

**Class-Based Philosophy as the Leading Cause of Education Crisis**  
*La Filosofía Basada En La Clase Como Causa Principal De La Crisis Educativa*

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**Abstract**

These days everyone agrees that school and the whole educational system is in the middle of the crisis, although the attempts taken to reform it are still underway in the form of modernization and updating of educational content, changing the evaluation system, implementing the digital technologies, etc. Every effort directed towards this goal is focused on elaboration of class-based school and lection-seminar university systems that are the main varieties of group learning, which was established in 15th-16th centuries to allow mass character of education. The organizational framework of group learning consists of three educational forms: individual, in-pair and in-group. In-group form is the prevailing one and exists in two modification – whole-class (frontal) work and small-group work (historically: teamwork). The vast majority of researchers, methodology experts and teachers ignore this fact, while forms of education are a material mechanism of realization of educational process and directly influence the productivity, effectiveness and quality of education.

The article attempted to demonstrate the main shortcomings of class-based system that is the direct cause of overall educational crisis, despite all the “innovations” on its refinement, as well as the need for transition to collective learning.

**Keywords:** class-based educational system, group learning, collective learning



## Resumen

En estos días todos coinciden en que la escuela y todo el sistema educativo está en medio de la crisis, aunque los intentos de reformarlo siguen en marcha en forma de modernización y actualización de contenidos educativos, cambio de sistema de evaluación, implementación de tecnologías digitales, etc. Todos los esfuerzos dirigidos hacia este objetivo están enfocados en la elaboración de sistemas universitarios de escuela y de lectura-seminario basados en clases, que son las principales variedades del aprendizaje grupal, que se estableció en los siglos XV-XVI para permitir el carácter masivo de la educación. El marco organizativo del aprendizaje en grupo consta de tres formas educativas: individual, en pareja y en grupo. La forma en grupo es la predominante y existe en dos modificaciones: trabajo de toda la clase (frontal) y trabajo en grupos pequeños (históricamente: trabajo en equipo). La gran mayoría de investigadores, expertos en metodología y docentes ignoran este hecho, mientras que las formas de educación son un mecanismo material de realización del proceso educativo e influyen directamente en la productividad, eficacia y calidad de la educación.

El artículo intentó demostrar las principales deficiencias del sistema de clases que es la causa directa de la crisis educativa general, a pesar de todas las "innovaciones" en su refinamiento, así como la necesidad de transición al aprendizaje colectivo.

**Palabras clave:** sistema educativo basado en clases, aprendizaje en grupo, aprendizaje colectivo

## Introduction

The initiator of the creation of a class-based school was the rector of an elementary school from Holland, John Seal, who for the first time in the practice of teaching in 1374 introduced the division of students into classes depending on age, the transition from class to class, as well as teaching in one's native language (previously, schools taught mainly in Latin).

In 1537-1582, the founder of the Strasbourg school, J. Sturm, developing the ideas of a class-based school, divided students into ten classes, each of which worked in accordance with a pre-developed program and pedagogical principles strictly observed by teachers.

In 1657, the book "Great Didactic" ("Didactica Magna") was published by J. Comenius, a Czech educator who, based on the principle of "education according to nature", gave a theoretical justification for the class-based system. Therefore, it is he who is considered to be the founding father of the didactics of the group learning. His key idea was to teach the younger generation and young people everything that is used in life. In other words, he contributed to the creation of "universal theory of teaching everything to everyone" (Kussainov et al., 2015; Abykanova et al., 2020b; 2020c).

Further, the class-based system was developed and improved. Such outstanding educators as J. H. Pestalozzi, J. F. Herbart, A. Diesterweg, K. D. Ushinsky, I. Altynsarin, and others made their contribution to the development of traditional didactics (didactics of group learning).

After the 1917 revolution, the class-based system in the Soviet school was abolished and restored in the 1930s after the publication of the "historical"

resolutions "On the Regime in Primary and Secondary Schools" (Resolution of Central Committee of the All-Union Communist Party, 1931) and "On the Curriculum and Regime of Primary and Secondary Schools" (Resolution of Central Committee of the All-Union Communist Party, 1932), where it was declared the main form of organization of the educational process in mass schools. Since then, it has reigned supreme in all general education institutions both in Kazakhstan and abroad.

