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Integrating into world educational system

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Abstract

This article presents the influence of the Bologna process in the system of education in Kazakhstan. Although after getting the independence how the educational paradigm have been changed. On the basis of the Bologna process new Standard of education has been adopted. However these changes affect issues of educating and vocal training of the specialists. In other words educational system entangles with every aspect of our organizational life, and in this respect Kazakhstan purposefully works on formation of the new educational system in order to achieve the highly recognized standart of education.

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1. Introduction

The republic Kazakhstan is recognized by the world community as the state with market economy, as the country reached for a short time interval, after acquisition of independence, considerable growth of economy. Entering into world economic community has demanded from an educational system cardinal changes. Therefore educating and vocational training of teachers are the basic priorities of a state policy.

In the economic structure of the developed countries the demand for the intellectually branches have increased. It was reflected in structure of requirement of a labor market highly educated professionals. Thereupon prospects of development of modern education should be considered in the context of tendencies of the international integration which are observed at the end of the XX-th century. So, in the European Union within several decades has been developing and carrying out the complete policy in the field of higher education on preparation of competitive specialists of the future for high technology manufactures.

2. Integrating into world educational system

National education systems cannot be developed without integrating into world educational space.

Kazakhstan also marches in step with the whole world, using in an education system the best of the world practice for educating the society based on knowledge.

Cooperation and integration into world educational space is one of the basic directions in the politics of Kazakhstan, development of a foreign policy of the country. Participation in this process means improvement of the

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quality and competitiveness of the Kazakhstan educational services, recognition of high qualification of our scientists and teachers.

The purpose which we put before ourselves is a formation of national model of the competitive multilevel education integrated into world educational space and satisfying requirements of the person and the society.

On March, 11th, 2010 Committee of Ministers of Education of the countries-participants of Bologna process (46 countries) the decision on joining of Kazakhstan to Bologna process was accepted [1, 2].

The purpose of participation of Kazakhstan in Bologna process - access expansion to the European education, the further increase of its quality, and also increase of mobility of students and teaching structure by means of acceptance of comparable system of steps of higher education, use of system of credits, deliveries to graduates of the Kazakhstan high schools of the all-European appendix to the diploma.

Bologna process represents proceeding dialogue between systems of higher education of the different countries aimed at creation of a uniform European zone of higher education. All process has begun in 1999 29 Ministers of Education of the European states in the city of Bologna (Italy) where the Bologna Declaration on creation of uniform European educational space has been signed.[1, 2].

The European systems of higher education and Main principles of the Bologna Declaration - a transparency comparability of diplomas and degrees - are concretized introduction of two-cyclic higher education (a bachelor degree + magistracy), further - doctoral studies and working out of the general approach to education quality assurance.

Tools of Bologna process are a uniform appendix form to the diploma (for simplification of their comparability, by 2005), the scientifically-academic mobility and the general system of an estimation of labor input of training courses (European Credit Transfer System).[3]

According to the obligations taken on joining to the Bologna Declaration, Kazakhstan should carry out a number of actions till 2020. The Bologna declaration establishes acceptance of system of easily understood and comparable academic degrees based on two basis cycles - graduate and postgraduate. Thereupon in Kazakhstan since 2004 the multistage structure of the graduate and postgraduate education is entered: bachelor degree-master degree-doctoral studies (PhD). The given structure has found the legal fastening in the new Law of Republic Kazakhstan «About education». [4]

According to the Bologna Declaration the recognition of educational programs is provided with introduction of system of test units or credits. Therefore for the international recognition of national educational programs, maintenance of mobility of students and teachers, and also improvement of quality of education and maintenance of continuity of all levels and steps of the graduate and postgraduate education in republic high schools the credit technology of training is introduced.

Integrating the credit technology in the system of higher education needs to research the world practice of this technology. As we know credit system of education is divided into different types. [5]

1. USCS
2. CATS
3. ESTS

All these technologies are different from each other and different countries are practicing the various types. All European countries in the list of the European union are using ESTC, in America (US Credit System), UK- CATS (Credit Accumulation and Transfer Scheme/System, and in Kazakhstan we have ECTS – European Credit Transfer System

The material resulted below allows us to compare features of traditional and innovative training after accepting this technology. This material simultaneously allows to understand and those difficulties which face both teachers, and practical teachers at designing of model of the situation realizing values of innovative strategy of education.

