



## Comparative Analysis of Educational Initiatives in Kyrgyzstan: Gakken Classroom and Analogues

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# Abstract

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Comparative Analysis of Educational Initiatives in Kyrgyzstan: Gakken  
Classroom and Analogues

by Sabina Sulaimanova

EDU is a cornerstone for national development, influencing economic growth, social stability, and individual well-being. In Kyrgyzstan, traditional teaching methods remain predominant, with a large percentage of the population still educated through these conventional approaches. However, the Gakken Classroom method, which focuses on student-centered learning and interactive engagement, is emerging as an innovative alternative. This method offers numerous benefits, including fostering critical thinking and enhancing student motivation, but also presents challenges such as implementation costs and the need for teacher retraining. This research paper examines the prevalence of traditional teaching methods in Kyrgyzstan and analyzes the advantages and disadvantages of the Gakken Classroom method. Additionally, it explores the impact of EDU on the country's development, emphasizing the potential of educational reform to drive national progress.

Key Words: Education, Kyrgyzstan, traditional teaching, Gakken Classroom, student-centered learning.

## АННОТАЦИЯ

Образование является краеугольным камнем национального развития, влияя на экономический рост, социальную стабильность и благополучие личности. В Кыргызстане традиционные методы обучения остаются преобладающими, и значительная часть населения все еще обучается с использованием этих классических подходов. Однако метод Гаккен Классрум, который сосредоточен на обучении, ориентированном на ученика, и интерактивном вовлечении, становится инновационной альтернативой. Этот метод предлагает множество преимуществ, включая развитие критического мышления и повышение мотивации учащихся, но также представляет и вызовы, такие как затраты на внедрение и необходимость переподготовки учителей. Данная исследовательская работа рассматривает распространенность традиционных методов обучения в Кыргызстане и анализирует преимущества и недостатки метода Гаккен Классрум. Кроме того, она исследует влияние образования на развитие страны, подчеркивая потенциал образовательной реформы для стимулирования национального прогресса.

Ключевые слова: Образование, Кыргызстан, традиционные методы обучения, Гаккен Классрум, обучение, ориентированное на ученика.

## АННОТАЦИЯ

Билим берүү улуттук өнүгүүнүн бурч ташы болуп саналат, экономикалык өсүшкө, социалдык туруктуулукка жана жеке бакубаттуулукка таасир этет. Кыргызстанда салттуу окутуу ыкмалары дагы эле басымдуулук кылат жана калктын чоң пайызы бул салттуу ыкмалар менен билим алышат. Бирок, окуучуга багытталган окутуу жана интерактивдүү катышууга көңүл бурган Гаккен Классрум ыкмасы инновациялык альтернатива катары чыгууда. Бул ыкма сыяктуу артыкчылыктарды сунуштайт, анын ичинде сынчыл ой жүгүртүүнү өркүндөтүү жана окуучунун мотивациясын жогорулатуу, бирок, ошондой эле, ишке ашыруу чыгымдары жана мугалимдерди кайра даярдоо зарылдыгы сыяктуу кыйынчылыктарды да камтыйт. Бул изилдөө кагазы Кыргызстандагы салттуу окутуу ыкмаларынын кеңири жайылышын карап чыгып, Гаккен Классрум ыкмасынын артыкчылыктары менен кемчиликтерин анализдейт. Ошондой эле, билим берүүнүн өлкөнүн өнүгүүсүнө тийгизген таасирин изилдеп, билим берүү реформасынын улуттук прогрессти илгерилетүү мүмкүнчүлүгүн баса белгилейт. Ачкыч создор: билим, Кыргызстан, салттуу окутуу ыкмалары, Гаккен Классрум, окуу, окуучуга багытталган, националдык өнүгүү, инновациялык альтернатива.

