

**COMMERCIALIZATION OF EDUCATION: BENEFITS AND LIMITATIONS  
ЖАЛПЫ БИЛИМ БЕРҮҮ МЕКТЕПТЕРИНИН КОММЕРЦИЯЛАШУУСУ:  
ПАЙДАСЫ ЖАНА КЕМЧИЛИКТЕРИ**

**КОММЕРЦИАЛИЗАЦИЯ СРЕДНЕЙ ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ:  
ПРЕИМУЩЕСТВО И НЕДОСТАТКИ**

*Abstract: This article has analyzed the commercialization of secondary schools.*

*Аннотация: Макалада жалпы билим берүү мектептеринин коммерциялашуусуна анализ жүргүзүлдү.*

*Аннотация: В статье проанализирована коммерциализация средней школы.*

*Key words: commercialization of education, public school, private school, teaching experience, learning environment.*

*Түйүндүү сөздөр: билимдин коммерциялашуусу, мамлекеттик мектеп, жеке менчик мектеп, окутуу тажрыйбасы, окутуу чөйрөсү.*

*Ключевые слова: коммерциализация образования, общеобразовательная школа, частная школа, опыт преподавания, среда обучения.*

English is still the universal language. Too many people speak English worldwide and believe English-speakers are likely to number in the billions. English crosses cultures, countries and industries and is often used as a ‘common tongue’ if neither person is a native speaker. This means teaching people English can be truly rewarding – because students of English have so many new opportunities and doors open to them thanks to their skills.

As well as opening up exciting new avenues for students, being able to teach English can also offer language teachers new opportunities. With TEFL qualifications teachers can travel far and wide sharing their knowledge and exploring new corners of the globe, with places like the UAE, Dubai and China offering high salaries as well as new cultures.

As a foreign language in Kyrgyzstan, English is learned seriously by many people to have a good prospect in the community of international world. English becomes important. Since it’s important, English is taught widely at formal school starting from elementary school up to universities; even at informal school, i.e. courses. We choose this theme – **“The commercialization of education : benefits and limitations** because of **several reasons:**

1. To investigate the causes of the mushroom growth of private schools system.
2. To investigate the cause of the decline of public schools system
3. To compare the quality of education of both public and private schools.
4. To analyze education level of teachers, methods of teaching and quality of curriculum both at public and private schools.

The present days demand for improving the quality of education, developing the diverse young generation leads to actuality of this work.

The hypothesis of investigation supposes the problem of deciding where to send the child to school as it can be a stressful and intimidating choice for many parents for a variety of reasons. Most cities have options for parents that span public and private school options. And with charter schools on the rise, parents have another option to weigh – which can just add more confusion to the process. The bottom line for most parents is that they want to get the best education for their child, no matter where it comes from. But, there are reasons why private schools are better for some students, and reasons why public schools are better for others.

It was necessary to clarify our definition because the term ‘private school’ is used with varying meanings in the literature and in the policy debate[2, 45].**This** review adopted as the key factor defining ‘private schools’ that they are dependent on user fees to cover all or part of their

operational and development costs. Thus, the distinctiveness of private schools is that they have to follow the market to attract and retain students in order to be financially viable. Some state schools may also charge fees so the review employed two other defining factors, that private schools are managed largely independently of the state, and are owned and or founded independently of the state.

Public school means a public elementary or secondary educational entity or agency that is established under (the revised school code), has as its primary mission the teaching and learning of academic and vocational-technical skills and knowledge, and is operated by a school district, local act school district, special act school district, intermediate school district, public school academy corporation, strict discipline academy corporation, urban high school academy corporation, or by the department or state board. Public school also includes a laboratory school or other elementary or secondary school that is controlled and operated by a state[8]. In many countries, a **public school** is a school that is supported financially by the government and usually provides free education. **Private school** is a school supported by a private organization or private individuals rather than by the state.

