Problem Aspects of Academic Mobility are in Republic of Kazakhstan

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Abstract

Research aim - to Define and in theory ground terms development of academic mobility of students and teachers of institution of higher learning in the system of continuous education and to reduce efficiency of mechanisms of realization of the educed terms.

Methodology – is statistical, empiric and methods of theoretical research. Originality of value - is worked out and reasonable methodical approaches and researches can be drawn on practice of work in the field of education for perfection of academic mobility, terms of their activity that will allow promoting their educational efficiency.

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Peer-review under responsibility of the Organizing Committee of CY-ICER 2014.

Keywords: Education, mobility, academic mobility, social mobility;

1. Introduction

Education is regarded today as the most important value of contemporary world culture. This is manifested primarily in relation to the person as a free and creative personality, realizing itself throughout life. Cal human factor is of paramount importance in the socio-cultural and socio-economic development of society. In education approved

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and develop democratic values that are manifested in the individualization of learning, the creation of various forms of education, including adult. Main idea of modern education is to create a system that will provide every person the possibility of obtaining and updating of knowledge, development, improvement and self-realization of lifelong learning. Describing the new meeting modern and future with the limits, the education system, experts from different countries use the terms «continuing», "future", "permanent", "continuous", "life" education. Since the identity is active, continuously evolving, its activities should be directed to the creation, in search of new non-standard solutions to emerging problems, including a professional nature. Thus, human development in continuing education requires, above all, movement, and hence mobility. Urgency of the problem is due, on the one hand, the rapidly unfolding diversification of higher education, which makes the popular development of common goals. Today it is impossible not to see the process of globalization of professions. Kazakhstan's accession to the Bologna Declaration represents acute problem facing today Kazakhstan's higher education system (Brinev, 2007, p. 124).

One of them – is ensuring its appeal, which affects on the academic mobility of students, their choice of school, country to obtain the desired degree.

2. Method

The development of student and teacher’s academic mobility as of one of the tools of the Bologna process opens up new opportunities not only for the education, but also for the European labor market grouping and a common technological space. Transnational or cross-border, the formation and growth of international academic mobility allow us to consider higher education not only as a form of public service, but also as an important segment of international trade.

However, academic mobility cannot be limited by the opportunity to study or work abroad, and in itself recognition of national diplomas in other countries is not yet access to professional activities. Currently such access, regardless of geographical, educational and political space is becoming a specialist professional competence. Acquires and analyzes the relevance of the education market, which, on the one hand, satisfies the needs of individuals in higher education and raises educational levels, and on the other - does not meet the traditional labor market demand in the relevant specialists. This leads to inefficient use of labor resources, capacity-building of external migration and other social consequences. In this perspective, the problem becomes obvious that the different levels of the education system have different needs, social and personal (Fache, 2005, p. 112).

3. Problem

Our Kazakhstan as the first Central Asian state, became one of the first what join to the Bologna Declaration and today it is a full member of the European educational space.

The main purpose what gives the opportunity to make the jump in the international educational space is quality assurance of Kazakhstan higher education in accordance to international standards, improving its attractiveness and competitiveness.

The academic mobility of students and teachers is one of the governing principles of the Bologna Declaration. In the decade up to 2020 we will achieve a high level of quality of higher education that meets the needs of the labor market problems of industrial-innovative development of our state, individual and the corresponding global best practices in the area of education. Kazakhstan can succeed in this effort only if will use the skills and abilities of its citizens, will participate fully in the process of learning throughout life, and to increase participation in higher education (Kelo, 2006, p. 195).

4. Result

Training, result-oriented, and mobility will help students to develop competencies they need to adapt to the changing labor market grouping, and that will enable them to be active and responsible citizen.

The academic mobility is one of the tools for improving the quality of education, as world experience shows. Berlin Communiqué (2003) calls "the mobility of students, academic and administrative staff is basis for the creation of the European Higher Education Area".

In addition, the Leuven Communiqué (2009) mobility characterized hallmark of the European Higher Education Area. «The mobility of students, early stage researchers and staff advances the quality of the higher school programs
and research. It strengthens the academic and cultural internationalization of European higher education. Mobility has important for personal development and employability, generates respect for diversity and the ability to understand other cultures. It incites linguistic pluralism, thus paving the way for multi-lingual tradition of European Higher Education Area, and enhances cooperation and competition between higher education institutions. Third Bologna Policy Forum adopted the strategy of «Mobility for better learning» EHEA by 2020, which defines the goals of mobility, formulated in the Communiqué Leuven / Louvain-la-Nerve: at least 20% of graduates of higher education by 2020 must pass the academic mobility in the EHEA and 5% beyond (Shabalin, 2007, p. 21).

Center of the Bologna process and academic mobility have been monitored, which was attended by 98 universities. Monitoring data show that:

1) Undergraduate academic mobility is 0.7% of the total number of students surveyed university undergraduates-22.0% and doctoral-32.0%;
2) Of which internal mobility undergraduate students was 0.3%, undergraduates - 6.0%, doctoral - 5.0%, significantly lower than external mobility;
3) in most universities in Kazakhstan created the preconditions for legal support academic mobility: in 49.0% developed provisions for academic mobility in 11.0% of them developed further provisions on the transfer and accumulation of credits by type ECTS; 15.0% universities in their strategic development plans reflected the issues of implementation of academic mobility;
4) 74% of the institutions carried out institutional support academic mobility (corresponding operating divisions);
5) 75% of high schools offer information on academic mobility on the website of the university;
6) 38% of high schools are preparing for exams in foreign languages.

