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# БОЛАШАҚ МҰҒАЛІМДЕР МЕН АУДАРМАШЫЛАРДЫ КӘСІБИ ДАЯРЛАУДЫҢ ТЕОРИЯСЫ МЕН ӘДІСТЕМЕСІ

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## THE EFFECTS OF GLOBALIZATION ON EDUCATION IN KAZAKHSTAN

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*Key words:* intercultural communication, Bologna process, education system

After gaining the status of an independent state the Republic of Kazakhstan integrated into European and global processes and started to cooperate with other countries in various fields of activity. The need of knowledge about European culture and the usage of this knowledge in the process of communication caused the problem of mastering of the cultural peculiarities of other countries. Entering the common space is impossible without mastering its cultural context. The realization of belonging to a common world space requires an understanding among representatives of different cultures. The need to develop interaction through dialogue of cultures, promoting the establishment of contacts, as well as self-awareness and the desire to understand each other, the development of these abilities is inseparable from the development of other culture and therefore attracts the attention of various disciplines. Knowledge of other cultures allows to construct communication process in the most optimal way and to avoid various mistakes and barriers in the process of communication. In this regard, tendencies in the development of intercultural communication in Kazakhstan are beginning to gain momentum. The tendencies to the entry of the world States and Kazakhstan in particular into intercultural dialogue are determined by the logic of the development of history, today's requirements and sociocultural changes.

Today, globalization has an increasing impact on the educational policy of the world nations. At the present stage, globalization is the main force in the process of establishing both theoretical and political frameworks for an increasing number of spheres of human activity. And, of course, it has influenced the sphere of higher education, where scientific, scientific-technical and managerial staff are trained, i.e. the carriers of modern scientific and technological progress. A strong argument of modern policy focused on higher education and science is the structural dependence of the economy, social system, and national security on the knowledge and technological innovations of each country.

The realization that education will be a priority for the progress of society and the state in the context of globalization, led to the holding of major international congresses devoted to prospects of development of education: 1997, Toronto (Canada) – world conference on the problems of interaction of the information society and the education system; 1998, Paris (France) – the first world conference on higher education; 1999, Seoul (Korea) – the second world Congress on technical and vocational education; 2000, Dakar (Senegal) world conference on education. The agenda of these forums was the idea that sustainable development of the human community in the global environment can be achieved only in the situation of equal access to education, improving its quality, active international cooperation in the field of education [1, 287].

By the beginning of the XXI century the majority of foreign educational systems had undergone major changes or are in the process of reform.

If we analyze the state of the education system of the world's leading States, we can determine the following global trends:

- updating the philosophy of education;
- establishment and improvement of state standards of secondary General and vocational education;
- increasing access to education for all sectors of the population;
- search for more effective ways to manage education;
- diversification of types of educational institutions, their forms of ownership;
- informatization of education and the development of adequate new learning technologies.

A new vision of the role and importance of education led to the re-evaluation of its place in society, the revision of the mission of education in the integration of educational space in the world community.

Strategic planning of higher educational institutions development became a necessity in the conditions of external environment change, high level of competition in the sphere of higher education, increase of academic freedom.

Thus, over the past 20 years, and the priorities for the development of higher education, defined in the implementation of the Bologna process, has changed. Only two principles remain unchanged today – mobility and lifelong learning. A new emphasis in the development of educational systems is made on international openness and consideration of the students' needs.

Today, in the context of globalization, higher education institutions are considered both as a source of new ideas and as their basis. It is necessary to pay attention to one more important factor. This is the creation of a global market economy, and the emergence on this ground of powerful migration flows. These processes put on the agenda a very important issue of recognition of qualifications of specialists who have received education in different countries during their employment.

In the conditions of changes in the external environment, Kazakhstan has integrated not only into the global economic, political, cultural systems. Nowadays we are in the process of integration into educational system of the world.

In order to integrate kazakhstani higher education system into the world education system, it was necessary to reform it, to prepare a legislative framework, to develop a set of activities and programs aimed at the free exchange not only of capital and goods, but more importantly, at the free exchange of students and teachers between countries, universities, as well as between the scientific community. All in all, this was the reason for the inception of the initiative, now well-known as the Bologna process, which goal is the establishment of a unified educational space in Europe and the transformation of this part of the world in the world center for «knowledge societies». On the 11th of March, in 2010, Kazakhstan became the 47th country, which joined to the Bologna process. Today, the Republic's entry into the European educational space is considered in the context of national interests in the development of the country's foreign policy aimed at cooperation with Europe, including the accession to the WTO (World trade organization), and participation in the market of educational services [2, 83].

