacher hosts online lesson via Zoom, Webex platforms. However, going to school is the best practical tool for improving skills. While schooling can be fun and improve social skills and awareness, from an economic perspective, the main reason for going to school is to improve the child's skills. Even a relatively short time in school does this; Even a relatively short school dropout has an impact on skills growth. But can we evaluate how an interruption of COVID-19 affects learning? Not exactly what we are in the new world; But we can also use other studies to get the order. Carlsson et al. (2015) consider a situation in which young people in Sweden have different days to prepare for important tests. These differences are conditionally random so that the authors can assess the causal effect of learning on skills. The authors show that ten days of additional training significantly increases the grades in the tests for using knowledge ("crystallized intelligence") by 1% of the standard deviation. If we just extrapolate these numbers, it means an extremely rude measure of the impact of current school closings twelve weeks less (i.e., 60 school days), which means a loss of 6% of the standard deviation, which is not trivial. They have no significant influence on problem-solving skills (e.g. "smooth intelligence").

Teacher – School.

All over the world, many teachers and students enjoyed the transition to online knowledge transfer through a variety of online platforms. Schools have already started preparing lesson plans to offer online instruction to their teachers. Distance learning is not a new teaching method for any school. Many young teachers are trained to use online learning platforms as the only way to learn or as a supplement to full-time study. While younger teachers already knew online tools. It can be assumed that the digital competence of many teachers has increased. If some did not have letters before, we can now be sure that most of them have letters. Me personally helped one of our elder math teacher to with creating an email, launching the google classroom, hosting zoom meeting. Before the term couple of time we had some test meeting with her about all concerns with all these mentioned above. Now she can freely has her lesson on her own. In addition, we can witness some experienced teachers are being learning new features of digital technologies and looking for new sources to deliver to learners.

Parents.

Families play a central role in education and largely agree to make a significant contribution to raising children, as described by Bjorklund and Salvanes (2011). The current worldwide expansion of home teaching may appear very positive and probably effective at first glance. However, this role is usually considered to complement the school's contribution. Parents complement their child's math education by practicing the calculation or identification of simple math problems in everyday life. or they highlight history classes when you travel to important monuments or museums. Another problem is being the main driver of learning, even when combined with online content. and although many parents in the country successfully teach their

children at home, they are unlikely to have extra time for themselves and for homework such as cleaning, cooking. Among social networks, you can listen to some funny audio messages in which Kazakh parents want to send their children to school, and they struggle with their children at home. Of course, there are several reasons for this, but we sincerely believe that parents understood the hard work of teachers. So while global homeschooling will undoubtedly bring some inspiring moments, some angry moments, some funny moments, and some frustrating moments, it seems very unlikely that it will, on average, replace the learning lost at school. But the more important point is this: there are likely to be significant differences between families in the extent to which they can help their children learn. The main differences (Oreopoulos et al. 2006) include the time you can spend studying, your parents' non-cognitive skills, resources (for example, not everyone has access to the best online content) and the amount of knowledge - It is difficult for your child to learn what you do not understand yourself. As a result, this episode will increase inequality in the growth of human capital for the cohorts concerned.

Assessments.

The transition from full-time to online delivery has a major impact on grades and grades. Although technology was previously used to support teaching and learning, the assessment aspect is often underdeveloped (Timmis et al. 2016). For this reason, the Kazakh Ministry of Education has canceled the state exams for grades 9 and 11. Using online grades for courses designed for individual learning is challenging. Students and teachers are not sure how to manage outstanding tasks, projects and other ongoing assessments (Raaheim et al. 2019). Teachers need to change the grades to fit online. It is difficult to keep track of how they perceive this on the Internet and to ensure that students do not cheat on online tests (Westga, 2010). Here you can also carry out laboratory tests, exercises and performance tests. In addition, students

who do not have Internet access will find obvious weaknesses in participating in the assessment process, which will negatively impact their GPA (Alruwais et al. 2018). The closure of schools, colleges and universities does not only interrupt students from all over the world. The completion also coincides with an important evaluation period and many exams have been postponed or canceled. Internal ratings can be considered less important, and many have simply been canceled. However, their goal is to provide families and teachers with information about the child's progress. The loss of this information delays the recognition of potentials with high potential and learning difficulties and can have harmful long-term consequences for the child. Andersen and Nielsen (2019) consider the consequences of a serious error in the test system in Denmark. As a result, some children failed the test. The authors believe that taking the test increased the reading score by 9% of the standard deviation after two years, with similar effects in mathematics. These effects are greatest in children from disadvantaged families. It is important to note that the closure of institutions does not only affect internal reviews. In Great Britain, for example, all exams for basic state qualifications - GCSE and A-level - for the entire cohort were canceled. Depending on the length of the block, we'll likely see similar actions around the world. A possible alternative for canceled notes is the use of "predicted notes". However, Murphy and Vinesi (2020) show that they are often inaccurate and that students with high grades have lower predicted grades for students from dysfunctional families than those with lower grades. Backgrounds. Another solution is to replace blind exams with teacher ratings. Data from various attitudes show systematic differences between blind and blind exams, with the direction of the shift usually depending on whether the child belongs to a group that normally performs well (Burgess and Greaves 2013). For example, if girls usually do better, the likelihood that the boy won't hit a face can be underestimated. Since such grades are used as key

qualifications for admission to higher education, the transition to eliminating blind subjective grades can have potential long-term consequences for equal opportunities. It is also possible that the careers of some students benefit from breaks. In Norway, for example, it was decided that all 10th grade students would receive higher education. Maurin and McNally (2008) show that the rejection of normal examination procedures in France in 1968 (after student unrest) had a long-term positive impact on the labor market of the cohort concerned. In higher education, many universities and colleges replace traditional exams with online assessment tools. This is a new area for teachers and students, and grades are likely to have a larger measurement error than usual. Studies show that employers use certificates such as grades and average grades to sort candidates (Piopiunik et al. 2020). As a result, increasing the level of noise from applicants' signals may reduce the efficiency of selecting new graduates in the labor market, which may lead to slower income growth and higher rates of division of labor. This is expensive for both individuals and society as a whole (Fredriksson et al. 2018).

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