

*¹Alpysbay D.T.  ²Saudanbekova Sh.T.  ³Iskakov G.B. 

^{1,2}Al-Farabi Kazakh National University, Almaty, Kazakhstan

³Altyn Paraq Publishing House, Almaty, Kazakhstan

E-mail: ¹dinaraalpysbai04@gmail.com, ²china_saudan@mail.ru, ³albayani@mail.ru

CULTURAL FOUNDATIONS OF THE JAPANESE AND KAZAKH EDUCATION SYSTEMS: THE BALANCE BETWEEN TRADITION AND INNOVATION

Annotation. This article examines the historical development of Japan's universal upper secondary education system between 1950 and 1970, with particular emphasis on the interaction between the public and private sectors and the education policies adopted in response to demographic pressures. The aim of the study is to analyze the postwar expansion of access to upper secondary education and to identify the key social, political, and economic factors that shaped this process. The scientific novelty lies in the integrated analysis of public-private partnership mechanisms, educational infrastructure planning, and interministerial coordination developed under rapidly growing demand generated by the first wave of the baby boom. The research tasks include describing the structural evolution of Japan's upper secondary education system, identifying forms of interaction between state bodies and private institutions, examining methods of planning and statistical forecasting under demographic pressure, assessing the role of private schools, and analyzing the weakening of vocational and technical tracks. Particular attention is paid to regional variation between prefectures and the differentiated contribution of urban and non-urban areas to the universalization of upper secondary education. The study employs historical-comparative analysis, documentary research, statistical-analytical methods, regional cluster classification, and institutional analysis. This methodological combination makes it possible to classify regional differences among prefectures, to show how access to upper secondary education expanded despite infrastructural constraints, and to reveal the socio-economic preconditions for the growth of private schooling and the decline of vocational education. The findings suggest that the Japanese model represents an effective national education system capable of adapting to societal demands through policy flexibility and sustained public-private cooperation.

Keywords: education system, innovation, public school, private school, industrialization, educational reforms, teaching practice.

Introduction

Japan stands out as one of the most economically successful countries in East Asia, maintaining consistent growth despite global economic challenges. One of the key factors behind this stability is its highly efficient education system, which has played a crucial role in the country's industrial development and its ability to respond to the demands of a modern society (Hijikata, 1994: 57). According to international assessments such as the Programme for International Student Assessment (PISA) and the Programme for the International Assessment of Adult Competencies (PIAAC), conducted by the OECD, Japan consistently ranks among the top countries in terms of educational quality (OECD, 2022: 13).

Currently, Kazakhstan is undergoing large-scale reforms aimed at aligning its education system with international standards (Kurmanbaev, Kanaev, 2024: 23). In this regard, Japan's experience is highly relevant, as both countries aim to harmonize traditional values with modern innovations. Particularly significant for Kazakhstan are Japan's policies on universal secondary education, the effective model of public-private partnerships in schooling, and strategies aimed at improving the quality of education (Kagawa et al., 2014: 44).

This article first reviews the existing literature on public-private cooperation in the education sector. It then analyzes the historical expansion of upper secondary education in Japan and the governance mechanisms involved. The study also explores the cooperative relationship between public and private schools, highlights voices from the business sector through interview surveys, and identifies contemporary challenges and opportunities. Finally, it reflects on how Japan's educational development experience can serve as a valuable model for countries such as Kazakhstan (Chubb, Moe, 1988: 1065).

Research Materials and Methods

The research presented in this article is grounded in a comprehensive methodological framework designed to examine both the historical evolution and the contemporary characteristics of Japan's secondary education system. The central aim is to reveal how Japan has managed to construct an education system that achieves a stable balance between traditional cultural foundations and the demands of modern technological and economic development. In addition, the study investigates how these insights may inform Kazakhstan's ongoing reforms aimed at enhancing educational quality, equity, and governance efficiency (Gafu, Terlikbayeva, Zhanseitova, 2024: 259).

To achieve this aim, the research defines several interconnected objectives. The first objective is to trace the historical evolution of the Japanese education system, beginning with early modernization efforts and progressing through the post-war reforms that restructured the institutional landscape of schooling. The second objective is to analyze the mechanisms of interaction between public and private schools in Japan, with particular attention to issues of regulation, funding, governance, autonomy, and accountability. The third objective is to evaluate Japan's overall contribution to improving education quality, including its experience with curriculum modernization, the professionalization of teaching, and the introduction of evidence-based policymaking. The final objective is to identify specific components of the Japanese education model that could potentially be adapted and implemented in Kazakhstan, taking into account national identity, cultural values, and socio-economic priorities (Omarov, 2024: 57).

The research employs a complex methodological structure combining both qualitative and quantitative approaches. The historical method is used to analyze long-term educational dynamics in Japan. This includes examining the establishment of compulsory schooling during the Meiji era, the expansion of secondary education during the period of rapid industrialization, and the democratization of education under the 1947 Fundamental Law of Education. The method also involves evaluating how demographic factors—particularly the post-war baby boom—forced the state to reform and expand educational infrastructure in the 1950s–1970s. Official archival materials, government reports, and educational statistics constitute the primary sources for this stage of the research.

The comparative method enables a systematic comparison between the Japanese and Kazakhstani education systems. In this context, the study analyzes governance structures, funding models, the distribution of responsibilities between central and local authorities, and the roles of private and public schools. Comparisons are also made in relation to educational outcomes, equity indicators, and the role of culture in shaping national education identities. This approach helps determine which Japanese insights can realistically be adapted to Kazakhstan and which require contextual modification.

The structural-analytical method focuses on the internal architecture of Japan's education system. This includes examining institutional hierarchies, administrative procedures, school autonomy frameworks, standardized assessment systems, and mechanisms of teacher training and certification. The study dissects how the centralized Ministry of Education, Culture, Sports, Science and Technology (MEXT) coordinates with prefectural and municipal governments to ensure a

unified yet flexible system. By analyzing these structures, the research sheds light on why Japan's system has remained stable and effective despite periods of rapid change.

A crucial methodological component is the literature review, which combines classical theories of educational modernization with contemporary empirical research. Foundational works by Greene (2008), Johnson (1995), Pirie (2008), and Woo-Cumings (1999) are reviewed to understand the principles of the East Asian “developmental state” model and its impact on education as a strategic priority for nation-building. These works suggest that Japan's education system functioned not only as a social institution but also as an instrument for economic planning and human capital development. Otsuka (2014) contributes to this discussion by emphasizing that Japan's success lies in the synchronization between governmental structures and societal needs—a relationship that forms the backbone of effective education policy (Greene, 2008: 112; Otsuka, 2014: 67).

