

## Evaluating Kazakhstan's School Curriculum through the *Process Model*

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### Abstract

This paper examines the school curriculum of Kazakhstan through *Process Model*. First, the author explains the historical facts that triggered to launch of the school curriculum, and then, the discussion will focus on the core ideas of the *Process Model* such as principles of procedures, concepts, and criteria. Examination shows that the English textbooks do not translate the national ideology *Mangilik Yel* under the notion of *principles of procedures* which emphasize educating learners through values encompassing all aspects of life in the educational process. Learners are lacking in internalizing *concepts* due to the absence of acquiring fundamental ideas, meanings, transfer of meaning, and the link between elementary and advanced knowledge. Thus, the findings prove that the program does not fulfill the objectives from a practical perspective, and therefore, English textbooks need to be designed as per the requirements of the program.

**Keywords:** principles of procedures, concepts, criteria, *Mangilik Yel*, spiral curriculum