

Mathematics Education, 2016, vol.11, N1, pages 317-325

Alternative education: Comparative study of the American, Russian and Kazakhstan experience

Valeeva R., Vafina D., Bulatbayeva A.

Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

© 2016 by iSER, International Society of Educational Research. The article presents the results of comparative study of the American, Russian and Kazakhstan experience of alternative education. It reveals the implementation of alternative ideas in schools of Russia and Kazakhstan. The article describes the students' attitude to the alternative education in American and Russian schools. The study was held in a number of Montessori schools in Minnesota USA (Sunshine Montessori School, Seward Montessori School, Great River School). Methods of observation, survey, questionnaire, personal interviews with students and teachers of schools were used. Questioning of American students was held in Great River School. The study surveyed 100 school students. They answered questions about their learning experiences in an alternative school. The questionnaire was anonymous and consisted of 14 questions. The questions were both of direct and expanded character, with a choice of options. Russian students from three secondary schools in the Republic of Tatarstan, Kazan answered the same questions. The study showed that despite the differences in the production of alternative education in the United States and Russia, among the characteristics of alternative education inherent in the American and Russian schools, students noted student-centered character of education, overcoming authoritarianism in teaching and creativity and cognitive activity.

<http://dx.doi.org/10.12973/iser.2016.21031a>

Keywords

Alternative education, Alternative school, American students, Didactical values, Educational practice, Educational process, Kazakhstan, Russia, Russian students, USA