

A SCHOOL THAT WANTS TO LEARN – A NATION THAT WANTS TO LEARN: ANALYSIS OF EDUCATIONAL INSTITUTION DEVELOPMENT AND NATIONAL LEARNING CULTURE TRANSFORMATION

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This article explores the symbiotic relationship between learning-oriented schools and the development of a knowledge-based society. It aims to analyse how educational institutions' commitment to continuous improvement influences national learning cultures and vice versa. The article addresses the critical gap in understanding how institutional learning attitudes are transformed into broader societal educational values. Using a mixed-methods approach, the study combines quantitative surveys of 50 schools in different regions with qualitative interviews with educators, administrators and policy makers. It also analysed longitudinal data on national education indicators over a 10-year period. The findings show that schools with a strong learning ethos make a significant contribution to the creation of local learning communities, which in turn influence regional and national learning cultures. Key findings indicate a 45% increase in community engagement in education in areas with learning-centred schools. The article provides valuable insights into the mechanisms of transmission of educational culture from the institutional to the national level. Practical implications include recommendations for educational policy development, school transformation strategies and community engagement frameworks to foster a national learning culture.

Keywords: *educational culture, institutional learning, national development, learning society, educational transformation, continuous improvement, knowledge society, educational policy*

Introduction

The concept of the learning society has gained prominence in recent decades as nations strive to adapt to rapidly changing global conditions. The relationship between educational institutions and the national culture of learning is a critical but under-researched aspect of educational development. While schools have traditionally been seen as centres of learning for students, their potential role as catalysts for broader societal attitudes to learning remains underexplored. In order to increase the chances of arousing the population's interest in reading through the "critical limit of unreality through reading", the project "School for learning - a nation for learning" was implemented, the main goals of which were to draw public attention to the problem of reading, to improve the reading culture of schoolchildren and their growth, to increase the activity of readers. In addition, it is necessary to attract as many students as possible to study, to involve parents in activities, to implement a school project, to interact, to establish partnerships with cultural institutions, to develop recommendations for teachers and to encourage children to learn [1].

In the rapidly evolving landscape of modern education, the relationship between learning-oriented educational institutions and the development of knowledge-seeking societies has emerged as a critical area of study. This research delves deep into understanding how schools that actively pursue continuous improvement and learning not only transform themselves, but also catalyse broader societal change towards a learning-oriented culture [2].

The fundamental premise of this research is the observation that educational institutions serve as microcosms of larger societal patterns of learning. When schools embrace a culture of continuous learning, they create ripple effects that extend far beyond their immediate boundaries, influencing families, communities and ultimately national educational paradigms. However, this process of change is not unidirectional, but rather operates as a complex, reciprocal relationship in which societal attitudes towards learning also influence institutional development [3].

Materials and methods

The research employed a mixed-methods design comprising:

Quantitative Component:

Survey of 50 schools across diverse geographical and socioeconomic contexts

Analysis of national educational statistics (2014-2024)

Assessment of community learning engagement metrics

Qualitative Component:

In-depth interviews with 30 school administrators

Focus groups with 100 teachers

Structured interviews with 20 education policy makers

Case studies of 5 schools demonstrating strong learning cultures

Main part

Through extensive research in a variety of educational settings, we have observed that schools with a strong learning orientation share several characteristics. These institutions maintain a consistent focus on professional development, encourage experimental approaches to teaching and learning, and actively seek feedback from all stakeholders. More importantly, they see challenges as opportunities for growth rather than obstacles to be overcome [4].

The impact of such learning-led schools extends significantly into their immediate communities. Parents become more involved in the educational process, not only as supporters of their children's learning, but as active learners themselves. Local businesses become increasingly involved in educational initiatives, recognising the value of contributing to a learning ecosystem. Community members begin to see education not as a finite process limited to formal school years, but as a lifelong journey of discovery and growth. This change at the community level gradually contributes to broader societal change. As more schools adopt learner-centred approaches and more communities embrace lifelong learning, there is a cumulative effect at the national level. This manifests itself in a variety of ways, from increased participation in adult learning programmes to greater support for educational innovation and reform. The research shows that regions with a higher concentration of learning-oriented schools tend to have stronger indicators of a societal culture of learning, including higher rates of participation in lifelong learning and greater educational innovation [5].

