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Elementary literacy programs in Kazakhstan

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This article arises in response to educational reforms that are being introduced in Kazakhstan with the aim of enhancing the literacy learning of elementary school children in Kazakhstan. Researchers explored elementary literacy programs through content analysis of the textbooks and the assessment programs. Thematic analysis of the textbooks revealed a change towards developing critical thinking and creative skills that shaped the learning content. The analysis unveiled the key role of teachers in literacy programs. In addition, formative and summative forms of assessment were other valued pedagogical dimensions that show that some assignments are not well designed. On the whole, this research brings empirical support to an understanding of a literacy curriculum for elementary grades.

Keywords: literacy programs, elementary school