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# Abbreviations

EDU Education

TTM Traditional Teaching Method

GC Gakken Classroom

SDP Student Development and Performance



# Глава 1

## Introduction

### 1.1 Introduction of the Proposal

Education is a cornerstone for national development, influencing economic growth, social stability, and individual well-being. In Kyrgyzstan, TTM remain predominant, with a large percentage of the population still educated through these conventional approaches(e1). However, the Gakken Classroom method, which focuses on student-centered learning and interactive engagement, is emerging as an innovative alternative. This method offers numerous benefits, including fostering critical thinking and enhancing student motivation, but also presents challenges such as implementation costs and the need for teacher retraining. This research paper examines the prevalence of TTM in Kyrgyzstan and analyzes the advantages and disadvantages of the Gakken Classroom method. Additionally, it explores the impact of education on the country's development, emphasizing the potential of educational reform to drive national progress.

#### 1.1.1 Research Problem

Education is the deliberate and systematic effort to impart knowledge, values, attitudes, skills, and sensibilities (Cremin, *Public Education*, p. 27). Pedagogy, or the methods of teaching, is crucial as it shapes what educators teach and how students learn. In the 21st century, education demands serious consideration and study from educators, akin to the training required by doctors and engineers. Quality education requires effective pedagogical approaches that engage students, promote critical thinking, and cater to diverse learning styles. As Nelson Mandela

said, "Education is the most powerful weapon which you can use to change the world." According to the 2024 rankings, Japan ranks 11th globally, while Kyrgyzstan is placed 55th. This underscores the importance of continual improvement and innovation in education systems worldwide(c1)

### 1.1.2 Research Questions

My research questions are:

How to raise competitive children?

How does the Gakken Classroom teaching method differ from traditional teaching methods?

### 1.1.3 Objectives

To analyze the specific educational objectives of Gakken Classroom.

To evaluate the teaching methodologies employed by Gakken Classroom and assess their effectiveness in facilitating student learning and engagement.

To assess the assessment strategies employed by Gakken Classroom. To explore the feedback mechanisms within Gakken Classroom and evaluate their impact on continuous improvement and student performance.

To investigate the accessibility of Gakken Classroom.

To provide recommendations for enhancing the effectiveness of Gakken Classroom based on the analysis and identified areas for improvement.

## 1.2 Thesis Proposal Structure

This masters thesis is divided into five chapters. In Chapter 1 the introduction of the thesis work is given, by focusing on researching method of teaching Gakken Classroom compare to other educational system. Chapter 2 provides the review of related literature's about Gakken Classroom phylosophy. The Methodology used in this work is presented in Chapter 3 along with collected data. The result of the analysis introduced in this work in Chapter 4. Chapter 6 thus discusses the main results obtained from the collected data and research comparison, and at last the conclusion and future outlook of this research work is outlined in Chapter 6.

## Глава 2

# Review of Related Literature

## 2.1 Teaching Methodologies and Philosophies

### 2.1.1 Gakken Classroom's Tokuike Approach

Gakken Classroom, a renowned educational program, implements the Tokuike approach, emphasizing the holistic development of students. This methodology focuses on instilling morality, independence, and self-discipline. Practical aspects of this approach include organizing one's thoughts through orderly practices like putting shoes in their place and keeping desks clean. These practices not only cultivate mindfulness but also foster a sense of responsibility and respect for others <sup>1</sup>

### 2.1.2 Traditional Teaching in Kyrgyzstan

Conversely, TTM in Kyrgyzstan heavily emphasize rote memorization and recitation, with 87% of the learning process centered around these practices ([School Education in Kyrgyzstan: What is to be done? B.r.](#)). This approach, rooted in the past, lacks the emphasis on developing competencies necessary for modern life. The absence of a formal system to assess student achievements contributes to the inefficiency and ineffectiveness of the EDU system in Kyrgyzstan (Sadykova, 2018). Sadykova's study highlights the need for reforms to shift towards more modern and competency-based approaches to EDU. Similarly, a study by (Ismailov

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<sup>1</sup><http://gakkenace.com/#nav-first>

и Abdyldaev, 2021) underscores the need for a paradigm shift in teaching methodologies in Kyrgyzstan to better prepare students for the challenges of the 21st century. Furthermore, a study by (Atabekova, 2019) emphasizes the importance of incorporating critical thinking and problem-solving skills into the curriculum to enhance students' ability to succeed in a rapidly changing world.

