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MODERNIZATION OF THE EDUCATION SYSTEM IN KAZAKHSTAN

Niyazbekova Sh.
Candidate of Economic Sciences, PhD
S.Yu. Witte Moscow University

Mauina G.A.
Candidate of Economic Sciences, Associate
Professor
S.Seifullin Kazakh Agrotechnical University
Nur-Sultan,
Kazakhstan

Zholmukhanova A.Zh.
Candidate of Economic Sciences, Professor
S.Seifullin Kazakh Agrotechnical University
Nur-Sultan,
Kazakhstan

Currently, Kazakhstan is recognized by the world community as a state with a market economy. In a short historical period of gaining independence, Kazakhstan made a breakthrough in the economy, integrating into world civilization, using new progressive technologies. The prospects for the socio-economic development of the country are determined. In this context, the role and importance of the modern education system, human capital as criteria for the level of social development, which form the basis of a new standard of living in society and are the most important factors, the basis of the country's economic power and national security, is growing [3]. In turn, transformations in the system of social relations have an impact on education, require it to be mobile and adequately respond to the realities of a new historical stage, and must meet the needs of the development of the economy as a whole. The Kazakh education system is developing under the conditions of an outdated methodological base of education, structure and content, which are insufficient for its gradual entry into the world educational space. Kazakhstan has developed a long-term strategy «Kazakhstan's path - 2050: Common goal, common interests, common future», set a goal and developed a program for Kazakhstan to join the ranks of 30 developed countries of the world.

One of the main priorities of the «Strategy – 2050» is to improve the quality of all parts of national education. Kazakhstan relies on a knowledge-based economy,

the formation of an intellectual nation. The formation of a knowledge-based society is accompanied by a large-scale reform of the entire education system. Work has intensified on deep integration into the world educational space, the maximum approximation of its activities to international standards, the requirements imposed by the conditions of globalization, and growing competition. The Global Competitiveness Index confirmed growth in 11 out of 14 positions in the field of education, contributed to Kazakhstan's 51st place in the ranking of countries in the world. More than 1.6 times increased funding for the education system. The expenditures of the republican budget for the implementation of the activities of the State Program for the Development of Education amounted to 90.3 billion tenge. The method of per capita financing has been developed.

Currently, its testing in pilot schools has begun. A large-scale norm-setting activity has been carried out. 8 laws, more than 70 Government Decrees and 560 orders of the Ministry of Education and Science have been developed. New systemic institutions have been created: the Kasipkor Holding, the Bologna Process Center, the National Center for Educational Statistics and Evaluation, the Orleu Advanced Training Center, JSC Information and Analytical Center, the Republican Center for the Development of the UGS, the Research Center «Molodezh». The State Educational Savings System (SES) has been developed, which will become an additional way of saving money and will allow you to save up for your education or the education of a child at a university or college in any desired specialty. The strategic goal of the state policy in the field of education is to increase the availability of quality education that meets the requirements of the innovative development of the economy, the modern needs of society and every citizen.

Certain negative trends also began to grow in the system of higher education [2]. The decrease in requirements for entering a university in the absence of the intellectual, human, material and technical potential of individual universities and their numerous branches that meet modern requirements has led to an excessive increase in the number of specialists, which has led to a glut of the labor market with unclaimed personnel. This was facilitated by mass training in narrow-profile specialties, focused only on stable industries and consumers. The absence of a mechanism for mutual accounting of our educational programs and foreign analogues, mutual recognition of documents on education hinder the academic mobility of students, teachers and specialists in service and managerial work.

The improvement of the country's economic situation at the beginning of the new century had a generally positive impact on the education system: the construction of new schools resumed; funds began to be allocated to strengthen the material and technical base of educational organizations. However, this is not enough to radically change the state of the education system. There is a clear backlog of the educational system from the needs of a market economy and an open civil society. The main reasons for this situation in the education system were: the predominance of subjectivity in the final assessment of the quality of education gave rise to certain negative aspects at all its levels; insufficient susceptibility of the education system to innovations and lack of proper motivation to introduce a quality education system; insufficient effectiveness of the mechanisms for the formation of

an ethno-cultural and civic identity among the younger generation, based on knowledge of the history of the state, the state language, and national cultural values of the peoples of Kazakhstan; non-compliance of the material and technical base, educational and laboratory equipment, educational and methodological literature with modern requirements; lack of motivation in providing high quality education in the system of personnel training, outflow of personnel, decrease in material incentives for pedagogical work.

The current situation in the field of education indicates the need for consistency in overcoming negative phenomena, cardinal organizational and structural changes, updating the content of education and improving the quality of training specialists in accordance with modern socio-economic and political conditions for the development of the republic and the progressive experience of highly developed countries. Measures are being taken to modernize the system of higher education, the main attribute of which is joining the Bologna process. The globalization of the world economy has become an objective reality. This is especially evident in European countries. In the structure of the economy of the European Union, there is an increase in knowledge-intensive industries that have an impact on the needs of the labor market, which requires an influx of highly qualified specialists. The creation of a single pan-European labor market determines the adoption of adequate changes in the educational sphere. Therefore, the national education system cannot develop without integration into the global educational space.