The study also incorporates policy analysis to examine legal and regulatory frameworks. This includes evaluating the Private School Act, the School Education Law, prefectural ordinances, and national curriculum standards. The analysis focuses on how public–private partnerships are institutionalized, how state subsidies are allocated, and how quality assurance systems ensure that private schools maintain national standards while retaining certain degrees of autonomy (Kagawa et al., 2014: 45).

To support its findings with empirical evidence, the research employs quantitative analysis using data from international educational assessments such as PISA and PIAAC. These datasets provide comparative insights into student competencies in literacy, numeracy, and problem-solving, as well as adult skill levels and school effectiveness indicators. The results consistently place Japan among the world's top-performing education systems, especially in areas of student discipline, teacher professionalism, and equity of learning outcomes (OECD, 2022: 13).

In addition to general education, the research devotes special attention to vocational education and labor market alignment. Empirical reports, stakeholder interviews, and longitudinal studies are examined to understand how Japan integrates vocational training with industrial development strategies. Kariya (1995: 76) shows how vocational schools played a central role during the industrial expansion of the 1960s–1980s and how their transformation reflects broader socio-economic changes. This dimension is crucial for Kazakhstan, which aims to modernize its Technical and Vocational Education and Training (TVET) system.

To ensure contextual relevance, the study includes content analysis of strategic documents produced by MEXT and the Ministry of Education of Kazakhstan. UNESCO and OECD guidelines are used to benchmark both systems against international standards. This document-based analysis highlights convergence in policy priorities, such as digitalization, teacher development, and inclusivity, while also revealing divergences rooted in cultural, political, and demographic factors.

The theoretical framework of the study is built upon the concept of public–private partnerships, drawing on Kamimura (2015), who outlines the principles of financial sustainability, equitable access, efficiency, and shared responsibility between public and private actors. This framework is essential for evaluating how Japan harmonizes market mechanisms with state regulation.

Overall, the methodological model of this research—integrating historical, comparative, analytical, policy-oriented, and empirical approaches—ensures a robust, multidimensional, and evidence-based analysis. It allows for the identification of key institutional, cultural, and structural elements within the Japanese education system that may inform Kazakhstan's efforts to modernize its education sector while preserving national identity and embracing innovation-driven growth.

Discussion

Japan's education system has long attracted the attention of both Japanese and international scholars, particularly those interested in modernization, social stratification, and the developmental

state. Early historical studies, such as those summarized by Hijikata (1994), focus on the institutional formation of the modern education system following the 1872 Education Order. These works emphasize the state's central role in establishing universal primary education by the 1910s and generally interpret this process as a successful modernization project. However, later research, most notably Kikuchi (1967), problematizes this optimistic narrative by demonstrating that access to post-primary education before World War II remained highly unequal. The fact that only 20% of students advanced to lower secondary schools in 1936, while the majority were diverted into alternative tracks, reveals that early Japanese education reform did not ensure social equality beyond the primary level. The author of this article agrees with this critical interpretation, as it highlights the structural limitations of prewar educational expansion.

Postwar educational reforms constitute the second major focus in the historiography. Scholars such as Kikuchi (1967) and Kimura (2015) argue that reforms implemented under the guidance of the Supreme Commander for the Allied Powers (GHQ/SCAP) marked a decisive rupture with the prewar system. These reforms, inspired largely by the American model, extended compulsory education from six to nine years and abolished academic tracking at the lower secondary level, thereby making lower secondary education universally accessible. While the literature generally evaluates these reforms positively, the author aligns with a more nuanced position, recognizing their success in reducing formal inequality while questioning their depth and sustainability, particularly at the upper secondary level.

This critical perspective is supported by Brown and Green (2001), who demonstrate that GHQ-driven reforms were unevenly implemented. Although the reforms sought to eliminate gender disparities, remove competitive entrance examinations, and integrate academic and vocational pathways through comprehensive high schools, their impact remained limited beyond compulsory education. The continued reliance on prewar middle school structures, administrative decentralization, and severe financial constraints prevented the full realization of comprehensive upper secondary education. The author agrees with this assessment and argues that these constraints contributed to the persistence of selective entrance examinations and institutional stratification, thereby undermining the egalitarian objectives of postwar reform.

The study of Japan's education system can be broadly divided into three major historiographical stages, based on historical context, research focus, and methodological approaches.

The first stage (late 19th century–1945) is primarily descriptive and institutional. Early works, including policy documents and later historical reconstructions such as those discussed by Hijikata (1994), focus on the establishment of a modern national education system following the 1872 Education Order. Scholars emphasize state-led modernization and the introduction of universal primary education by the early twentieth century. However, as Kikuchi (1967) demonstrates, these early studies also reveal deep structural inequalities: access to post-primary education remained highly selective, with only a minority of students advancing to lower secondary schools before World War II.

The author of the present article agrees with this interpretation, as it highlights that early “universality” in Japanese education was limited to the primary level and did not ensure equal opportunities across social classes.

The second stage (1945–1960s) centers on postwar reforms and democratization. Research conducted in Japan and abroad—most notably by Kikuchi (1967), Kimura (2015), and Brown & Green (2001)—examines the reforms imposed under the guidance of GHQ/SCAP. These studies largely agree that the American-inspired reforms fundamentally transformed Japan's education system by extending compulsory education to nine years, abolishing academic tracking at the lower secondary level, and promoting egalitarian principles.

While many scholars view these reforms as a decisive break from prewar elitism, the author partially disagrees with overly optimistic assessments. As Brown and Green (2001) convincingly argue, the reforms were unevenly implemented at the upper secondary level due to financial

constraints, institutional inertia, and decentralization. Thus, although equality improved at the compulsory level, selectivity and competition persisted in upper secondary education.

The third stage (1960s–1970s) focuses on massification, policy forecasting, and state–society tensions. Studies by Dore (1976), Kariya (1995), Aizawa (2016), and Kagawa et al. (2014) analyze the rapid expansion of upper secondary education amid Japan’s high economic growth and demographic pressure from the baby boom generation. This literature highlights conflicts between social demand for education and the state’s cautious policy stance.

The author aligns with these scholars in arguing that Japan’s Ministry of Education consistently underestimated demand for upper secondary education. Forecasting errors, documented by Sato (1961) and later confirmed by Kariya (1995), suggest that policy planning lagged behind social reality. Moreover, Shimizu Yoshihiro’s analysis reveals institutional disagreements among government agencies, particularly between the Ministry of Education and economic planners, further complicating policy responses.