### 2.1.3 Comparative Analysis with Other Educational Initiatives

A comparative analysis of Gakken Classroom with other educational initiatives in Kyrgyzstan reveals significant differences in teaching methodologies and outcomes. For example, a study by (Toktobek, 2020) compared the effectiveness of Gakken Classroom with TTM in Kyrgyzstan. The research found that students in the Gakken Classroom program showed higher levels of academic achievement and better development of competencies such as critical thinking and problem-solving skills. In contrast, students in traditional classrooms often struggled with rote memorization and lacked the ability to apply knowledge in real-world contexts (Toktobek, 2020). This highlights the need for educational reforms in Kyrgyzstan to align with modern teaching philosophies and practices (Toktobek, 2020).

### 2.1.4 Impact on Student Development

Gakken Classroom's Effectiveness Gakken Classroom's teaching methodologies have been shown to have a positive impact on student development. Students not only excel academically but also demonstrate improved organizational skills, self-awareness, and autonomy. The emphasis on problem-solving and self-discipline prepares students for challenges beyond the classroom (Gakken Classroom 6.r.).

### 2.1.5 Challenges in Kyrgyzstan

In contrast, the challenges faced by the EDU system in Kyrgyzstan hinder student development. The lack of focus on competency-based learning and the absence of a robust assessment system limit students' ability to develop essential skills for the modern world.

## 2.2 Recommendations for Improvement

### 2.2.1 Gakken Classroom's Model for Kyrgyzstan

The success of Gakken Classroom's teaching methodologies suggests potential strategies for improving the EDU system in Kyrgyzstan. Implementing similar holistic approaches that focus on competency development could enhance student outcomes. Additionally, establishing a system for assessing student achievements could provide valuable data for improving the quality of EDU in Kyrgyzstan.

## Глава 3

# Methodology

### 3.1 Data

In the context of this study, data will be collected orally from parents of Gakken Classroom students. This will be done through structured interviews. The interviews will consist of a series of questions designed to gather parents' opinions and evaluations of the program's effectiveness.

### 3.2 Steps

The transcribed interviews with parents from Gakken Classroom will be analyzed to uncover insights and patterns regarding their perceptions of the program. This analysis will involve identifying recurring themes, key issues, and any significant trends that emerge from the data. By examining the responses in depth, we aim to gain a comprehensive understanding of how parents view the effectiveness and impact of Gakken Classroom on their children's EDU and development. The findings of this analysis will be instrumental in informing

### 3.3 Summary

The data collection methodology chapter for the research on Gakken Classroom outlines the steps taken to collect and analyze data from parents. It details the process of conducting structured interviews to gather insights into parents'

perceptions of the program's effectiveness. The chapter emphasizes the importance of adhering to ethical guidelines and conducting thorough analysis to extract meaningful insights into parents' perceptions of the program's effectiveness.

## Глава 4

# Result

In this chapter we will provide the main results we have obtained from collected data.

### 4.1 Data Observation

Data was collected by asking questions from parents of student Gakken Classroom. Out of 50 parents 24 of them replied. It was analysed through their answers comparing with educational system of Kyrgyzstan.

### 4.2 Analysis of Gakken Classroom's Impact on SDP

In this section, we analyze the data collected to address the research questions posed in the introduction. We will first describe the data and the methods used for analysis, followed by a presentation of the results and their interpretation.

The Gakken Classroom student questionnaire analysis shows a predominant concentration in the upper elementary grades, with 59.5% of students in the 6th grade and 22.5% in the 5th grade. This suggests that the program's content is particularly suited to these age groups. In contrast, 10.8% of students are in the 3rd grade, 5.4% in the 4th grade, and the remaining 1.8% are in the 1st and 2nd grades combined. The lower percentages in the younger grades indicate that the program might need adjustments to better cater to their educational