### **Education in Kyrgyzstan: Comprehensive school**

Education in Kyrgyzstan is compulsory for nine years between the ages of 7 to 15. This is broken up into four years of primary, five years of lower secondary school, and two years of upper secondary school at a specialized secondary school or vocational/technical school.

The system was based on a Soviet system, but has slowly continued to evolve. The majority of instruction is in Kyrgyz, but the language of instruction in higher institutions is Russian. Additional instruction in English, German and French are also commonly offered. The Ministry of Education and Science (MES) is in charge of education in Kyrgyzstan [2].

In 2008, 3.7 percent of gross domestic product was spent on education [3]. In 2001 some 89 percent of the relevant age-group was enrolled in the compulsory program, but this figure has decreased in the early 2000s [3]. In 2004 the literacy rate in Kyrgyzstan was 98.7 percent [1].

**Compulsory Education & Age Limits:** In 1996 Kyrgyzstan had a school age population of 674,000, which was up from 651,000 just 6 years earlier. Education is compulsory for 9 years; comprising 4 years in a primary school from age 6 through 10, followed by secondary school for 5 years up to the age of 15. At this point students can leave school or continue their studies in an upper secondary school, a specialized secondary school, or a technical/vocational school. At 18 years of age, further education is conducted within the university system.

**Females & Minority Enrollments:** Unlike many nations, Kyrgyzstan has full equality in education as a legacy of both the Soviet system and the new Kyrgyz constitution. In fact, the need for boys to assist in farm labor and periodic markets (bazaars) means girls have a better attendance record than boys. Females make up 51 percent of primary school children, 55 percent of secondary school children, and 52 percent of university students

In contrast, at institutes of higher education, Russian predominates as the language of instruction. This is due in part to the ready availability of Russian texts as opposed to Kyrgyz language texts. In 1993-1994, 64.6 percent of university students were taught in Russian, 34.7 percent in Kyrgyz, and 0.7 percent in Uzbek.

**Examinations:** Students are examined at the end of every semester with the summer examination determining whether the student advances to the next grade. **Private Schools:** A large number of private schools commenced teaching in Kyrgyzstan following the breakup of the Soviet Union. All operate on a fee basis but often with outside sources subsidizing the institution. The most numerous are so-called gymnasiums, lyceums, innovation schools, and the purely private institutions. The 94 gymnasiums cater to 46,000 pupils, the 70 Lyceums to 19,700 pupils, and the 344 innovative schools to 109,000 pupils. The latter primarily target gifted children. In 1999, there were approximately 25 institutions totally supported by private funds. Most (5) are aimed at secondary school students and reflect efforts by ethnic minorities to preserve their culture.

Kyrgyz Institute of Education, a major training institution, opened a retraining department. In Osh, the second largest city, a Skills Improvement Institute for practicing teachers has also enjoyed some success.

Foreign Influences on Educational System: Kyrgyzstan has been the recipient of significant foreign aid since the collapse of the Soviet Union, and education has been the beneficiary of much of this aid. The United States, through U.S. AID programs and U.S. Information Agency programs, has contributed significantly to educational development. Peace Corps volunteers have been especially active in teaching English in both urban and rural schools. Fulbright and MacArthur fellows, through the U.S. Department of Education, have been active in exchanges in higher education, particularly in the Kyrgyz-American School in Bishkek.

The best school in Osh in 2017 recognized the school-gymnasium "Olympus" [8]. BilimAKIpress - In Osh on May 11 the results of city competitions for the best school and teacher of the year were summed up, the press service of the mayor's office reported. The event was attended by the mayor of Osh Aitmamat Kadyrbaev, the chairman of the city Kenesh ZhaparbekOrmonov, teachers and students. So, according to the press service, in 2017 the first place in the nomination "The best school of the year-2017" was taken by the school-gymnasium "Olympus". Second place - school number 50 named after Nyshanov, third place - school number 7 named after Narimanov. Winning schools awarded with certificates and valuable prizes [6].