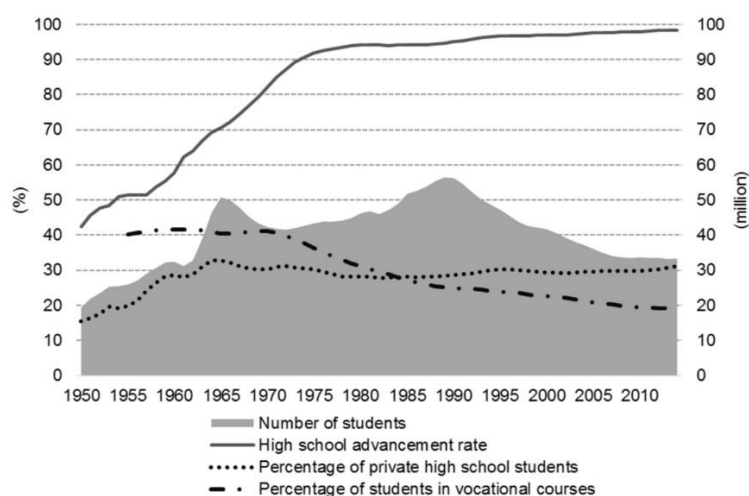


Figure 1 – High School Expansion in Japan. The Ministry of Education ‘School Basic Survey’

From a comparative perspective, existing scholarship frequently presents Japan’s education system as a successful and coherent model of state-led expansion. On this basis, many authors argue that Japan’s experience offers valuable guidance for countries such as Kazakhstan, particularly in the areas of public–private partnerships, the redefinition of vocational education, and sensitivity to regional specificities. While the author acknowledges the heuristic value of this comparison, this article adopts a more critical position. Rather than treating Japan’s model as a normative blueprint, the discussion emphasizes that its development was shaped by social conflict, policy miscalculations, and institutional resistance. These historical dynamics are essential for understanding what can—and cannot—be transferred to other national contexts.

The historiography of Japan’s upper secondary education expansion in the early 1960s illustrates this complexity particularly well. Japanese and international scholars, most notably Dore (1976), identify 1962 as a turning point, when the first postwar baby boom cohort reached upper secondary school age. The emergence of the “Universal High School Enrollment for All Applicants” movement, led by parents and teachers’ unions, has been interpreted as evidence of rising societal expectations toward education. Dore emphasizes that this movement was not merely an educational campaign but a broader social response to demographic pressure and limited institutional capacity. The author agrees with this interpretation and argues that social demand, rather than state initiative, became the primary driving force behind educational expansion during this period.

In contrast, studies focusing on government policy, such as Kagawa, Kodama, and Aizawa (2014), analyze the response of Japan’s Ministry of Education (MOE) through enrollment projections and expansion strategies formulated between 1960 and 1962. These works describe a

technocratic approach based on demographic forecasting and the division of projected demand between public and private sectors. While such analyses highlight the rational planning logic of the ministry, the author contends that they insufficiently address the gap between projections and actual social behavior. The reliance on methods such as increasing class size and expanding existing facilities, rather than investing in new public schools, reflects a cautious and cost-minimizing policy stance.

Empirical data from the period further support this critical assessment. Forecasts made in 1961 anticipated an additional 1.12 million upper secondary students, yet subsequent studies by Hanushek and Woessmann (2015) demonstrate that actual demand repeatedly exceeded these expectations. Kamimura (2015) shows that the Ministry displayed a persistent reluctance to prioritize new school construction, instead absorbing growth through overcrowding and infrastructural strain. The author agrees with this interpretation and argues that such strategies reveal a structural mismatch between educational demand and state commitment.

This tension becomes even clearer in analyses of enrollment rate projections. According to Sato (1961), the Ministry projected a gradual increase in upper secondary enrollment, assuming linear growth based on past trends. However, as later documented by Kariya (1995), these assumptions proved fundamentally flawed. By the mid-1960s, actual enrollment had already surpassed long-term targets, culminating in an enrollment rate of 82.9% by 1970—nearly ten percentage points higher than the official projection. The author interprets this persistent forecasting failure not as a technical error, but as evidence of institutional reluctance to fully acknowledge mass demand for education.

One of the most influential contemporary analyses of this policy debate was conducted by Shimizu Yoshihiro, who advised Prime Minister Hayato Ikeda during the formulation of the “Income Doubling Plan.” As discussed by Heckman (2011), Shimizu revealed deep divisions among state agencies regarding the desired scale of upper secondary education. While economic planners supported higher enrollment rates to sustain long-term growth, the Ministry of Education adopted a conservative position, and the Ministry of Labor, alongside industrial representatives, actively opposed expansion in order to secure a steady supply of young workers. The author agrees with Shimizu’s conclusion that education policy during this period was shaped by inter-ministerial compromise rather than a shared developmental vision.

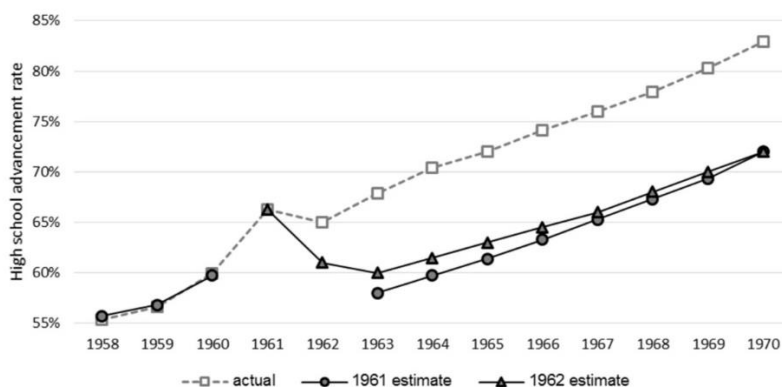


Figure 2 – The MOE Estimates and Actual High School Advancement Rate

The Ministry of Education’s opposition to the “Universal High School Enrollment for All Applicants” movement further underscores this point. Official documents from 1962 criticizing the campaign demonstrate that the Ministry viewed universal access not as a policy goal but as a potential threat to labor supply and fiscal stability. The author interprets this stance as indicative of an implicit policy objective: managing, and potentially restraining, the pace of educational expansion rather than accommodating social demand.

In conclusion, the historiographical evidence suggests that Japan's national policy on upper secondary education expansion consistently lagged behind societal change. Although the Ministry of Education implemented incremental measures to address rising demand, these efforts proved insufficient and reactive. The author argues that the expansion of upper secondary education in Japan was achieved not because of accurate state planning, but despite its limitations. This conclusion is crucial for comparative analysis: Japan's experience offers important lessons for Kazakhstan not as a flawless model, but as a case that demonstrates the consequences of underestimating social demand and over-relying on conservative forecasting in education policy.