The President of the Republic of Kazakhstan, Kassymzhomart Tokayev, in his speech «Strategy for Kazakhstan to enter the ranks of 50 competitive countries of the world», identified one of the most important directions for further modernization of the social sphere, development of a modern education system and training of highly qualified personnel [1]. In his opinion, significant changes have taken place in the republic in recent years. Kazakhstan has successfully implemented the recognized and most widespread in the world bachelor's and master's model of training specialists and completely switched to a three-level system of education: bachelor's degree, master's degree, doctoral Phd. The fact that our universities signed the Great Charter of Universities testifies to the commitment of domestic universities to the generally accepted principles of university education. As you know, today 18 universities of Kazakhstan have signed this Charter.

Since 2007, purposeful work has been carried out to introduce a program of two-degree education. “This is a new undertaking. According to the international program "Bolashak", which was initiated by the Head of State, annually 3,000 students study abroad. However, today there are a lot of people who want to get a foreign education.

Kazakhstan has created a national accreditation system that takes into account international standards. An analysis of the Kazakh legislation on science and other official documents shows that the integration of science and education is a process of interaction, cooperation between scientific organizations and institutions of higher education. The main reason for the need to integrate science and education is primarily related to the creation of an effective system for the development of

fundamental sciences through the cooperation of scientists from higher educational institutions and research institutes, the preservation of leading scientific schools, improving the quality of education, and developing new forms of organization. educational process.

The current state of integration of science and higher education in Kazakhstan is characterized by various forms of joint activities of universities and research institutes (RIs). First of all, these are cooperation agreements in the field of fundamental and applied research, the development and implementation of research projects and programs, educational and industrial practice in laboratories and pilot farms of research institutes, attracting leading scientists from research institutes to conduct training sessions, supervise students' practice and theses, joint training of doctoral students and undergraduates, lecturing at the leading universities of the country. As world experience shows, scientists are not divided only into researchers and teachers. As a rule, both of them are engaged in both science and teaching, working in unified scientific and educational centers, which are a university with a network of research institutes. A rather new element concerning the financing of university science is the system of grants, which is now considered as the basis for selective support for small, but the most efficient teams and individual scientists. It also serves as social and scientific recognition of performers and projects, promotes the independence of the choice of research topics, provides an opportunity for further search for solutions to fundamental problems.

The competitive system of financing scientific projects through the Science Fund of the Republic of Kazakhstan has proven itself quite well. The introduction of innovative forms of integration of science and education, as foreign experience shows, helps to increase the efficiency of scientific research. The ultimate goal of the integration of science and education in Kazakhstan should be the staffing of the national innovation system and the country's economy as a whole. The main directions for achieving this goal can be:

- improving the quality of education and training of scientific and technical personnel with modern knowledge at the level of the latest achievements of science and technology and practical experience in participating in scientific research obtained in the learning process;

- attraction and retention of talented youth in science and education;

- increasing the efficiency of the use of budgetary funds, personnel, information and material and technical resources of scientific organizations and universities in the conduct of fundamental and applied research and training of scientific personnel;

- activation of relationships with the business sector of the economy and corporate science, the processes of commercialization of the results of scientific research and development and the transfer of technologies to the real sector of the economy.

Obviously, the essence of science and education lies in the formation of sustainable relationships between scientific and educational activities, primarily on the basis of project financing, management, stimulation and interaction. Science enriches education with new knowledge, develops new, progressive teaching

methods, and education serves as a source that nourishes science with young cadres. The solution of many problems in the development of scientific and educational activities depends on their effective interaction. The main tasks of the current stage of the integration of science and education in the Republic of Kazakhstan, in our opinion, should be the training of personnel for science and high technologies, the stimulation of scientific research at leading universities, the concentration of efforts of academic and university science in priority areas, the sharing of expensive equipment. One of the effective methods for the development of education is its integration with science and production. Such integration gives a synergistic effect and intensifies the development of all components of this triad. Unfortunately, in Kazakhstan the processes of integration of science, education and production are not yet sufficiently developed.

Today in the republic there is an active process of corporatization of scientific organizations with very vague goals in terms of the needs of the development of science, the commercialization of universities, which promotes competition rather than cooperation and integration.

Of particular acuteness at the present stage is the insufficient orientation of scientific and pedagogical personnel towards the innovative development of the country and their adaptation to the market realities of science and economics. The current education system in Kazakhstan implements a new learning model focused on practice orientation. Meanwhile, in the new conditions, a specialist should focus not on what will be needed today, but on what will be in demand tomorrow.

A serious problem for the current education system is the insufficient scientific training of the teaching staff (TS) of higher education due to poor participation in research work [2].

In striving for European standards of higher education, it should be taken into account that in Western Europe only 10% of students study at private universities. This raises the question of the demand for young specialists. At present, most universities in Kazakhstan have turned into a kind of "diploma factory", producing specialists without taking into account the demand for certain specialties in the labor market. As a result, the situation is aggravated with a rather high level of unemployment among people with higher education, or their employment not in the specialty received at the university.

Reference

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