Analysis of the above data identified key barriers and obstacles academic mobility associated with:

1) Funding (this was pointed out 62% of respondents);
2) Language training (mentioned by 53% of respondents);
3) Comparability of content and level of programs (mentioned by 26% of respondents);
4) Lack of a clearly developed system of transfer and accumulation of credits.

Allocation of financial barrier mobility as the primary evidence rather not to use its internal resources universities, a lack of finding alternative sources of funding mobility, as external academic mobility programs at the expense of the state budget in 2012, mastered the 350 undergraduates in 2013 - increased by this contingent 45% is 637 students and undergraduates.

In this context, the priorities in the development of academic mobility are:

1) Strengthening of internal mobility;
2) Quality assurance of external mobility;
3) Quality of stay of foreign teachers, researchers and students in Kazakhstan (incoming mobility);
4) implementation of the principles of multilingual education (training commensurate Kazakh, Russian, English and other foreign languages, training courses and training programs based on study language and culture);
5) Expansion of direct links with universities overseas partner universities and international organizations.

Today academic mobility of students mainly is provided through exchange programs Erasmus Mundus, Erasmus Mundus Partnership and others.

In the Erasmus program of student’s and teacher’s mobility, since its foundation in 1987, was attended by 1.9 million people. Today it has attended about 30 countries. To it attracted 90% of European universities, more than 3,100 higher education institutions in 31 countries.

The second consortium scholarships Erasmus Mundus program for 2012 to 2013. Kazakhstan awarded 20 scholarships (undergraduate - 9 Masters - 5, Doctorate - 3, a post doctorate - one teaching).

However, more than 80 universities implemented memoranda of cooperation for the implementation of joint educational programs with foreign universities (UK, Spain, Germany, Czech Republic, USA, Canada, Russia, etc.).

Significant contribution to the development of human capital and academic mobility was the realization of the International Scholarship “Bolashak” of the President of Kazakhstan giving to the gifted young Kazakhs to get an education in the best universities of the world.

The number of students is increased, who are interested in high-quality higher education. Overseas there are trained more than 20 thousand people from Kazakhstan. About 3000 international scholarship of the President of the Republic of Kazakhstan "Bolashak" trained in 27 countries. It promotes academic and cultural internationalization
of Kazakhstan higher and postgraduate education; improve the quality of research and educational programs.

Academic mobility is important for personal development and employment opportunities, and it brings up a respect for diversity and opportunity to deal with other cultures. It encourages linguistic pluralism and increases the competitiveness of higher education institutions (Usher, 1998, p. 51).

Today, it becomes important not only to master a prestigious profession, but also to achieve a certain educational and cultural level, master certain competencies to be competitive, and therefore, the quality of "goods" will comply «consumer» - the labor market and employer. "The factor of reproduction of social and occupational structure of society and the socio-economic needs of society and the labor market for highly qualified specialists and should be able to further education, including the individual in the continuous education system ". You can not consider the educational sector in isolation from society and also important to establish their equal social partnership.

Kazakhstan in the period before the formation of a common European educational space, called the «unwillingness of the Kazakhstan School act as an equal partner in mobility programs (lack of funding, lack of knowledge of foreign languages) ». In our view, this unwillingness manifested in underdeveloped regulatory basis, organizational mobility schemes and information systems. The key for the development of backward mobility is a state training facilities and infrastructure support. In this case the financial factor is key of academic mobility which is the most «financial» direction Bologna process.

5. Conclusion

Specificity and academic mobility problems in Kazakhstan are in unplanned nature of this activity, the absence of material and financial support, lack of specialists in this field, no developed special methods and mechanisms for academic exchanges, insufficient quantity and quality of joint programs, the absence of infrastructure for effective cooperation. Development of academic mobility is impossible without solving international problems such as synchronization programs offered courses and professions, the recognition of Kazakh documents on education and degrees abroad (Znovenko, 2011, p. 145).

Kazakhstan needs to look at education as a strategic scope of its international interests and, above all, to develop within the concept of modernization of the VPO international educational policies designed to tackle the task of turning study abroad an integral component of higher education, the development of inter-institutional international relations, forming the image of a country attractive for foreign students and scholars. In turn, for these tasks should:

- Provide an opportunity to continue their studies abroad for at least 10 % local students receiving diplomas universities in Kazakhstan.
- Ensure maximum and adequate awareness of students, teachers and the public about the content of education in specific countries and universities.
- Encourage the study of foreign languages, international relations and area studies;
- Introduce mandatory requirements possession after graduation foreign language and in-depth knowledge of at least one country.
- Increase opportunities for faculty members to acquire the experience and knowledge in the field of international and regional business and foreign languages;
- Integrate study abroad with the curriculum of higher education
- Support cooperation between universities, leading to joint degrees and other forms of automatic recognition, which increases the level of trust between universities and promotes mutual recognition of qualifications.
- Liberalize policy training and employment of foreign students, providing them with opportunities to work during study and employed by Kazakhstani companies after a full course of study;
- Eliminate barriers for foreign students, manifested in the complexities of visa documents (especially short-term, to visit the country in educational exchanges and conferences), restrictions on research.

Only as a result of these educational policy Kazakhstani students, faculty and staff become full members of the academic mobility; growth will be ensured quality, attractiveness and competitiveness of educational programs.

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