Research Results

This study employs a detailed empirical methodology based on the analysis and classification of statistical data drawn from the annual Basic School Survey conducted by Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT). The empirical component focuses on three key indicators measured at the prefectural level, which together provide a picture of the structural dynamics of Japan's postwar upper secondary education system: the upper secondary school enrollment rate in 1955; the proportion of students enrolled in private upper secondary schools in 1958; and the change in the share of private school enrollment between 1958 and 1997 (Kagawa, 2016: 52). The methodological approach follows the analytical models developed in earlier works by Kagawa (2016) and Kagawa et al. (2014), but the present study places particular emphasis on the classification of prefectures and the interpretation of long-term regional patterns.

On the basis of these indicators, all prefectures were grouped into four major clusters: the Average Cluster, the Public Expanded Cluster, the Private Expanded Cluster, and the Urban Cluster. Each of these clusters was examined in order to identify how its institutional configuration, demographic characteristics and policy choices influenced access to upper secondary education during Japan's period of rapid modernization (Takayama, 2018: 28). The results of this classification show that prefectures followed distinct developmental trajectories depending on their degree of reliance on public or private schooling. These differences significantly shaped the process by which upper secondary education was universalized in the postwar era. As Takayama (2018) notes, the expansion of upper secondary education in Japan was not only a response to demographic and economic pressures, but also the outcome of diverse regional and institutional strategies, including a differentiated role for private education in metropolitan areas.

The Average Cluster comprises sixteen prefectures and represents the second-largest group. In these prefectures, the average upper secondary school enrollment rate in 1955 was 52 per cent, which closely approximated the national average. In 1958, 22 per cent of students were enrolled in private upper secondary schools, and between 1958 and 1997 the share of private school enrollment increased by about 10 per cent. These figures indicate that the prefectures in this cluster broadly followed the national pattern of educational expansion without marked deviations. Private schools played a noticeable, though not dominant, role in providing educational opportunities at the upper secondary level. With respect to vocational and specialized programs, the proportion of students in such tracks increased by approximately 4 per cent between 1950 and 1970, but then declined by around 12 per cent between 1970 and 1990, reflecting broader structural changes in the economy and labor market.

The Public Expanded Cluster is characterized by a more limited role for private institutions and a strong reliance on publicly funded schools. In this group of prefectures, 21 per cent of students were enrolled in private schools in 1958. The share of private enrollment rose modestly to 25 per cent around 1962, but then decreased to 17 per cent by 1982. The average enrollment rate in upper secondary education in 1955 stood at 45 per cent, which was below the national average. These figures suggest that local authorities in these prefectures preferred to expand public provision rather than rely on private institutions. Kagawa et al. (2014) note that a certain lack of trust in private schools on the part of local educational authorities contributed to the relatively weak

position of the private sector in these regions. In vocational and specialized programs, the proportion of students increased by about 3 per cent from 1955 to 1970, but then declined by roughly 13 per cent between 1970 and 1990, mirroring the national shift away from vocational pathways.

In contrast, the Private Expanded Cluster is defined by the increasingly active role of private upper secondary schools over time. In prefectures belonging to this cluster, the average enrollment rate in upper secondary education in 1955 was also around 45 per cent, similar to that observed in the Public Expanded Cluster. However, in 1958 only 10 per cent of students were enrolled in private schools, which was the lowest share among all clusters. By the 1980s, this figure had risen substantially to approximately 23 per cent. This pattern shows that these prefectures moved from an initial reliance on public provision to a situation in which private schools played a much more prominent role. In many of these regions, local governments actively sought to involve private institutions in the delivery of upper secondary education, thereby reversing the trend observed in the Public Expanded Cluster (Kagawa et al., 2014). The proportion of students in vocational and specialized programs in these prefectures showed a slight decline between 1955 and 1970 and continued to decrease through the 1990s, suggesting a gradual shift towards general and academic education in the context of economic restructuring and changing social aspirations.

The Urban Cluster consists of five prefectures located in major metropolitan areas and represents a distinct pattern linked to Japan's political and economic centers. In these prefectures, the average upper secondary school enrollment rate in 1955 already exceeded 60 per cent, significantly higher than the national level. By 1958, nearly half of all upper secondary students in these regions were enrolled in private schools. These figures underline the substantial role played by private institutions in meeting the high demand for education in large cities, which experienced continued population growth as a result of both natural increase and rural-to-urban migration, particularly after the first wave of baby boomers. Although the proportion of students enrolled in private schools began to decline after peaking in the early 1960s, the overall enrollment rate in upper secondary education continued to rise, surpassing 90 per cent in subsequent decades. During the 1980s and 1990s, when the second generation of baby boomers entered upper secondary education, new schools were predominantly established as public institutions, which contributed to a decrease in the relative share of private enrollment, even as absolute numbers continued to grow.

In these metropolitan prefectures, the expansion of upper secondary education was achieved through a combination of public provision and private-sector participation. Private upper secondary schools operated under the national curriculum guidelines but retained considerable organizational autonomy, which enabled them to respond flexibly to student and labor market demands (Takayama, 2018). Japan's experience in this regard is distinctive in international comparison. Comparative studies have shown that in many countries cooperation between public and private educational institutions stagnated or regressed after an initial phase of rapid expansion (Aizawa, 2016: 44). Japan, however, represents a notable exception. Rather than weakening, collaboration between public and private upper secondary schools was maintained and, in certain respects, strengthened through ongoing support from local governments and boards of education.

One of the central mechanisms for sustaining this collaboration has been the establishment and development of the Public-Private Council for High Schools at the prefectural level. These councils were created as formal platforms for dialogue and coordination between public and private upper secondary schools, especially in response to emerging demographic challenges. Their role became increasingly important in the 1980s, a period marked by a significant decline in the school-age population, which intensified competition among schools for student enrollment (MEXT, 1992: 61). As documented in *A 120-Year History of the Japanese School System*, the declining birthrate in this period raised concerns about disparities in educational opportunities and resource allocation between public and private institutions, particularly in large cities such as Tokyo and Osaka (MEXT, 1992: 62). To address these issues, prefectural governments supported the institutionalization of

formal councils, allowing public and private stakeholders to articulate shared concerns and to develop coordinated policy responses (Aizawa, 2016: 47).