It is well documented that private high school students generally outperform their public school counterparts in the academic arena. But does this reflect the quality of the private schools or the quality of the students they attract? This study attempts to answer the question by analyzing detailed student background and school-level information that has generally not been available in large datasets. This is the first study to directly compare the relative contributions of both students and schools to differences between the academic outcomes of students in private and public schools.

At age 15, private high school students scored significantly higher than did public high school students on reading, mathematics, and science assessments, and by age 23, had higher levels of educational attainment. However, the students who attended private high schools were more likely to have socio-economic characteristics positively associated with academic success, and to have school peers with university-educated parents. Private schools were concentrated in certain provinces (and so had to follow the provincial curriculum), but had similar resources and practices as public schools. Two factors consistently accounted for the differences in academic outcomes between public and private sector students: socio-economic characteristics and peers. The province of school attendance accounted for a substantial portion of differences in academic outcomes in high school (test scores and high school graduation rates), but generally not at the postsecondary level. School resources and practices played little to no role in the differences in any academic outcome.

An important research question remains unanswered. Specifically, do private high school students outperform their public school counterparts in the labour market? The higher rates of postsecondary attendance among private high school students may translate to higher lifetime earnings (Frenette, 2014). This effect may be amplified through peers. A social network of gainfully employed friends may improve an individual's chances of securing a well-paying job. The YITS-A-PISA data used in this study provide little information about this question, since students were not followed beyond their mid-20s. Note 26

Although there is much variation within each sector, in the aggregate, public school students present their schools with greater challenges than do their private school counterparts. Not only do they come from more diverse racial/ethnic and linguistic backgrounds, but also public school teachers are more likely than private school teachers to perceive their students and their families as having problems that can interfere with learning.

Overall, teachers in public schools are more likely than their private school counterparts to have certain attributes that are thought to contribute to effective teaching. These include more

schooling, more teaching experience, and greater participation in professional development activities. However, public and private school teachers use similar teaching strategies.

On average, public school teachers earn less and receive more benefits, which provides public schools with one advantage when trying to attract and retain the best teachers. Despite good pay, private school teachers as a group are more satisfied than public school teachers with their jobs. In the aggregate, private schools seem to offer a greater sense of community, greater teacher autonomy in the classroom, and more local influence over curriculum and important school policies. In addition, on average, private schools have a climate that would appear to be more conducive to learning, including greater safety and fewer problems caused by students having poor attitudes toward learning or negative interactions with teachers.

Finally, private school students take more advanced courses than do public high school students. They also appear to follow a more rigorous academic program overall, but the differences may be narrowing. While some systematic differences between public and private education have been outlined here, enormous variation exists.

How successful students are in school does not depend on whether they attend public or private schools, but is related in complex ways to the abilities, attitudes, and problems they bring to school; the skills and expertise of their teachers; and the quality of the learning environment, which is the joint responsibility of students, teachers, school administrators, parents, the larger communities in which the schools are located, and policymaking at the local, state, and federal levels.

I enjoy teaching English because it's special – it gives students a voice. I show students that words are powerful things: they're the things that influence people that instigate change in the world. Ultimately, you want kids to be able to compete with those who have the most power – people who often come from the wealthiest backgrounds. The only way to prove what power language has is to show them the best texts that have ever been written or spoken. That's why I'll happily teach them anything from Cicero's speeches to Chaucer or Charles Dickens: I want to give them access to the best possible literature available.

It's fortunate that English is seen as a high priority in schools, but I want to steer away from the idea that we should get students to a grade C just for the sake of it. English is about truly understanding how humanity has shared ideas and thinking over time – how writers have explored the psyche and what it means to be a human. For me, it's the most fascinating subject you can teach. Every time we study a text that I used to think I knew inside out, students will pick something that I haven't noticed or considered before – that's amazing. Maybe maths teachers get the same thing, but I doubt it. I think English teachers have it over maths teacher on that one.

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