**Count of В каком классе учится ваш ребенок? / What grade is your child in?**

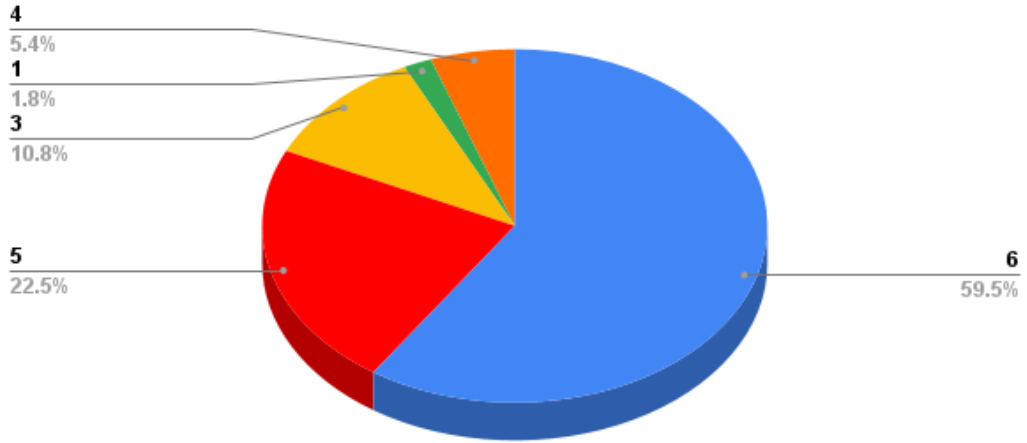


Рис. 4.1: What grade is your child in?

needs. These insights can help in refining the curriculum to better serve a more diverse student population.

**Count of Ваш ребенок посещает частную или государственную школу? / Does your child attend a**

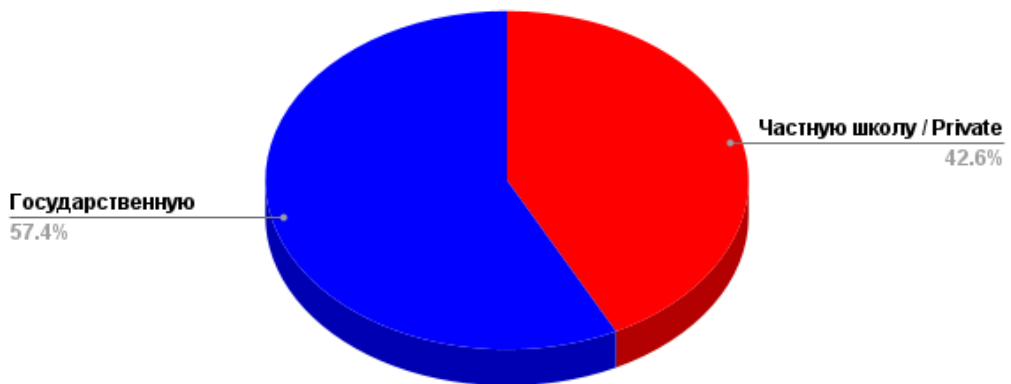


Рис. 4.2: Does your child attend a Public school or Private school?

The analysis of student attendance patterns reveals that 57.4% are enrolled in public schools, while 42.6% attend private schools, reflecting diverse educational

choices among surveyed families. The higher percentage in public schools suggests factors such as proximity, cost, or perceptions of quality driving this choice, while the minority opting for private schools indicates a demand for different educational approaches. The need for additional courses or studies for public school students implies perceived shortcomings in the public EDU system, potentially related to academic rigor, extracurricular opportunities, or individualized attention. Addressing these concerns is vital for enhancing public EDU quality and ensuring equitable access to comprehensive educational experiences.