## Main part

### Best practices and psycho-pedagogical theory on the lesson modernization

The central element of the class-based system is the lesson. In order to improve it at different stages of school development, Soviet didactic specialists and teachers created various teaching theories. In this regard, in our reasoning, we refer to the classics of Soviet pedagogy, whom, according to our experience and observations, the current generation of educators knows only by hearsay, and those who have graduated from foreign universities do not know about them at all.

The main methods of improving the lesson include the so-called advanced teaching experience: Kazan experience (problem-based learning, improving the lesson structure, etc.), Rostov experience (optimization of the learning process, dealing with grade repetition, etc.), Leningrad experience (stimulation of cognitive interest of students), Moscow and Novosibirsk experience (increased attention to various types of independent work of students), Lipetsk experience (rational use of class time, the reconstruction of the lesson structure, synthetic lesson, lesson score, etc.), the experience



of teachers-innovators, such as V. F. Shatalov, S. N. Lysenkova, E. N. Ilyin and others (pedagogy of cooperation), presentation of educational material in large blocks, use of references (notes, details, diagrams), the method of "immersion", etc (Tashkeyeva et al., 2016; Yegenissova et al., 2020).

At the same time, various psychological and pedagogical theories are being developed and implemented: the gradual formation of mental actions (V. Ya. Galperin, N. F. Talyzina), developmental education (L. V. Zankov, V. V. Davydov, D. B. Elkonin), activation of cognitive activity (M. N. Skatkin, L. P. Aristova), problem-based learning (I. Ya. Lerner, M. I. Makhmutov, V. Okon), optimization of the educational process (Y. K. Babanskiy, M. M. Potashnik), etc. All of these theories were developed within the Academy of Pedagogical Sciences of the USSR and, naturally, were funded from the state budget.

Each of these areas of psychological and pedagogical theory in 1950s-1990s became quite widespread in the school practice, played a positive role in improving the educational process of class-based system, but overall, it could not solve the problems facing the school. Research shows that all didactic theories that claimed to be reliable and scientific could not overcome the barrier of empiricism and subjectivity. They were limited to describing the phenomena of pedagogical activity, gave some explanations, generalizations, and sometimes made brilliant guesses and speculations (Kussainov et al., 2020).

Thus, the introduction of problem-based learning, with all its advantages, required, firstly, a large amount of time, and, secondly, it was focused on the assimilation of ready-made knowledge. The optimization theory aimed at achieving high results based on the rational (optimal) use of forms, methods and means of teaching, due to the lack of methodological support, has not been implemented in real cases, although at one time almost every school worked on this problem.

In the 1980s, in Krasnoyarsk State University and schools of the region, began to appear the first sprouts of the idea of a collective learning (V. K. Dyachenko), which then spread throughout the Soviet Union at the initiative level, i.e., as it is now considered, innovative one. However, they did not receive much support from the State.

At the same time, in the 1990s, strong support, including financial, was provided to the theories of developing, personality-oriented learning.

In general, these years were characterized by large-scale pedagogical searches and multidirectional work of theorists and practitioners on improvement

of the class-based system, which were reflected, for example, in the renaming of methodologies to pedagogical (educational) technologies. Thus, G. K. Selevko mentions about 500 technologies and this set is not final (Selevko, 1998; 2006).

Therefore, all "innovations" have been working to resuscitate the already terminally ill class-based system. This is evidenced by the activities of the Ministry, which "reforms" school education in accordance with the so-called socio-constructivist approach and the Cambridge experience, which is cultivated and introduced in educational organizations at all levels (Order "On Organization and Conducting of Training of Employees of Ministry of Education and Science of the Republic of Kazakhstan and its Subordinated Organizations with Involvement of International and Kazakh Experts").