Over time, these councils have come to serve as essential arenas for mutual understanding and policy negotiation. Their activities have encompassed agreements on student admission quotas, the harmonization of curriculum content and academic standards, the design and implementation of tuition assistance and scholarship programs, and the coordination of emergency responses in cases such as natural disasters or pandemics. They have also contributed to more balanced regional development by helping to prevent the excessive concentration of students in particular schools or districts (Kariya, Rosenbaum, 1987: 168). Taken together, these practices reflect a broader Japanese educational philosophy that seeks to reconcile diversity of provision with equity and social cohesion. Through mechanisms such as the Public-Private Council for High Schools, Japan has succeeded in aligning the interests of public and private actors while preserving stable governance structures and shared educational standards, thus ensuring that the expansion and improvement of upper secondary education proceed in a coordinated and socially inclusive manner.

Conclusion

This article has examined the cultural foundations and structural evolution of the Japanese education system, with particular emphasis on the mechanisms of public-private collaboration at the upper secondary level. The research highlights that Japan's approach is characterized by high institutional coordination, equity-driven planning, and sustained support from local governance structures. One of the central innovations discussed is the role of prefectural-level Public-Private Councils, which have proven effective in navigating demographic transitions, balancing access to education, and maintaining systemic coherence. These councils serve not only as administrative tools but also as platforms for inclusive dialogue and joint decision-making between stakeholders from both sectors.

The main results of the study demonstrate that Japan's consistent investment in collaborative infrastructure has enabled it to develop a flexible yet stable educational system capable of adapting to changing social and economic conditions. The novelty of the research lies in its regional classification model, which reveals how variations in public and private sector engagement across different prefectures shaped access to education and policy outcomes during Japan's modernization process.

By contrast, Kazakhstan, though engaged in active educational reform, remains at an early stage in institutionalizing such mechanisms. While public and private schools in Kazakhstan operate under a unified national framework, structured cooperation remains limited. The Japanese experience provides a valuable reference for Kazakhstan in terms of formalizing intersectoral cooperation through consultative councils or partnership platforms.

Thus, the findings of this study suggest that implementing structured, government-supported collaborative mechanisms—similar to those in Japan—can play a key role in enhancing the resilience, accessibility, and cultural adaptability of Kazakhstan's education system. Such initiatives are essential for achieving long-term reform goals and aligning with global best practices in educational development.

References:

Aizawa, 2014 – *Aizawa S.* Comparative study of ability and examination in post-manufacturing societies, from interview surveys in the United Kingdom and Japan [Comparative study of skills and assessment in industrialized societies] // The 18th ISA World Congress of Sociology, International Sociological Association. 2014. (Oral presentation).

Aizawa, 2016 – *Aizawa S.* (Ed.). Expansion and future of upper secondary education: Comparative analyses across East Asia [Upper secondary education in East Asia] // Chukyo University. Japan. 2016.

Aldrich, 1996 – *Aldrich R.* Education for the nation [Education and the formation of national identity]. London: Cassell, 1996.

Brown et al., 2001 – *Brown P., Green A., Lauder H.* High skills: Globalization, competitiveness, and skill formation [High skills in globalized society] // Oxford: Oxford University Press, 2001.

Chubb, Moe, 1988 – *Chubb J.E., Moe T.M.* Politics, markets, and the organization of schools [Political and market structures of education] // *American Political Science Review*. 1988. Vol. 82. P. 1065–1087.

Cummings, 1997 – *Cummings W.K.* Private education in Eastern Asia [Private education in East Asia] // In: *The challenge of Eastern Asian education*. Albany, NY: State University of New York Press. 1997. P. 135–152.

Dore, 1976 – *Dore R.P.* The diploma disease: Education qualification and development [Diploma disease and educational inflation] // London: George Allen & Unwin, 1976.

Fosu, 2013a – *Fosu A.K.* (Ed.). Development success: Historical accounts from more advanced countries [Development successes in historical perspective] // Oxford: Oxford University Press. 2013.

Fosu, 2013b – *Fosu A.K.* Development success: Historical accounts from the more advanced countries [Comparative analysis of development strategies] // In: *Fosu A.K.* (Ed.). Development success. Oxford University Press. 2013. P. 3–19.

Gafu et al., 2024 – *Gafu G., Terlikbayeva N.R., Zhanseitova A.* Is the higher education system in Kazakhstan oriented towards sustainable development? An analysis of national and institutional policies [Sustainability orientation in Kazakhstan's higher education] // *Bulletin of L.N. Gumilyov Eurasian National University. Pedagogy. Psychology. Sociology Series*. 2024. Vol. 147, No. 2. P. 259–281. [Electronic resource]: URL: <https://bulpedps.enu.kz/index.php/main/article/view/792> (Date of application: 22.03.2025)

Greene, 2008 – *Greene J.M.* The origins of the developmental state in Taiwan: Science policy and the quest for modernization [Taiwan's science policy and development] // Cambridge, MA: Harvard University Press. 2008.

Hanushek, Woessmann, 2015 – *Hanushek E.A., Woessmann L.* The knowledge capital of nations: Education and the economics of growth [Economic impact of education globally] // Cambridge, MA: MIT Press. 2015.

Heckman, 2011 – *Heckman J.J.* The economics of inequality: The value of early childhood education [Early education and inequality] // *American Educator*. 2011. Vol. 35(1). P. 31.

Hijikata, 1994 – *Hijikata S.* Kindai Nihon no gakkō to chiiki shakai [School and local society in modern Japan] // Tokyo: University of Tokyo Press. 1994. (in Jap).

Hirschman, 1970 – *Hirschman A.O.* Exit, voice, and loyalty: Responses to decline in firms, organizations, and states [Institutional decline responses] // Cambridge, MA: Harvard University Press. 1970.

Honda, 2005 – *Honda Y.* Wakamono to shigoto: 'Gakkō keiyu no shūshoku' o koete [Youth and employment beyond school-mediated job placement] // Tokyo: University of Tokyo Press. 2005. (in Jap).

James, Benjamin, 1988 – *James E., Benjamin G.* Public policy and private education in Japan [Policy and private education in Japan] // New York, NY: St. Martin's Press. 1988.

Johnson, 1995 – *Johnson C.* Japan, who governs?: Controversial issues in Japanese government and foreign policy [Power and policy in Japan] // New York, NY: W. W. Norton & Company. 1995.

Kagawa, 2016 – *Kagawa M.* Maintaining high school education in low-fertility societies of Japan and Taiwan: The role of private schools [Private education in declining demographics] // *The 22nd Taiwan Forum on Sociology of Education*. 2016. (Oral presentation).

Kagawa et al., 2014 – *Kagawa M., Kodama H., Aizawa S.* Kōsotsu tōzen shakai no sengo-shi [High-school-for-all society in postwar Japan] // Tokyo: Shinyosha. 2014. (in Jap).