**Count of Как долго ваш ребенок посещает занятия в Gakken Classroom? / How long has your child been**

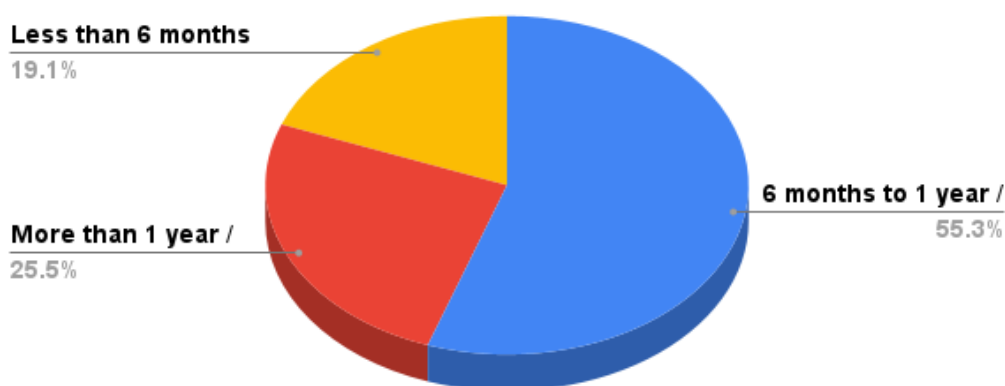


Рис. 4.3: How long has your child been attending Gakken Classroom?

The analysis of responses regarding the overall quality of teaching in Gakken Classroom shows that 70.2% of participants rated it as "very high," while 29.8% rated it as "high." This high level of satisfaction indicates that the teaching standards are widely perceived as excellent or very good, reflecting positively on the competency and dedication of the teachers, the effectiveness of teaching methods, and the overall learning environment. These results underscore the program's success in delivering quality EDU and meeting the expectations of students and parents, highlighting the importance of continued investment in teacher training and development. The analysis of responses regarding improvements in children's school performance since attending Gakken Classroom reveals overwhelmingly positive feedback. 89.4% of respondents reported a significant improvement, while the remaining 10.6% observed some improvement. This indicates that the vast majority of parents perceive a noticeable positive impact on their child's academic performance as a result of attending the program.

**Count of Как бы вы оценили общее качество преподавания в Gakken Classroom? / How would you rate**

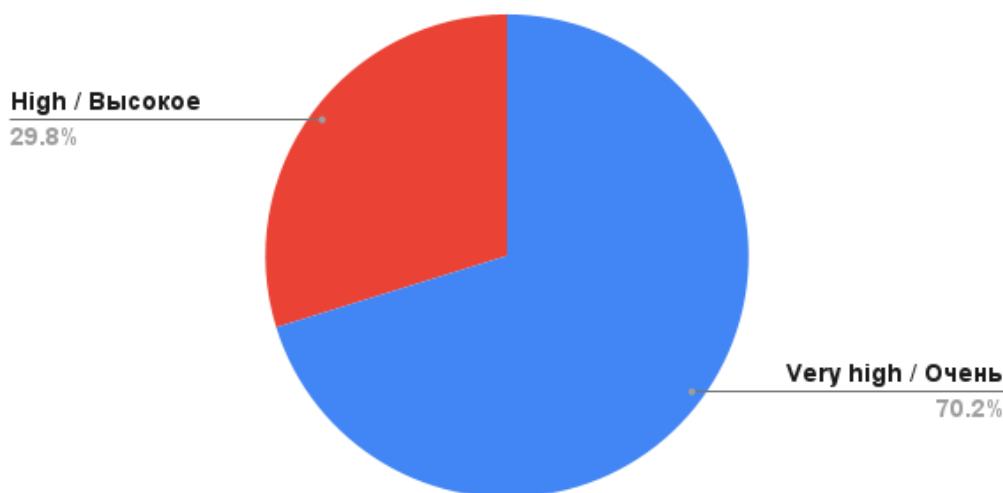


Рис. 4.4: How would you rate the overall quality of teaching in Gakken Classroom?

These results highlight the effectiveness of Gakken Classroom in enhancing students' learning outcomes and underscore the value of its educational approach and resources in supporting academic success.

The analysis of responses regarding the subjects in which children have shown the most progress thanks to Gakken Classroom reveals that all respondents (100%) reported significant progress in math. Additionally, 41.7% noticed improvements in foreign languages, 29.2% in natural science, and 8.3% in other subjects. This overwhelming emphasis on math suggests that Gakken Classroom's curriculum and teaching methods are particularly effective in enhancing mathematical skills. The notable progress in foreign languages and natural sciences also indicates that the program positively impacts a broad range of academic areas, although to a lesser extent than math. The data underscores the program's strength in math EDU while highlighting its beneficial influence across multiple subjects.