### Learning time

"Innovations" have not spared the time aspect of scheduled classes. As is known, the determined duration of the lesson is 45 minutes. Currently, in many schools, class time is reduced to 30-40 minutes. However, no one can really explain what purpose it has. In general, it is not clear why the lesson should be limited to this particular time period. In such a lesson (reduced), the teacher does not have enough time to explain the new material, and hence the students are overloaded with homework. Students who have not learned a new topic either stop studying at all, or study occasionally. According to the State Education Committee of the USSR (1988), only 9 % of high school students are interested in studying, and 15 % of students are sure that they are wasting their time at school. In general, 18 % do not study, and only 19 % of students study systematically and complete the entire volume of the curriculum. According to our research (2018), over 30 years, the situation changed to 4-7 %, 19 %, 17 % and 28 %, respectively (Abykanova et al., 2020a).

This innovation is also inexplicable from the psycho-physiological side. In primary classes, students' productive activity lasts up to 15 minutes, in middle classes – up to 20, and in high school – up to 25-30 minutes. This is the limit. At the same time, the effective cognitive activity is not the same: for different students it is different at different times, because the pace and abilities, the zones of actual and immediate development for them vary. Further, no methodical tricks of teachers work: the attention of students is switched off. It turns out that the nature of a growing person is constantly ignored from day to day. Therefore, it is almost impossible to implement the principle of "education according to nature" in the conditions of



class-based education (Zakiryanov, & Kussainov, 1993).

### **Learning activity**

The main task for a teacher during classes is to present and transfer the content of academic disciplines, which should be such that all students understand and assimilate the topic of the lesson. To do this, the teacher must spark students' interest in the topic of the lesson, involve them in active cognitive activity, monitor the work of the entire class and individual students, and conduct a survey. As wrote K. D. Ushinsky: "Students, knowing that they will find this lesson in a book, try only to look at the teacher and do not hear a single word of what s/he says. When the teacher interprets the same thing for the twentieth time, s/he naturally cannot speak with the enthusiasm that sympathetically arouses the attention of the listeners... The teacher only cares that the majority of students know the subject, and s/he absolutely does not care how this knowledge will come to them. The next day, the teacher checks the knowledge of one to three students, while others at this time consider themselves absolutely free from any work. In such a way another boy spends most of the days of the whole week and gets the vile habit of staying for hours without doing anything or thinking anything" (Ushinsky, 1948).

No one could imagine that the above describes a nineteenth-century lesson. After spending weeks, months, and years being idle, students learn the psychology of dependency and form themselves as morally depraved persons. It is from the class-based educational process that passivity, infantilism, nihilism, and other negative qualities develop in young people.

We cannot even mention independence and creativity as "the system does not provide for this. This kind of learning is of no interest for children. They have a hard time learning. Therefore, rewards and punishments, threats and intimidation are brought into the action," wrote the famous Soviet educator S. Belousov (1927).

### **Development of abilities**

The abilities of students, their individual psychological, physiological and age-related characteristics are not taken into account at all, because, according to J. Comenius, "the difference in abilities is nothing more than a deviation from natural harmony or a lack of it..." (Comenius, 1982). Therefore, it is necessary to standardize the educational process, adapting it to average abilities. Mathematical statisticians, using the normal distribution law, believe that in any population the total number of normal individuals is in the range

of 68-70 %, with significant deviations in both directions of 15-16 % (Savenkov, n.d.).

According to P. Torrance (1962), about 30 % of those expelled from schools (due to inability, failure to perform, and even foolishness) are children who are gifted and super-gifted.

The works of J. Guilford revealed that by the end of school, many gifted and talented children experience severe conditions of depression, and are forced to hide their giftedness from their peers and adults. The research of S. Miles (1975), S. Lajol and Shor (1981) showed that suicide rate among gifted children is 2.5 times higher than among their peers (Gabdulkhakov, 2012).

The only name one can apply to it is a mass extermination of the intellectual genetic pool, a total, universal murder of talents. While this vicious system that assaults, disfigures and mutilates millions of people is considered scientifically sound!

The current (as well as former) Minister of Education and Science A. Aymagambetov never ceases to repeat this, speaking about the "scientific approach" (School teachers are to be sent to online courses, n. d.). To act in accordance with the science of learning (education) – didactics, it is necessary to know and understand it. Unfortunately, neither the academic structure of the Ministry of Education and Science, nor its so-called "research centers" are familiar with didactics and do not show a special desire to engage in science. The main area of their work is the endless improvement of the class-based system, manipulations with psychological and pedagogical justification, and support of the educational process.