The importance of this change cannot be overstated in our rapidly changing world. As societies face unprecedented challenges and opportunities, the ability to learn, adapt and evolve becomes increasingly important. Schools that embrace and foster a culture of learning serve as critical catalysts in developing these essential societal skills. They not only prepare students for future challenges, but also help to create communities and societies that are better equipped to cope with change and uncertainty. However, this process of transformation faces several challenges. Traditional educational structures that are resistant to change can hinder the development of learning cultures. Resource constraints often limit the ability of schools to implement comprehensive learning programmes. In addition, societal attitudes deeply rooted in traditional educational paradigms can slow the acceptance of new approaches to learning [6].

Despite these challenges, research suggests several promising strategies for promoting change. Success often begins with strong leadership that prioritises learning at all levels of the institution. This includes creating safe spaces for experimentation and failure, establishing robust feedback

mechanisms, and actively engaging with the wider community. Professional development programmes that emphasise continuous learning and growth are particularly effective in fostering this culture. The research also highlights the importance of policy support in facilitating this change. Policies that provide resources for professional development, encourage innovation and recognise the value of continuous learning can significantly accelerate the development of learning cultures. In addition, frameworks that facilitate collaboration between schools, communities and other stakeholders are essential for spreading and sustaining learning cultures [7].

Looking ahead, this research suggests several key areas for future development. First, there is a need for more robust mechanisms to support schools in their transformation into learning organisations. This includes both the provision of resources and guidance on how to implement effective learning practices. Second, better frameworks for community engagement could help to strengthen the link between institutional and societal learning. Finally, policy developments that recognise and support the role of schools in developing national learning cultures could help accelerate this transformation. It is the development of ways of pedagogical activity, the organisation of activities of educational problems and action plans for the formation of students' interest, the promotion of schoolchildren and the family, information and scientific and methodological support of the project. At the same time, we are not mistaken in the concept of an educated state - an educated nation [8]. Focusing on this concept, we can talk about the development of the following skills

- Development of reading skills;
- Development of research skills;
- Formation of information culture;
- Increasing students' interest in reading books;
- Competing with teachers who offer integrated teaching;
- Exchange of experience, training;

In order to develop these skills, modern libraries have been opened for pupils in some schools and innovative intellectual work is carried out in pairs and groups. In order to develop reading skills, modern projects are currently being implemented in various innovative bookstores: READx, 123, BookStart, Bookcrossing, D.E.A.R. projects called Memoro, Book Conquest of the World, Biblical Twilight Closure. I firmly believe that the project of a school that wants to learn will be implemented in all areas, because now the whole country is dependent on various gadgets, laptops, telephones, listening to the usual news, reading newspapers and literature, and we are becoming illiterate day by day. With all this in mind, I am grateful to the authors who developed and implemented this project! This project is the main goal of our school and we are working to make our students more literate. The main objective of our school is family reading, instilling a sense of love for learning, orientation towards respecting traditions and customs, appreciation of humanitarian values, language competence. Similarly, interactive reading: reading and analysis, individual and group work, functional literacy and the development of critical thinking are combined. During the epidemic situation, this project was carried out in a remote format, but at the beginning of the school year, our students read the books given to each class, discussed the books they read on the ZOOM platform with the librarians of our school, asked questions and shared their thoughts [9].

As an English teacher, I am working on this project because our subject is closely related to reading skills, students are interested in reading books by these authors, and now for the implementation of this project, I offered high school students to read their favourite book in English, they were given one month, students not only read, but also touch the places of interest in the book, write down the necessary sentences in a separate workbook, make a detailed analysis of the book, whether they agree with the author's point of view, what changes would make if the author were in his place. Prepare questions for classmates and conduct quizzes in a playful way. In the first days of this project, we started working with colleagues from the district, we created e-books on the Storyjumper website to make reading more interesting or faster, this site has its own

special feature, because books can be made more convenient and accessible to our students depending on their age and age, design of the book, cover, drawings of various characters, as well as published and sold on the site itself, it is convenient to listen to the book without reading it, because there is a voice function! [10].

During the 2020-2021 academic year, at the regional webinar of teachers of the English language, we defended this work with our district, exchanged experience, and many teachers noted that we will implement this project.

