Knowledge and professional skills as indicators of modern educational system of Kazakhstan

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**Abstract**

The article is an attempt to solve the problem of the higher education which nowadays has become one of the most extensive areas of human activity. The higher education is generally regarded as the major leading factor of social and economic progress. The reason of such fixed attention is understanding that only a person able to acquiring new knowledge and accepting non-standard decisions. The global tasks emerging in the Higher education in the 21st century are connected with further evolution of the world community. In Kazakhstan the country which has recently entered the independent development the responsibility for the Higher education is even higher. The solving of these requirements can help create prosperous democratic society. That’s why in President’s Appeal to the nation the Higher Education is defined as one of the main national priorities, as one of the factors promoting Kazakhstan to join the number of 30 developed countries of the world.

1. Introduction

Under reforming conditions of the national educational system, its integration into the world educational space it is very important to be aware of modern foreign educational practice, to be able to analyze processes in the educational sphere and abroad. The developing internationalization of all aspects of social life demands constant analyzing of all processes in the educational sphere and abroad and its accordance with local educational system. The study of the state, regularities and tendencies of the development of educational systems in comparison with different countries and regions of the world, its national and regional specification is one of the important means of social and “cultural” progress and unity of the nations (Andreev, Stepanov1996:110).

All these statements have become the basis of my interest and study of the US educational experience aimed at perfection of education and bringing up future specialists in Kazakhstan. The major methodological issues were in the problem how to use expediently the achievements of the USA. The problem is how to look in fresh eye at the local experience and try to grow up future specialists taking into account the advanced ideas from the practice of the higher institutions of Kazakhstan. I have taken into consideration the points of view of different scientists:

a) the study, revelation of all negative and positive social and pedagogical processes which occur in the educational sphere abroad are important for getting useful knowledge as the basis of further scientific research and as
precondition for further experimental activity at national level for developing theory and practice of the local pedagogy (Higher education today 2004:32-36).

b) the perfection of the process of education and upbringing of the future specialists of the higher institutions of Kazakhstan with the help of foreign educational experience should be based on practically similar priority directions which may be the basis for Kazakhstan to enter the world educational space on an equal footing (Higher education abroad 1999:342).

Alongside with it the study of experience of higher institutions in Kazakhstan convince us that process of reforming of higher education in accordance with world priorities proceeds rather slowly. At the same time the modern stage of educational developing in the world is characterized by growing interest to the US higher educational experience and by intensive usage of it in the professional training of future specialists. Aspiration of Kazakhstan to integration into the world educational space, to acknowledgement of our diplomas and our specialists in the civilized countries in the world oblige us to analyze the American higher educational system, to reveal its peculiarities and to pay attention to all positive things introduced by them into the higher education development in the world. We should not only reveal positive experience but we should comprehend and master all the approaches to educational processes worked out in the world theoretical and practical training. This approach lets us reveal the most significant tendencies in developing pedagogical theory and practice and lets us express the most possible perspectives of its evolution (Kapranova 2004:224), (Borisova 2003:9).

Thus, the conducted analysis of the comparative pedagogy gives me the following summaries:
- one of the possible means of searching ways of rising efficiency of higher education in Kazakhstan is study of foreign pedagogical experience;
- the most precious in any research is not blind copying but creative usage of foreign experience in the practice of higher education and pedagogy. Accumulation of foreign experience tendencies lets us comprehend better the priorities of the local higher education, direct and forecast its development. It gives us the full vision of modern problems in education and ways of solving them.

2. The state of the Problem.

The major problems of Republic Kazakhstan higher educational system holding back its development are:
- availability of centralized management of higher institutions by the Ministry of Education of RK and lack of academic freedoms, unified standards deviation of which is regarded as serious drawback during the certification or accreditation of higher institutions.
- the low degree of demand of graduates shortly after graduating from university. Not any company, firm or enterprise no matter state or private wants to hire a graduate without experience. It causes difficulties while applying for a job.
- duplication of specialists in state and non-state universities leads to over-production and besides the graduates have different levels of education. According to various experts only 30-40 percent of graduates are able to apply for a job.

7. The maximum success in the modernization of the higher educational system of RK can be achieved if all programm arrangements of the government absorb the maximum possible from positive American potential in the sphere of higher education along all major indicators of quality: the qualitative selection of school leavers, the qualitative teaching staff, the high level of organizing educational process, logistic support, the developed infrastructure and amount of financing.