The basis of educational policy reforms in Kazakhstan are three pillars: the Constitution of the Republic of Kazakhstan, the law on education (2007), as well as the «State program of education development for 2011-2020». These documents have made major changes in the structure and content of education. The Law «On education» was adapted to the integration of Kazakhstan's higher education in the Bologna process. This is the implementation of such areas as the transition to 12-year school education, legalization of the status of profile schools, increasing the requirements for the quality of textbooks, etc. A single centralized control and monitoring of the quality of education was introduced. For the first time, new types of higher education institutions were included as national research universities, etc. [1, 288]

Following the provisions of the Bologna Declaration, Kazakh universities from 2002/2003 academic year began a gradual transition to the European system of higher education. «State education program for 2011-2020» provided continuity of modernization of the system of Kazakhstan education, contributed to the formation of a competitive multi-level model of higher and postgraduate education, its integration into the international educational space. The main arguments in favor of the reforms were the quality of education, the autonomy of universities, research independence, and the use of new financing schemes.

Three cycles of higher and postgraduate professional education system (bachelor-master-doctor of philosophy PhD) were created. In our system of education such international terms as Advisor, Tutor, Grade Point Average (GPA) have appeared. There have been changes in the management of universities through the establishment of boards of Trustees and the introduction of corporate governance. A unified system of credits according to the type of ECTS, i.e. credit technology of education and quality control system of education was introduced. The national accreditation center was opened; in 2012 it was transformed into the center of the Bologna process and academic mobility under the Ministry of education. Academic mobility of students and teachers, the European application to the diploma, quality control of higher education, the creation of a single European research space, etc. are widely used in the practice of Kazakhstan's education.

Thus, the trend of building a system of continuous education (education throughout life) takes place in the field of education of the Republic of Kazakhstan: this trend of building the system of lifelong education (education throughout life) can be traced in the field of education RK: educational-production complexes are formed, career guidance and employment are being activated, alumni associations are being created, double-degree programs, University programs for professional development and programs focused on postgraduate

training of specialists (master and doctor of business administration) are widely spread, universities are integrated into various educational networks and associations.

In addition, the prospects of the market of educational services in Kazakhstan are characterized by the following factors: the reduction of the number of universities, the formation of National qualification framework, academic freedom in determining the content of education, academic mobility, the development of joint educational programs in the framework of bilateral and network interaction, the focus on the implementation of the principles of the Bologna process.

However, Kazakhstan's entry into the Bologna process has been and is taking place in difficult conditions, facing difficulties of both objective and subjective nature. Among the priority problems are legislative, organizational, financial and moral ones. The solution of issues of mutual comparability of educational systems, recognition and equivalence of documents on education, coordination of issues in language policy – these are not a full range of tasks that the Bologna Declaration is designed to implement.

At the same time, there are a number of unsolved problems in the field of ensuring the mobility of students and teachers of universities of the Republic. Thus, not all universities have financial opportunities to invite well-known scientists from Europe, the USA, Southeast Asia and other regions to give lectures and exchange experience. The problem of language training of students becomes urgent, because it is a limiting factor in the implementation of the mobility process. According to some experts, the higher school of Kazakhstan is not sufficiently adapted to the European system; in particular, a number of mandatory disciplines of foreign universities are not reflected in the Kazakh educational programs. Many universities have established special academic services – Registrar office, institutes, advisors, Tutors. Universities do not distinguish these terms on a conceptual level [3].

One of the manifestations of globalization in education is the use of foreign experience of the theory and practice of modern management, accumulated in economically developed countries. The experience of international governance structures are also being used, which, due to competition and economic growth, have been constantly modernized and supplemented by new varieties. This allows any company to choose the most effective structure.

Another trend of globalization in education is the trend towards computerization. The educational process in modern conditions is equipped with computers, computer courses. Computer courses allow the student to work independently at the speed at which he is capable. One of them – «Management Problem Solving with PC Software and World Wide Web», which is authored by K. Laudén (New York University), J. Laudén (Azimuth Corporation) and P. Vail (University of Melbourne), – gives the opportunity to master the Western course of management to any student from any country, without going abroad in the real conditions of a company.

Thus, globalization, which has affected all spheres of production and service delivery, has had a significant impact on education, primarily using the resources of modern information and communication technologies. Thus, globalization, which has affected all spheres of production and service delivery, has had a significant impact on education, primarily using the resources of modern information and communication technologies. The system of higher and postgraduate education is immediately influenced by technological innovations, the efficiency of which determines the competitiveness of universities. Internet technologies expand academic ties for participation and joint educational programs and research; allow universities to be closer to the consumers of their educational services.

Thus, the system of higher education of Kazakhstan has undergone significant changes over the years of independence. One of the reasons and catalysts of this process is globalization, which sets new goals and objectives for the system of higher education. Universities operate in a competitive environment and develop as separate Autonomous business organizations.

All these factors contribute to the internationalization of the higher education system and integration into the international educational environment.