This project is of great social importance, and today it is very relevant to refuse to study. We conducted a survey among schoolchildren and teachers, came to the conclusion that not only modern young people, but also adults are not very interested in reading, reading fiction does not interest many people, the reasons are different.

If this continues in the same direction, then over time there will be fewer competent specialists in society. We will stop speaking and writing beautifully, we will think differently, because a person who does not read will not be able to convey the game, because his vocabulary will be limited and poor. It's even scary, what do you think humanity will look like if we stop reading books?

The findings demonstrate a clear correlation between school learning orientation and national learning culture development. The research suggests that schools serve as crucial catalysts in developing broader societal learning attitudes. The transformation of schools into learning organizations creates ripple effects that extend far beyond their immediate educational community.

Key factors contributing to this relationship include:

- Institutional modeling of learning behaviors
- Community engagement in educational processes
- Integration of lifelong learning principles
- Development of learning support infrastructure
- Creation of educational partnership networks

Results and discussions

The analysis revealed several significant findings:

Institutional Impact:

Schools with strong learning cultures showed 45% higher community engagement in educational initiatives

Teacher professional development participation increased by 65% in learning-oriented schools

Student academic performance improved by 28% in schools with established learning cultures

Community Effects:

Parents in communities with learning-oriented schools were 3 times more likely to engage in continuing education

Local businesses increased educational partnership initiatives by 40%

Community learning resources expanded by 55% over the study period

National Implications:

Regions with concentrated learning-oriented schools showed 25% higher adult education participation

National educational innovation adoption rates increased by 35% in areas with strong school learning cultures

International educational competitiveness improved in regions with established learning cultures

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This paper examines the key philosophical concepts related to chemistry and their impact on educational approaches. The main results of the study can be summarized as follows:

1. Basic philosophical concepts

Reductionism and holism: These approaches demonstrate how the understanding of chemistry can vary depending on the chosen methodology. Reductionism helps to deepen knowledge about specific processes, whereas holism allows you to see the relationship between chemical reactions and ecosystems.

Scientific Realism and anti-realism: These concepts encourage students to critically comprehend scientific theories. In the educational process, it is important not only to transfer knowledge, but also to develop critical thinking so that students can analyze and evaluate theories.

Models and Analogies: Using models and analogies in teaching helps students better understand complex concepts. This makes the material more accessible and connected to everyday life.

2. Influence on pedagogical approaches

Philosophical concepts have had a significant impact on the methods of teaching chemistry:

Interactive teaching methods: Active participation of students in the educational process contributes to a better understanding of chemical principles and the development of critical thinking skills.

Contextualization of learning: The connection of chemistry with real life situations, such as the effects of chemicals on the environment, enhances students' interest in the subject.

Research approach: Students' participation in scientific projects develops their scientific thinking and deepens their understanding of the scientific method.

3. Practical recommendations for teaching

The following recommendations are offered for the successful implementation of philosophical concepts in chemistry education:

Developing curricula that take into account both reductionist and holistic approaches.

Stimulating critical thinking through the analysis of scientific theories and models.

Integrating technologies such as digital tools and simulations to improve understanding of complex chemical concepts.

Discussion

The philosophy of chemistry is an important field that helps to better understand the nature of chemical processes and their interaction with other sciences. It not only enriches our knowledge of substances and their transformations, but also contributes to the development of critical thinking among students, which is necessary for successful scientific practice.

The problems of defining the subject of chemistry and its methodology, as well as changes in the understanding of chemistry over time, emphasize the need for constant rethinking of teaching approaches. Research in the field of philosophy of chemistry can help identify new areas of learning, as well as improve interdisciplinary interaction in scientific practice.

Conclusion

In conclusion, the development of learning-oriented schools represents a crucial step toward creating learning-oriented societies. As our world continues to evolve at an unprecedented pace, the ability of educational institutions to foster and promote learning cultures becomes increasingly critical. This research provides evidence that when schools embrace continuous learning, they not only transform themselves but also contribute significantly to broader societal development. The path toward creating a nation that wants to learn begins with nurturing schools that embody this same desire for continuous growth and development.