Comparative features of the traditional and innovative forms of education.

✓ Management unit in traditional training: Teaching and educational process is considered as interrelation of two independent activities: training the teacher and giving information to the students; students act as *objects* of management, as executors of plans of the teacher

✓ Management unit in Innovative training: Management unit is *the complete teaching and educational situation* in interrelation of mastered activity with diverse forms of interactions

between all participants changing at different stages of mastering of the maintenance of activity for the purpose of maintenance of high level of motivation and activity of students; students act as *subjects* of the doctrine, dialogue, co-operating with the teacher

✓ The purposes traditional training: Mastering of in detail-disciplinary knowledge The purposes innovative training: Development of the person and diverse forms of thinking of each trainee in the course of mastering the knowledge.

✓ Role positions of the teacher and style of a management in traditional training:

The Subject-oriented, prevails function information-supervising (trained as learning "cognitive" the individual). Style is authoritative, repressive; the initiative of trainees is not encouraged

✓ Role positions of the teacher and style of a management in innovative training:

The student-oriented, organizational and stimulating functions (the trainee as the complete person co-operating with all participants of process of training) prevail. Style democratic, encouraging, the initiative of trainees is supported

✓ Forms of interactions in traditional training: The purposes set by the teacher

and plans of their achievement define executive style of individual study of trainees. The leading form of educational interactions is imitation following to samples. The position of the conduction is fixed to the trainee on all extent of education. There had been monotony of social and interpersonal interactions. High level of the conflict and aggression on all extent of training, inevitable strengthening of animosities and estrangement had been between the teacher and trainees.

✓ Forms of interactions in innovative training: The purposes and problems are

developed and accepted in common by the teacher and trainees. Process of their achievement will be organized as joint activity and the variety of the interactions, helping to staticize the personal experience of each participant. At each stage of development of new experience of the leader there is a form of interaction which keeps high level of activity of each trainee. Development of various positions and roles of the person in system of educational and interpersonal interactions (the accomplice, the partner, the head, the assistant)

✓ The control and estimation in traditional training: Prevails control within the

limits of rigidly set rules. Rivalry in struggle for the best estimation is encouraged. The motivation is carried out for the account of "sentence expectation" - estimations of the teacher. Study is carried out to avoid punishment, prestige loss, instead of in interests of knowledge and the personal contribution to it. The estimation of result from the teacher prevails, encouragement forms are monotonous, fear before punishment by a bad estimation a-conducting emotional component of the doctrine

✓ The control and estimation in innovative training: Self-checking within the

limits of the general values divided by group. The internal control is quickly formed concerning all behavior in wide borders of values accepted by the person. Self-estimation in groups of the trainees directed to socially and personally to the significant purposes and interested in achievement of productive result. Diverse forms of actualization for encouragement reached, strengthening of a public recognition of achievements, creations of a positive emotional spirit in teaching and educational situation are entered

Joining of Kazakhstan to Bologna process will allow providing acceptability of the Kazakhstan educational programs, curricula, the academic mobility of students and teachers, convertibility of domestic diplomas in the European region, the right of graduates to employment in any country. «The academic mobility» differs from traditional foreign training first of all that, first, students go to study abroad though and on limited, but long terms-semester to one academic year, and, secondly, during such training they study graduate programmes, not only study language and fact-finding separate disciplines, and pass a full term or a year course which is utilized by after returning back to the basic high school. «Basic high school» we suggest to name that high school where the student arrived also whose diploma the students initially wished to receive.

The introduction of Kazakhstan into Bologna process opens the big possibilities for the Kazakhstan universities in realization of joint educational projects, such as two-degree education, a mutual recognition of the academic courses, international, etc. Comparability in education allows reaching accreditations of following purposes:

Formation of curriculums in which all basic elements of educational process (the curriculum, methods of training and an estimation, the requirement to the maintenance of courses and teachers) are co-ordinated;

Automatic recognition of results of training at university - the partner all participants of partnership that is a

guarantee of embedding of an element of mobility in educational process.

Conclusion

Today we can see the improvements in the system of education. Our president Nursultan Nazarbayev has created strategies of education and our aim is according to his strategy to focus on educational development within the new paradigm and to form the intellectual nation of Kazakhstan with national values. Implementation of the best model of the education will increase not only the level of education but also will help to develop our country as a whole in every aspect.

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