8. Introduction of decentralization of universities, provision of academic freedom will give a chance:
- to cancel common standards and uniform curriculum that hold back creative approach, creative initiative and healthy competition of universities for qualitative education.
- to raise responsibility of universities for organizing retraining of teachers for working with innovative new technologies: providing free access to information resources for all students and professors, informatization and computerization of educational process, the introduction and expansion of distance education, for the need of formation of the market of online learning, for developing logistic support and infrastructures of universities, for raising the image of university and expansion of traditions, for development of basic and applied research of priority directions, for the creation of new technological parks and technopolises which should be linking points between production and training.
2. Pilot content analysis

2.1. Methodology

Experience of many years of working with undergraduates has been used in solving the given problem. Review of the literature, preparation of the literature on their specialty from the perspective of a new methodological approach, aims and content of foreign language education in accordance with international standards of education. In terms of reforming the national educational system its integration into the world educational space it is extremely important to know the modern foreign educational practice, to be able to analyze processes in educational spheres abroad. Increasing internalization of all aspects of social life demands constant analysis of all processes in foreign educational system. In concern of developing tendencies in local educational system, the ideas expressed by the author if creating European economic community Jean Monnet seem to us highly significant. His brilliant words were: “If you want to create new Europe you should start from culture and education” (Higher education today 2000:60-67).

2.2. The results of the research

The comprehensive analysis of the development of the US higher educational system suggests the following summaries:

1. One of the possible ways of increasing efficiency of higher education in Kazakhstan is the study of international teaching experience. Any theoretical research under comparative analysis should be defined by sharing the results of the study of positive international experience to the level of practical recommendations for systems controlling education in the country, for universities and professors and predictive function should act in revealing tendencies and developing teaching methods justified in practice.

2. Nowadays the higher education is highly developing in the USA. The US educational strategy, the system of higher education in particular, is recognized as the most effective and successful.

3. The most important tendencies characteristic for the USA higher education system are: globalization, technologization, computerization, internatiolization and aspiration through these tendencies to strengthen their position at world education market.

4. The key indicators of high competitiveness of the American higher education are: in the ranking of the best world universities there are 60 American universities, in the USA there are the largest number of outstanding specialists who are regarded to be the best or one of the best specialists in their fields and consequently are the best in different basic researches. The USA has 9 Nobel prize winners more than in any other country. And all these come as evidence that American higher education system is the best in the world and it is in harmony with the needs of industry and powerful corporations, of small and huge firms. This educational system is characterized by high quality and productivity of multistage preparation of specialists particularly at postgraduate training. It attracts constantly increasing number of students from all over the world. The American universities are characterized by high technological support an well-developed infrastructure, by significant amount of financing both as the part of state assistance and from private sources as well. It includes financial costs on each student, high traditionalism. In the USA the system of charity activity is highly developed that is stimulated by tax legislation. The basic of high competitiveness of the US higher education system is decentralization of university management and provision of academic freedom.

5. Under the influence of globalization, technologization, internalization, increasing market relations the active reforming of all American universities is under way. It concerns both national universities and the private ones as well. They are transformed into economic corporations linked with industry and education. Thus, we can conclude the peculiarity of the American higher education system as productivity and entrepreneurship (Zamulin, Kapustin, Konstantinovsky, Pokrovsky, Pochta, Radaev 2004:52-57).

6. One of the peculiarities of the US higher education system at the modern level is the distributive education or life-long education. The significant feature of the distributive or life-long education is the fact that education in a
person’s life is distributed in small portions and comes along with their public work. Despite the certain similarities the distributive education is not quite the same as the system of continuous education and it doesn’t replace it. Thus, the system of continuous education provides for joint educational possibilities as in official so in unofficial systems. The system of distributive education lies in fact that your public work is quite common between educational periods. We are speaking not only of postgraduate education but also of retraining education caused by changing economical situation in the country. The periods of public work are alternated by the process of after-secondary education which is regarded as the necessary component of getting the higher professional education. The vital chain education-work-leisure-pension is broken, there appear opportunity to coordinate it in accordance with public query, as well as with their own wishes and needs, which could substantially vary during human life (Denis 2004:52-58).

3. Conclusion

We can make the following conclusion that the organization of postgraduate education is necessary for RK entering into the number of 30 developed countries of the world. The country should create maximum score for development of creative potentials of students, for revealing talents and abilities of a person to serve the society. So, one of the aims of educational program of undergraduates should be forming of additional professional competency linked both with scientific – research and practical activity. Availability of these trends of world educational space requires comprehensive attention to the issues of high quality higher education. It will provide well – trained graduates who are able to become in future outstanding representatives of some fields of social life and to make professional and creative elite of the country.

In paragraph 4 “Knowledge and professional skills – the key indicators of modern educational system, training and retraining of the staff with the new course “Kazakhstan – 2050” the Leader of the nation in to Appeal to the nation instructs the Government starting since 2013 to provide the development of engineering education and modern technical specialties with awarding international certificates. Professional and technical higher education should focus on maximum satisfaction of current and perspective needs of national economics in specialists. It will solve the problem of employment of people. The higher institutions should not be limited by only educational functions. They should create and develop the applied and scientific – research units. The universities which have been guaranteed the academic autonomy should not be restricted by perfection of their teaching programmes, but should develop actively their scientific- research actively (Nazarbayev 2012).

References

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