In the country there is an active search of national identity in the conditions of globalization. Education in these conditions becomes an important factor in the transformation of Kazakhstan's society, is an important part of the national culture «State program of education of the Republic of Kazakhstan for 2011-2020» [1, 289]. In the country there is a revival of the potential of the nation, the spiritual elite, the cultural layer of the nation is generated for the first time after independence. The factor of creating conditions for the introduction of international educational standards in the Kazakh educational environment to improve the competence and competitiveness of Kazakh specialists is potentially favorable. It corresponds to the current trends in world education functioning within the global market system, which activates migration processes and involves Kazakhstani citizens in this process.

Global culture and a single socio-cultural space requires the creation of an interactive model of intercultural communication, reflecting the rapidly occurring socio-cultural transformation. The development of new technologies and information networks not only contributes to globalization processes, but also indicates a tendency to the closure of the individual and isolation.

This can be prevented only by creating conditions that ensure the full and comprehensive development of the opportunities and abilities of the human being, which is possible with a flexible education system that allows to acquire knowledge in view of their constant renewal.

The large gap between education and funding in a number of countries makes it difficult to adapt quickly to new conditions, which makes it difficult for the process of intercultural communication at the state level. It is generally accepted that education, as well as scientific development, education, physical culture and sport, is a basic component of the cultural process.

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### ТІЛ – ҰЛТТЫҢ РУХАНИ ҚАЗЫНАСЫ

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Дүние жүзінде әрбір ұлттың, елдің өз ана тілі болатыны баршаға аян. Ана тілі – адамзатқа өзінің жерінің ерекшелігімен, халқының қанымен, анасының сүтімен даритын құбылыс. Туған тіл белгілі бір ұлттың өзіндік дара қасиеті мен өміршеңдігінің негізі.

*Қадыр Мырзалиев тіл туралы өзінің бір сөзінде:* «Адамның жаны бар сияқты ұлттың да жаны бар, оның тілі мен жаны табиғи тығыз байланысты. Тілінен айырылған халық міндетті түрде ұлттық қасиетінен айырылады», – деген [1]. Керемет айтылған сөз, себебі тіл – тәрбиенің түп қазығы, тіл – білім-ғылымды игерудің қайнар көзі, тіл – ұлттың жаны, мемлекет болудың негізгі белгісі. Ана тілінің құдіреті арқылы ана сәбиіне деген мейірімін жеткізіп, жарқын болашағына жол сілтейді, адамдық асыл қасиеттерді дарытады. Ата-әжелер ұрпағын аталдың бабалардан жеткен мол мұра екендігін, оны болашаққа жеткізу әр ұрпақтың борышы екендігіне назар аудартады. Ел қорғайтын ер мінезді де, намыс пен жігерді де ата-ана тіл арқылы ұрпағының ғана бойына сіңіре алады. Ғасырдан ғасырға ұласып жинақталған мол тәжірибе мен білім қоры да ұрпақтан-ұрпаққа сол халықтың тілінде жеткізіледі. Ана тіліміз арқылы салт-дәстүріміз қалыптасып, ұлттық нышан ретінде айшықтала түседі. Ана тілі арқылы ұлттың өзіндік болмыс, сол ұлтқа тән қасиеттері қалыптасады. Тілінен айырылған ұлт барлық құндылықтарынан жұрдай ада болады десек те артық айтқандық емес. Осы аталғандардың барлығы тәрбие, білім, дәстүр ана тілінің арнасынан бастау алғанда ғана біздің мемлекетіміздің тұғыры қатайып, ішкі бірлігіміз нығая түсері заңды құбылыс болмақ.

«Туған тілім ертең жоғалар болса, мен бүгін-ақ өлуге әзірмін», – деп, авардың ұлы ақыны Расул Ғамзатов тектен-текке айтпаса керекті [2]. Себебі мемлекеттік тіл сол халықты рухани тұтастыққа жетелейді. Қазақстан – көп ұлтты мемлекет екендігі рас. Әрине, көп ұлтты мемлекетте көп тілділік мәселесі де жоқ емес. Алайда сол мемлекетті құрайтын ұлттың ана тіліне басымдылық беру қажет. Сонау 2005 жылғы Жолдауында ұлт көшбасшысы «Біз барша қазақстандықтарды біріктірудің басты факторларының бірі – еліміздің мемлекеттік тілін, барлық қазақтардың ана тілін, одан әрі дамытуға барлық күш-жігерімізді жұмсауымыз керек» ,– деп айтқан болатын. Ата заңын сыйлайтын әрбір ұлтжанды азамат ұлтына, тегіне қарамай, қазақша үйренуге міндетті. Адамды діндеген мұратына жеткізетін ана тілі мен ата дәстүрі. Бауыржан Момышұлы атамыз: «анамыздың ақ сүтімен бойымызға дарыған тілімізді ұмыту – бүкіл ата-бабамызды, тарихымызды ұмыту»,– дейді [3]. Ұлы Отан соғысының

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