Kariya, 1995 – *Kariya T.* Taishū kyōiku shakai no yukue [The future of Japanese mass education] // Tokyo: Chuokoron Shinsha. 1995. (in Jap).

Kariya, Rosenbaum, 1987 – *Kariya T., Rosenbaum J.E.* Self-selection in Japanese junior high schools: A longitudinal study of students' educational plans [Educational trajectories in Japan] // *Sociology of Education*. 1987. P. 168–180.

Kamimura, 2015 – *Kamimura Y.* Fukushi no Ajia [Asia of welfare] // Nagoya: Nagoya University Press. 2015. (in Jap).

Kikuchi, 1967 – *Kikuchi J.* Kindai Nihon ni okeru chūtō kyōiku kikai [Secondary school opportunity in modern Japan] // *The Journal of Educational Sociology*. 1967. Vol. 22. P. 126–147. (in Jap).

Kimura, 2015 – *Kimura H.* Gakkō no sengo-shi [Postwar history of schools in Japan] // Tokyo: Iwanami Shoten. 2015. (in Jap).

Kirdasinova et al., 2016 – *Kirdasinova K.A., Turmakhanbetova Sh.Sh., Shayakhmetova Sh.T., Mukhamedzhanova A.G., Nurmukhametov N.N.* Innovative development of the education system in the Republic of Kazakhstan [Innovative development of Kazakhstan's education system] // *Institutional Repository of the Academy of Public Administration*. 2016. October. [Electronic resource]: URL: <http://repository.apa.kz/xmlui/handle/123456789/118> (Date of application: 01.04.2025)

Konyuba, 2013 – *Konyuba H.* Chūō seifu ni yoru shigaku josei seisaku no hensen [Trends in private school funding by the central government] // *Hiroshima University*. 2013. Vol. 44. P. 65–80. (in Jap).

Omarov, 2024 – *Omarov M.* Assessment of the Higher Education System of Kazakhstan and Issues of Its Quality Management [Quality management issues in Kazakhstan's higher education] // *Bulletin of the L.N. Gumilyov Eurasian National University. Political Science. Regional Studies. Oriental Studies. Turkology Series*. 2024. Vol. 147, No. 2. P. 57–81. [Electronic resource]: URL: <https://bulpolit.enu.kz/index.php/main/article/view/269> (Date of application: 05.04.2025)

Oguro, 2015 – *Oguro M.* Nihon no kōkō kyōiku ni okeru tayōka no tenbō [Diversification in Japanese high school education] // *The Bulletin of Graduate School of Education, University of Tokyo*. 2015. Vol. 54. P. 63–71. (in Jap).

Otsuka, 2014 – *Otsuka K.* Naze mazushii kuni wa nakunarana no ka [Why do poor countries exist?] // Tokyo: Nihon Keizai Shinbunsha. 2014. (in Jap).

Sarmurzin et al., 2021 – *Sarmurzin Y., Amanzhol N., Toleubayeva K., Zhunusova M., Amanova A.* The impact of OECD research on the education system of Kazakhstan [OECD influence on Kazakh education policy] // *DSPACE ENU Repository*. 2021. [Elektronnyj resurs]: URL: <http://rep.enu.kz/handle/enu/18991> (Date of application: 18.03.2025)

Әдебиеттер:

Aizawa, 2014 – *Aizawa S.* Comparative study of ability and examination in post-manufacturing societies, from interview surveys in the United Kingdom and Japan [Comparative study of skills and assessment in industrialized societies] // *The 18th ISA World Congress of Sociology, International Sociological Association*. 2014. (Oral presentation).

Aizawa, 2016 – *Aizawa S.* (Ed.). Expansion and future of upper secondary education: Comparative analyses across East Asia [Upper secondary education in East Asia] // *Chukyo University. Japan*. 2016.

Aldrich, 1996 – *Aldrich R.* Education for the nation [Education and the formation of national identity]. London: Cassell, 1996.

Brown et al., 2001 – *Brown P., Green A., Lauder H.* High skills: Globalization, competitiveness, and skill formation [High skills in globalized society] // Oxford: Oxford University Press, 2001.

Chubb, Moe, 1988 – *Chubb J.E., Moe T.M.* Politics, markets, and the organization of schools [Political and market structures of education] // American Political Science Review. 1988. Vol. 82. P. 1065–1087.

Cummings, 1997 – *Cummings W.K.* Private education in Eastern Asia [Private education in East Asia] // In: The challenge of Eastern Asian education. Albany, NY: State University of New York Press. 1997. P. 135–152.

Dore, 1976 – *Dore R.P.* The diploma disease: Education qualification and development [Diploma disease and educational inflation] // London: George Allen & Unwin, 1976.

Fosu, 2013a – *Fosu A.K.* (Ed.). Development success: Historical accounts from more advanced countries [Development successes in historical perspective] // Oxford: Oxford University Press. 2013.

Fosu, 2013b – *Fosu A.K.* Development success: Historical accounts from the more advanced countries [Comparative analysis of development strategies] // In: Fosu A.K. (Ed.). Development success. Oxford University Press. 2013. P. 3–19.

Gafu et al., 2024 – *Gafu G., Terlikbayeva N.R., Zhanseitova A.* Is the higher education system in Kazakhstan oriented towards sustainable development? An analysis of national and institutional policies [Sustainability orientation in Kazakhstan's higher education] // Bulletin of L.N. Gumilyov Eurasian National University. Pedagogy. Psychology. Sociology Series. 2024. Vol. 147, No. 2. P. 259–281. [Elektronnyj resurs]: URL: <https://bulpedps.enu.kz/index.php/main/article/view/792> (Date of application: 22.03.2025)

Greene, 2008 – *Greene J.M.* The origins of the developmental state in Taiwan: Science policy and the quest for modernization [Taiwan's science policy and development] // Cambridge, MA: Harvard University Press. 2008.

Hanushek, Woessmann, 2015 – *Hanushek E.A., Woessmann L.* The knowledge capital of nations: Education and the economics of growth [Economic impact of education globally] // Cambridge, MA: MIT Press. 2015.

Heckman, 2011 – *Heckman J.J.* The economics of inequality: The value of early childhood education [Early education and inequality] // American Educator. 2011. Vol. 35(1). P. 31.

Hijikata, 1994 – *Hijikata S.* Kindai Nihon no gakkō to chiiki shakai [School and local society in modern Japan] // Tokyo: University of Tokyo Press. 1994. (in Jap).