### **Age segregation**

Students are grouped not according to individual differences, but on the basis of age. On this occasion, P. P. Blonsky said: "Strictly speaking, we don't have school, but only classes. The class is a psychological mixture of a wide variety of individuals, carefully isolated from another such mixture" (Blonskiy, 1961).

Isolation takes place not only between ages, but also within a class. In class, student reaches heights in mastering the sciences by individual actions, without help and cooperation with classmates, which leads to extreme selfishness, deformation of the child as a person. Why is this happening? During classes, contacts between children are limited: they can only communicate when directed by the teacher. Even working in permanent pairs and small groups does not allow full communication between students. Otherwise, they



will face disciplinary penalties. Moreover, until recently schools practiced such a vicious measure as setting unsatisfactory grades for "violation of discipline," that is, for what comes from the nature of the child. The system of prohibitions on communication negatively affects the overall child development. In order for a child to develop successfully, at least they need to speak. In class, according to our data, up to 80 % of school time is spent by teacher, 10 % by students, and 10 % is spent on solving various organizational problems. Even using systematic group classes (working in small groups), and a variety of so-called active and interactive forms and methods, the teacher cannot achieve the goal: the majority of students are silent, or respond with one-word answers. Therefore, it makes no sense to talk about developing, personality-oriented, personalized learning, individualization and differentiation, etc., with a class-based system.

### The study of subjects

One of the significant shortcomings of the class-based system is its multi-subject nature. As wrote P. P. Blonsky: "Lessons, alternate with an invariable sequence according to a schedule drawn up for half a year or even for a whole year. In one lesson, they deal with one question, study one "subject", and in the next - another "subject" and other questions that have nothing in common with the previous ones. As a result, students cannot link literacy to writing, grammar to reading, or math to science... Changes interrupt the work of students, lessons tear their attention..." (Blonskiy, 1961).

As can be seen, the class-based system has remained almost unchanged to this day. Undoubtedly, changes take place: the lessons are duplicated, "rotating" schedule is introduced, as well as new disciplines, new digital resources, etc. There is also a tendency to abandon this system and switch to other organizational systems: Monitorial (Bell-Lancaster), Mannheimer, Waldorf, etc., which are just modifications of the same class-based system. Moreover, measures are being devised to strengthen and tighten the control and assessment of knowledge and skills: UNT, external evaluation of educational achievements, criteria-based assessment, etc.

In essence, the educational process is "frozen", making no progress. "Process" is the course of a phenomenon, the successive change of states, stages of development, etc. People continue with enviable perseverance to modernize and improve what cannot be improved in itself, because the essence of the class-based system remains the same - anti-democracy, anti-humanity.

### Health of students

There is no need to talk about the state of students' health in a class-based school: there is a whole bunch of different diseases – from nervous to gastrointestinal. Every school graduate is a "chronic".

Among schoolchildren, diseases of the gastrointestinal tract, blood and respiratory organs are in the first place in the structure of morbidity.

The dynamics of musculoskeletal system disorders is increasing. If among six- or seven-year-olds violation of posture is dominated, with 5-7 % scoliosis, then by 14-17 years of age, scoliosis prevails over a violation of posture and amounts to 34 %.

In addition, the number of ophthalmological diseases increases in schoolchildren aged 14-17 (Nearly one third of schoolchildren in Kazakhstan suffers from scoliosis by the age of 17, n. d.). This situation takes place due to a sedentary lifestyle, inactivity in class, constant stress, etc.

Kazakhstan is a country with a high suicide rate. According to the World Health Organization, it ranks sixth in the gloomy ranking. Among young people aged 15-29, suicide is the second leading cause of death after death in an accident. According to international organizations, Kazakhstan has been among the top three countries in the world in the number of suicides among teenagers for many years. The peak of teenage suicides was recorded in 2008. This was the year when the country occupied the first place in the number of suicides committed by teenagers aged 15-19. At one time, Kazakhstan ranked first in the number of suicides among girls aged 15 to 19 in the CIS countries (The flip side of quarantine – the increase in the suicide rate in Kazakhstan, n. d.).