The analysis of parental ratings on their children's skill development before and after attending Gakken Classroom reveals significant improvements. Initially, skills were rated predominantly at levels 1, 2, or 3 on a 5-point scale, where 1 indicates no development and 5 indicates very well-developed skills. After attending Gakken Classroom, these ratings shifted markedly to levels 4 and 5, indicating substantial enhancements. Notably, there were significant improvements in focus and interest in studies, organization and discipline, confidence and social skills, academic skills, and overall school performance. These findings

### Have you noticed an improvement in your child's school performance since attending Gakken Classroom? /

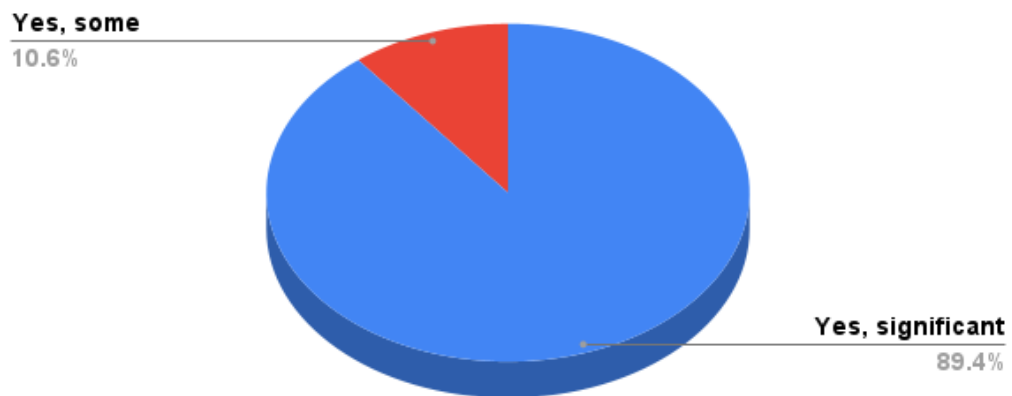


Рис. 4.5: Have you noticed an improvement in your child’s school performance since attending Gakken Classroom?

suggest that Gakken Classroom effectively engages students, fosters sustained academic interest, instills better organizational habits, and builds confidence and social skills. The transition to higher skill ratings post-attendance highlights the program’s efficacy in enhancing both academic and essential life skills, thereby supporting comprehensive student development and better school performance.

### 4.3 Summary

The data collected from 24 out of 50 parents of students attending Gakken Classroom was analyzed in comparison with the educational system in Kyrgyzstan. The analysis revealed that the program is particularly beneficial for upper elementary grades, with a majority of students in 5th and 6th grades. However, there is a need for adjustments to better accommodate the educational needs of younger students. Parents rated the overall quality of teaching in Gakken Classroom very high, indicating satisfaction with teaching standards, methods, and the learning environment. Additionally, parents reported significant improvements in their children’s school performance since attending Gakken Classroom, particularly in math, foreign languages, and natural sciences. These findings suggest that

**По каким предметам ваш ребенок показал наибольший прогресс благодаря занятиям в Gakken Classroom? / In which subjects has your child shown the most progress thanks to Gakken Classroom? (Выберите все подходящие варианты / Select all that apply)**