Hirschman, 1970 – *Hirschman A.O.* Exit, voice, and loyalty: Responses to decline in firms, organizations, and states [Institutional decline responses] // Cambridge, MA: Harvard University Press. 1970.

Honda, 2005 – *Honda Y.* Wakamono to shigoto: 'Gakkō keiyū no shūshoku' o koete [Youth and employment beyond school-mediated job placement] // Tokyo: University of Tokyo Press. 2005. (in Jap).

James, Benjamin, 1988 – *James E., Benjamin G.* Public policy and private education in Japan [Policy and private education in Japan] // New York, NY: St. Martin's Press. 1988.

Johnson, 1995 – *Johnson C.* Japan, who governs?: Controversial issues in Japanese government and foreign policy [Power and policy in Japan] // New York, NY: W. W. Norton & Company. 1995.

Kagawa, 2016 – *Kagawa M.* Maintaining high school education in low-fertility societies of Japan and Taiwan: The role of private schools [Private education in declining demographics] // The 22nd Taiwan Forum on Sociology of Education. 2016. (Oral presentation).

Kagawa et al., 2014 – *Kagawa M., Kodama H., Aizawa S.* Kōsotsu tōzen shakai no sengo-shi [High-school-for-all society in postwar Japan] // Tokyo: Shinyosha. 2014. (in Jap).

Kariya, 1995 – *Kariya T.* Taishū kyōiku shakai no yukue [The future of Japanese mass education] // Tokyo: Chuokoron Shinsha. 1995. (in Jap).

Kariya, Rosenbaum, 1987 – *Kariya T., Rosenbaum J. E.* Self-selection in Japanese junior high schools: A longitudinal study of students' educational plans [Educational trajectories in Japan] // *Sociology of Education*. 1987. P. 168–180.

Kamimura, 2015 – *Kamimura Y.* Fukushi no Ajia [Asia of welfare] // Nagoya: Nagoya University Press. 2015. (in Jap).

Kikuchi, 1967 – *Kikuchi J.* Kindai Nihon ni okeru chūtō kyōiku kikai [Secondary school opportunity in modern Japan] // *The Journal of Educational Sociology*. 1967. Vol. 22. P. 126–147. (in Jap).

Kimura, 2015 – *Kimura H.* Gakkō no sengo-shi [Postwar history of schools in Japan] // Tokyo: Iwanami Shoten. 2015. (in Jap).

Kirdasinova et al., 2016 – *Kirdasinova K.A., Turmakhanbetova Sh.Sh., Shayakhmetova Sh.T., Mukhamedzhanova A.G., Nurmukhametov N.N.* Innovative development of the education system in the Republic of Kazakhstan [Innovative development of Kazakhstan's education system] // Institutional Repository of the Academy of Public Administration. 2016. October. [Electronic resource]: URL: <http://repository.apa.kz/xmlui/handle/123456789/118> (Date of application: 01.04.2025)

Konyuba, 2013 – *Konyuba H.* Chūō seifu ni yoru shigaku josei seisaku no hensen [Trends in private school funding by the central government] // Hiroshima University. 2013. Vol. 44. P. 65–80. (in Jap).

Omarov, 2024 – *Omarov M.* Assessment of the Higher Education System of Kazakhstan and Issues of Its Quality Management [Quality management issues in Kazakhstan's higher education] // *Bulletin of the L.N. Gumilyov Eurasian National University. Political Science. Regional Studies. Oriental Studies. Turkology Series*. 2024. Vol. 147, No. 2. P. 57–81. [Electronic resource]: URL: <https://bulpolit.enu.kz/index.php/main/article/view/269> (Date of application: 05.04.2025)

Oguro, 2015 – *Oguro M.* Nihon no kōkō kyōiku ni okeru tayōka no tenbō [Diversification in Japanese high school education] // *The Bulletin of Graduate School of Education, University of Tokyo*. 2015. Vol. 54. P. 63–71. (in Jap).

Otsuka, 2014 – *Otsuka K.* Naze mazushii kuni wa nakunarana no ka [Why do poor countries exist?] // Tokyo: Nihon Keizai Shinbunsha. 2014. (in Jap).

Sarmurzin et al., 2021 – *Sarmurzin Y., Amanzhol N., Toleubayeva K., Zhunusova M., Amanova A.* The impact of OECD research on the education system of Kazakhstan [OECD influence on Kazakh education policy] // DSpace ENU Repository. 2021. [Electronic resource]: URL: <http://rep.enu.kz/handle/enu/18991> (Date of application: 18.03.2025).

¹ Алпысбай Д.Т. ² Сауданбекова Ш.Т. ³ Ысқақов Ғ.Б.

^{1,2} Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан

³ «Алтын парақ» баспасы, Алматы, Қазақстан

E-mail: ¹ dinaraalpyzbai04@gmail.com, ² china_saudan@mail.ru, ³ albayani@mail.ru

ЖАПОН ЖӘНЕ ҚАЗАҚ БІЛІМ БЕРУ ЖҮЙЛЕРІНІҢ МӘДЕНИ НЕГІЗДЕРІ: ДӘСТҮР МЕН ИННОВАЦИЯЛАР АРАСЫНДАҒЫ ТЕПЕ-ТЕҢДІК

Аңдатпа. Бұл мақала Жапониядағы жалпыға бірдей орта білім беру жүйесінің 1950–1970 жылдар аралығындағы тарихи дамуын, әсіресе мемлекеттік және жекеменшік секторлар арасындағы өзара әрекеттестік пен демографиялық қысымға жауап ретінде қабылданған білім беру саясатын талдауға бағытталған. Мақаланың мақсаты — соғыстан кейінгі кезеңде Жапонияда орта білімге қолжетімділіктің кеңею үдерісін және осы үдеріске ықпал еткен әлеуметтік, саяси, экономикалық факторларды зерттеу. Зерттеудің ғылыми жаңалығы —