The reasons for the increase in the number of children and youth suicides in Kazakhstan are mainly loneliness and alienation. Children have no communication, except for a narrow circle of friends (Mavloniy, n. d.).

However, the vast majority of researchers, managers, experts, methodologists, and practitioners still cannot understand and realize that the global education crisis is caused by the class-based system in particular, and the group learning in general. In particular, the Minister of Education and Science A. Aymagambetov said that the proposal to legalize distance education is not revolutionary and does not aim to replace the traditional system.

The introduction of distance learning, although it modernizes the class-based system, does not lead to special changes, although, in his opinion, "teaching





in a distance format is very different from the traditional class-based system” (School teachers are to be sent to online courses, n. d.).

The format, paradoxically, remains class-based, but was improved due to information and communication technologies.

Thus, it is necessary not only to disrupt and abolish the class-based system, but also to form new pedagogical thinking, depart from the existing stereotypes. Therefore, the question of the content of training future teachers is raised.

### **Pedagogical training of teachers**

Unfortunately, pedagogical universities and colleges continue to train students according to class-based ideology. At the same time, there is a dissonance: a departure from classical pedagogy, and as a result, majority’s ignorance of current educators and education managers.

Graduates of foreign, primarily European and American universities, as a rule, having knowledge of foreign pedagogy, or rather, pedagogical psychology – Bloom’s taxonomy, active learning –, do not know the history and theory of domestic pedagogy, because in the United States, for example, they study the philosophy of education, in European countries – educology, psycho-pedagogy, etc.

For example, M. Knowles and colleagues in the 1970s made the “discovery” that pedagogy is the art of teaching children (Knowles et al., 2005). That is, almost four centuries later, he repeats the thesis of J. Comenius and presents it as a new notion in pedagogy.

In December 2019, the authors of this work, as a group of researchers and practitioners, proposed to the Ministry of Education and Science a Concept for the development of education and science of the Republic of Kazakhstan until 2030 (Abykanova et al., 2020a), which proves the need to switch to collective learning. Despite the formal recognition of its provisions, the Ministry, represented by the National Academy of Education named after I. Altynsarin, deliberately did not implement the main directions and content of the Concept.

In this regard, we suggest that the Ministry, regional and local departments of education start preparing for a gradual transition to collective learning, and provide educational organizations, especially secondary schools, with the opportunity to have autonomy and independence in choosing the development (not improvement) of the educational process. It is important to systematically develop textbooks, training and

methodological manuals on new didactics (collective learning) and new educational practices (familiarization with collective training sessions) for pedagogical universities and colleges, educational programs and educational and methodological complexes for general education schools, to implement a complete reformatting of the system of additional teacher education.

At the same time, as the Minister rightly notes, “any program that we are going to implement must first pass an examination and be tested” and the main criterion here should be the evaluation of students, not just teachers (Akulova, n. d.).

### **Conclusion**

Now is the moment of truth: to realize and understand the misery of class-based philosophy. All curricula, programs, textbooks and manuals are written in accordance with its ideology. It is necessary to abolish the class-based school, moreover, by a special resolution (decree), since at one time it was introduced in an authoritarian way at the legislative level – by issuing relevant resolutions and other normative acts. The importance of this step is due to the fact that all instructions and documents related to the activities of schools are aimed at it: lesson planning, teachers’ training load, etc.

As the analysis shows, the class-based system (group learning) today “has almost exhausted the possibilities of progressive development” and therefore the course for its modernization is hopeless. Its abolition is not our desire or whim, as many traditionally oriented researchers and teachers believe, but an objective necessity that corresponds to the laws of the development of educational process. Whereas the Ministry’s position on differentiating programs and textbooks into levels for general education schools, gymnasiums and lyceums is not a “rational approach”, but a purely empirical one, where there is no place for science.

Therefore, the Minister’s words cause sincere regret: “We have a new program, a new evaluation system, new approaches to textbooks, new concept of secondary education as a whole, and, in essence, all this is correct, all this meets the requirements of the modern world.” With our “innovations”, we will only drive education into an even deeper crisis, using time and budget funds inefficiently.

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