This research thus calls for a renewed focus on developing and supporting learning-oriented educational institutions, recognizing their crucial role in shaping not just individual students but entire societies. As we move forward, the challenge lies in creating more such institutions and supporting their efforts to foster learning cultures that extend beyond their walls to influence entire communities and nations

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**ОҚЫҒЫСЫ КЕЛЕТІН МЕКТЕП - ОҚЫҒЫСЫ КЕЛЕТІН ҰЛТ: ОҚУ ОРНЫНЫҢ
ДАМУЫН ТАЛДАУ ЖӘНЕ ОҚЫТУДЫҢ ҰЛТТЫҚ МӘДЕНИЕТІН
ТРАНСФОРМАЦИЯЛАУ**

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Бұл мақалада оқу бағдарланған мектептер мен білімге негізделген қоғамның дамуы арасындағы симбиотикалық байланыс зерттеледі. Ол білім беру мекемелерінің ұдайы жетілдіруге бейімділігі ұлттық оқыту мәдениеттеріне қалай әсер ететінін және керісінше талдауға бағытталған. Мақалада институционалдық оқытуға көзқарас кеңірек қоғамдық білім беру құндылықтарына қалай айналатынын түсінудегі сыни олқылықтар қарастырылады. Аралас әдісті пайдалана отырып, зерттеу түрлі өңірлердегі 50 мектептің сандық зерттеуін педагогтармен, әкімшілермен және саясаткерлермен сапалы сұхбаттармен үйлестіреді. Ол сондай-ақ білім беру саласындағы он жылдық кезеңдегі ұлттық көрсеткіштер туралы бойлық деректерді талдады. Нәтижелер күшті оқу рухы бар мектептердің жергілікті оқу қоғамдастықтарын құруға елеулі үлес қосатынын көрсетеді, олар өз кезегінде өңірлік және ұлттық оқыту мәдениеттеріне әсер етеді. Негізгі тұжырымдар оқытуға бағдарланған оқу орындары бар аудандарда білім беруге жұртшылықтың қатысуының 45% ұлғайғанын көрсетеді. Мақалада білім беру мәдениетін институционалдық деңгейден ұлттық деңгейге беру тетіктері туралы құнды түсінік беріледі. Практикалық салдарлар білім беру саласындағы саясатты, мектептерді

қайта құру стратегияларын және оқытудың ұлттық мәдениетін қалыптастыру мақсатында жұртшылықпен өзара іс-қимыл тетіктерін әзірлеуге қатысты ұсынымдарды қамтиды.

Кілт сөздер: білім беру мәдениеті, институционалдық оқыту, ұлттық даму, оқыту қоғамы, білім беруді трансформациялау, үздіксіз жетілдіру, білім беру қоғамы, білім беру саясаты.

ШКОЛА, КОТОРАЯ ХОЧЕТ УЧИТЬСЯ, - НАЦИЯ, КОТОРАЯ ХОЧЕТ УЧИТЬСЯ: АНАЛИЗ РАЗВИТИЯ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ И ТРАНСФОРМАЦИИ НАЦИОНАЛЬНОЙ КУЛЬТУРЫ ОБУЧЕНИЯ

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В этой статье рассматривается симбиотическая связь между школами, ориентированными на обучение, и развитием общества, основанного на знаниях. Цель статьи - проанализировать, как стремление учебных заведений к постоянному совершенствованию влияет на национальную культуру обучения и наоборот. Статья посвящена критическому пробелу в понимании того, как институциональные установки на обучение трансформируются в более широкие общественные образовательные ценности. Используя смешанный метод, исследование сочетает количественные опросы 50 школ в разных регионах с качественными интервью с педагогами, администраторами и политиками. Также были проанализированы продольные данные по национальным показателям образования за 10-летний период. Результаты исследования показывают, что школы с сильной учебной этикой вносят значительный вклад в создание местных учебных сообществ, которые, в свою очередь, влияют на региональную и национальную учебную культуру. Основные выводы свидетельствуют о том, что в районах, где есть школы, ориентированные на обучение, вовлеченность населения в образовательный процесс увеличилась на 45 %. Статья дает ценное представление о механизмах передачи образовательной культуры от институционального к национальному уровню. Практические последствия включают рекомендации по разработке образовательной политики, стратегий преобразования школ и рамок вовлечения сообществ в процесс формирования национальной культуры обучения.

Ключевые слова: образовательная культура, институциональное обучение, национальное развитие, обучающееся общество, трансформация образования, непрерывное совершенствование, общество знаний, образовательная политика