бірінші бейби-бумерлер толқынына байланысты орта білімге сұраныстың күрт өсуі жағдайында қабылданған мемлекеттік және жекеменшік әріптестік тетіктерінің, білім инфрақұрылымын жоспарлау логикасының және ведомствоаралық келісу тетіктерінің кешенді түрде қарастырылуында. Зерттеудің ғылыми міндеттері: 1950–1970 жылдардағы жапон орта білім беру жүйесінің құрылымдық эволюциясын сипаттау; мемлекеттік және жекеменшік секторлар арасындағы өзара әрекеттестіктің формаларын айқындау; демографиялық қысым жағдайында білім беру инфрақұрылымын жоспарлау мен статистикалық болжам жасау әдістерін талдау; Білім министрлігі, Еңбек министрлігі, Экономикалық жоспарлау агенттігі және азаматтық қозғалыстар арасындағы ведомствоаралық келіспеушіліктер мен келісу механизмдерін ашып көрсету; индустриялық даму үшін кадрлар даярлау қажеттілігін бағалау; жекеменшік мектептердің рөлі мен кәсіптік-техникалық білім беру бағытының әлсіреу үрдісін сараптау. Мақалада тарихи-салыстырмалы талдау, құжаттық зерттеу, статистикалық-аналитикалық тәсілдер, аймақтық кластерлік жіктеу, білім беру саясатын шолу және институционалдық талдау әдістері қолданылды. Тарихи-салыстырмалы зерттеу Жапониядағы білім беру реформаларының хронологиялық дамуын анықтауға мүмкіндік берді. Құжаттық талдау мемлекеттік бағдарламалар, статистикалық әдістер демографиялық өзгерістердің мектеп желісіне ықпалын нақты өлшеуге көмектесті. Институционалдық талдау мемлекеттік органдар мен жекеменшік сектор арасындағы өзара әрекеттесу тетіктерін айқындауға жағдай жасады. Осы әдістердің үйлесімі жапон префектураларының білім беру дамуындағы аймақтық айырмашылықтарды жүйелі түрде жіктеуге, мемлекеттік қарсылық пен инфрақұрылымдық шектеулерге қарамастан орта білімге қолжетімділіктің қалай жедел кеңейгенін көрсетуге, жекеменшік сектордың кеңеюінің әлеуметтік-экономикалық алғышарттарын және кәсіптік білім берудің әлсіреу факторларын ашуға мүмкіндік берді. Қорытындысында Жапония үлгісі қоғамның сұранысына бейімделе алатын, саясаттағы икемділік пен қоғамдық серіктестікті үйлестіретін, демографиялық және экономикалық өзгерістерге тиімді жауап бере алатын ұлттық білім жүйесінің тиімді үлгісі ретінде ұсынылады.

Кілт сөздер: білім беру жүйесі, инновация, мемлекеттік мектеп, жекеменшік мектеп, индустрияландыру, білім беру реформалары, педагогикалық тәжірибе.

¹ Алпысбай Д.Т., ² Сауданбекова Ш.Т., ³ Искаков Г.Б.

^{1,2} *Казахский национальный университет имени Аль-Фараби, Алматы, Казахстан*

³ *Издательство «Алтын парак», Алматы, Казахстан*

E-mail: ¹dinaraalpyzbai04@gmail.com, ²china_saudan@mail.ru, ³albayani@mail.ru

КУЛЬТУРНЫЕ ОСНОВЫ ЯПОНСКОЙ И КАЗАХСКОЙ СИСТЕМ ОБРАЗОВАНИЯ: БАЛАНС МЕЖДУ ТРАДИЦИЯМИ И ИННОВАЦИЯМИ

Аннотация. Статья посвящена анализу исторического развития системы всеобщего среднего образования в Японии в период 1950–1970 годов, с особым акцентом на взаимодействие государственного и частного секторов, а также на образовательную политику, принятую в ответ на демографическое давление. Цель статьи — исследовать процесс расширения доступности среднего образования в Японии в послевоенный период и выявить социальные, политические и экономические факторы, повлиявшие на этот процесс. Научная новизна исследования заключается в комплексном рассмотрении механизмов государственно-частного партнерства, логики планирования образовательной инфраструктуры и межведомственных механизмов согласования, сформированных в условиях резкого роста спроса на среднее образование, обусловленного первой волной бэби-бума. Научные задачи исследования включают: описание структурной эволюции японской системы среднего образования в 1950–1970 годы; выявление форм взаимодействия между

государственным и частным секторами; анализ методов планирования образовательной инфраструктуры и статистического прогнозирования в условиях демографического давления; раскрытие характера межведомственных разногласий и механизмов согласования между Министерством образования, Министерством труда, Агентством экономического планирования и гражданскими движениями; оценку потребности в подготовке кадров для индустриального развития; анализ роли частных школ и тенденции ослабления профессионально-технического образования. В статье применяются историко-сравнительный анализ, документальное исследование, статистико-аналитические методы, региональная кластерная классификация, обзор образовательной политики и институциональный анализ. Историко-сравнительный подход позволил реконструировать хронологию реформ в сфере образования в Японии; документальный анализ — интерпретировать государственные программы; статистические методы — количественно оценить влияние демографических изменений на школьную сеть; институциональный анализ — выявить механизмы взаимодействия государственных органов и частного сектора. Сочетание указанных методов позволило системно классифицировать региональные различия в развитии образования в японских префектурах, показать, каким образом, несмотря на государственное сопротивление и инфраструктурные ограничения, был обеспечен быстрый рост доступности среднего образования, а также выявить социально-экономические предпосылки расширения частного сектора и факторы ослабления профессионально-технического образования. В заключение японская модель представляется в качестве эффективного образца национальной системы образования, способной адаптироваться к общественному запросу, сочетать гибкость политики и общественное партнёрство и результативно отвечать на демографические и экономические изменения.

Ключевые слова: система образования, инновации, государственная школа, частная школа, индустриализация, реформы в образовании, педагогическая практика.

Авторлар туралы мәлімет:

Алпысбай Динара Талғатқызы, магистрант, Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан.

Сауданбекова Шынар Тұрғанбекқызы, PhD, қауымдастырылған профессордың міндетін атқарушы, әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан.

Ысқақов Ғабдул-Ғани Бүркітбайұлы, «Алтын парак» баспасының редакторы, Алматы, Қазақстан

Информация об авторах:

Алпысбай Динара Талғатқызы, магистрант, Казахский национальный университет имени Аль-Фараби, Алматы, Казахстан.

Сауданбекова Шынар Тұрғанбекқызы, PhD, исполняющий обязанности доцента, Казахский национальный университет имени Аль-Фараби, Алматы, Казахстан.

Искаков Ғабдул-ғани Бүркітбаевич, Издательство «Алтын парак», Алматы, Казахстан

Information about authors:

Alpysbay Dinara Talgatkyzy, Master student, Al-Farabi Kazakh National university, Almaty, Kazakhstan. Tel.

Saudanbekova Shynar Turganbekkyzy, PhD, Acting Associate Professor, al-Farabi Kazakh National university, Almaty, Kazakhstan.

Iskakov Gabdul –Gani Burkitbayevich. Altyn Paraq Publishing House, Almaty, Kazakhstan

*Келін түсті 8 желтоқсан 2025 жыл
Қабылданды 25 қаңтар 2026 жыл*