24 responses

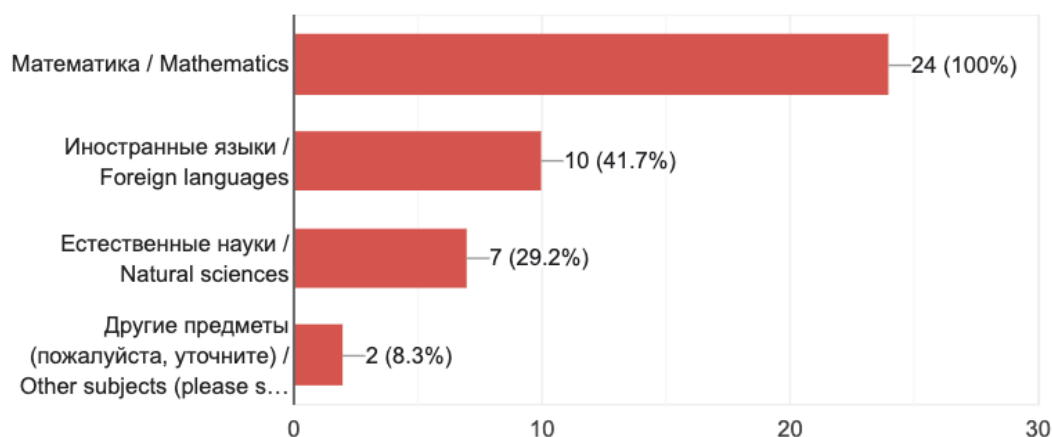


Рис. 4.6: In which subjects has your child shown the most progress thanks to Gakken Classroom?

Gakken Classroom is effective in enhancing academic performance and developing key skills.



Оцените развитие следующих навыков у вашего ребенка до посещения Gakken Classroom по шкале от 1 до 5, где 1 - совсем не развито, 5 - очень хорошо развито / Rate the development of the following skills in your child before and after attending Gakken Classroom on a scale of 1 to 5, where 1 is not developed at all, and 5 is very well developed:

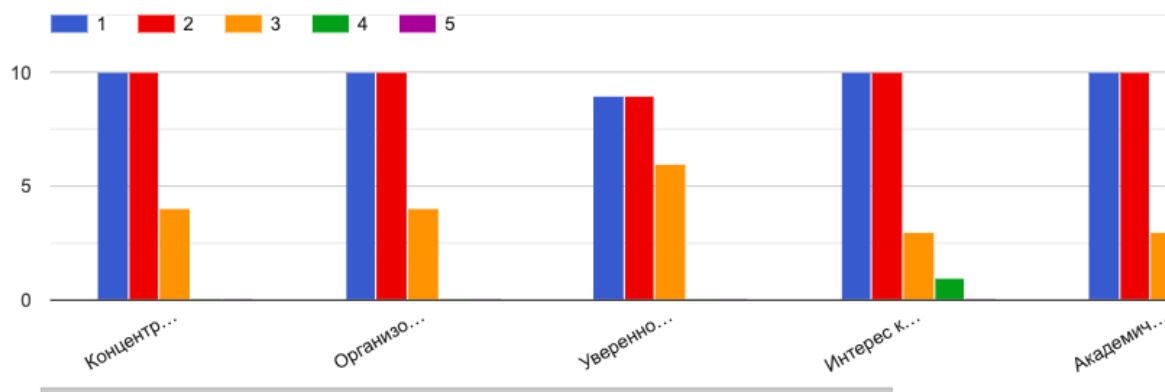


Рис. 4.7: In which subjects has your child shown the most progress thanks to Gakken Classroom?

Оцените развитие следующих навыков у вашего ребенка ПОСЛЕ посещения Gakken Classroom по шкале от 1 до 5, где 1 - совсем не развито, 5 - очень хорошо развито / Rate the development of the following skills in your child before and after attending Gakken Classroom on a scale of 1 to 5, where 1 is not developed at all, and 5 is very well developed:

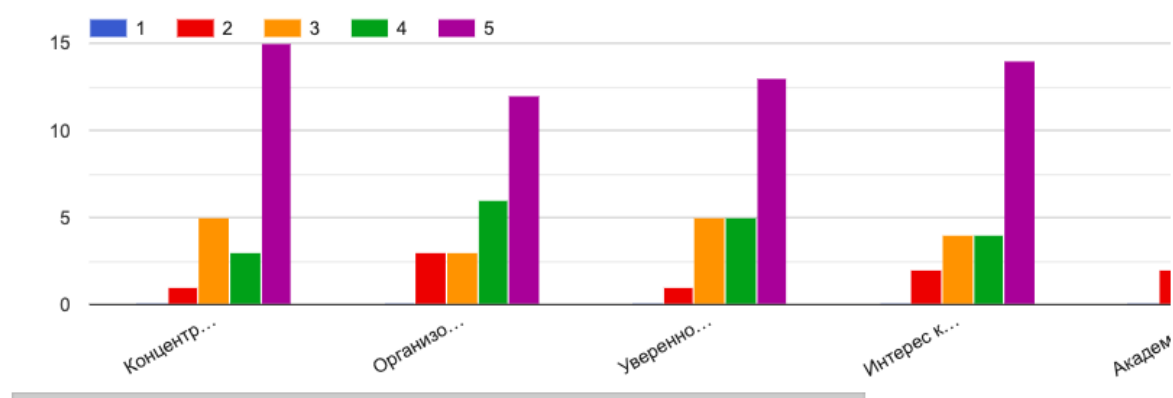


Рис. 4.8: In which subjects has your child shown the most progress thanks to Gakken Classroom?

## Глава 5

# Discussion

### 5.1 Curriculum Suitability for Upper Elementary Grades

The data collected from parents of students attending Gakken Classroom provides insights into the program's impact on student development and performance. The concentration of students in 5th and 6th grades suggests the curriculum suits these levels well, but adjustments may be needed for younger students. This highlights the importance of adapting educational approaches to the specific needs and developmental stages of students.

### 5.2 Comparison with Traditional Teaching Methods

TTM in Kyrgyzstan focus heavily on memorization, contrasting with Gakken's more interactive approach, which research indicates leads to better learning outcomes (Hattie, 2008). This suggests that a shift towards more interactive and engaging teaching methods could enhance the effectiveness of EDU in Kyrgyzstan, aligning it with modern educational standards that emphasize critical thinking and problem-solving skills. Research (PISA, 2012) also supports the idea that TTM may hinder the development of these important skills.



## 5.3 Data-Driven Educational Strategies

Gakken's data-driven approach, with regular assessments and feedback, contrasts with Kyrgyzstan's lack of systematic student achievement assessment, highlighting a potential area for improvement in the national EDU system. Implementing regular assessments and using data to inform teaching practices could lead to more effective and targeted instruction, ultimately improving student outcomes and the overall quality of EDU. Research by (Black и Wiliam, 1998) emphasizes the importance of formative assessment in improving student learning outcomes.

## 5.4 Can We Raise Competitive Children?

Regarding the research question of raising competitive children, the data indicates Gakken Classroom's effectiveness. Parents reported significant improvements in academic performance and skill development, particularly in math. This suggests that programs like Gakken Classroom, with their focus on interactive learning and regular assessment, can play a role in developing competitive skills in students. (Darling-Hammond и др., 2008) support this idea, noting that student-centered teaching approaches can significantly improve educational outcomes.

In conclusion, supplementary EDU programs like Gakken Classroom can be effective in fostering competitiveness in students, addressing gaps in TTM. By focusing on holistic development and student engagement, these programs can equip students with the skills needed for success in a competitive world. However, further research and collaboration between supplementary programs and national EDU systems are needed to fully realize this potential.

## Глава 6

# Conclusion

In conclusion, the analysis of Gakken Classroom's impact on SDP, compared to TTM in Kyrgyzstan, highlights the program's effectiveness in enhancing academic performance and developing essential life skills. The high satisfaction reported by parents and the significant improvements in students' school performance underscore the program's success in achieving its educational objectives. However, the findings also emphasize the need for continuous evaluation and improvement to meet the evolving needs of students and align with modern educational standards. Overall, Gakken Classroom has the potential to significantly contribute to raising competitive children in Kyrgyzstan and improving the quality of EDU in the country.

### 6.1 Future Directions

As we look to the future, several avenues emerge for enhancing the impact of Gakken Classroom and similar educational initiatives in Kyrgyzstan. Longitudinal studies could offer valuable insights into the long-term effects of these programs on students' academic performance and life outcomes. Additionally, further research into teacher training, curriculum adaptations, and the integration of technology could help improve teaching practices and student learning experiences. Increased parental involvement and comparative studies with other educational approaches could also provide valuable insights for enhancing the effectiveness of these programs. These future directions hold promise for advancing the quality of EDU in Kyrgyzstan and preparing students to thrive in an ever-changing world.

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Приложение А

Appendices

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