**Aktolkyn Kulsariyeva,**

PhD, Professor

Vice-Rector for Academic Affairs

Abai Kazakh National Pedagogical University

**Ainura Kurmanaliyeva**

PhD, Professor,

Head of Department of Religious and Cultural studies

Al-Farabi Kazakh National University

**Modernization and education of “digital” generation**

The main idea of President`s Message of recent years to the Kazakhstan nation is a social-economic modernization. The term “modernization” has been constantly presenting in the topic of Message for the last two years. These Messages confirm the importance of the idea of modernization for Kazakhstan`s state system`s effective functioning. Social-economic modernization provides for essential advancement of the role of **human capital**. One of the main factors of reconstituting of human capital along with financial, social resources is a model of educational system i.e. schools and universities.

Prem Kirpal stated that that “there is an important difference between the modernization of education and the modernization of society as it commonly understood. The modernization process is usually linked with the break from tradition, the application of technology and science, to meet increasing needs and desires and the attainment of high standards of living. On the whole, modern society is attractive and progressive, and modernization is universally coveted by the so-called developing countries, which place great emphasis on education as an important instrument of change and development.

According to him education, however, has larger than modernization of society, and modernizing of education is still a need in all countries developed and developing, rich and poor [1].

In western and eastern academic circles there have been a plenty of works on modernization processes and the role of education in them. One of the dynamic definitions to the modernization was given by Johannes Berger: "Modernization is the internal achievement of a society; the particular processes of modernization support each other in combination; the leading nations do not impede the followers; the processes of modernization are converging in a common goal" (modern society, modernity) [2]. Following Berger Wolfgang Zapf stated that “means development cannot be explained by exploitation nor can it be accomplished by simply copying institutions. Despite the basic fact of rising differentiation there is the parallel process of rising interdependence. Despite visible trends of globalization the indigenous forces are decisive” [3].

For example, Asha Chaudhary stated that modernization is a process of socio-cultural transformation and thorough going process of change involving values, norms, institutions and structures. According to the sociological perspective, education does not arise in response of the individual needs of the individual, but it arises out of the needs of the society of which the individual is a member. In a static society, the main function of the educational system is to transmit the cultural heritage to the new generations. But in a changing society, these keep on changing from generation to generation and the educational system in such a society must not only transmit the cultural heritage, but also aid in preparing the young for adjustment to any changes in them that may have occurred or are likely to occur in future. The diffusion of scientific and technical knowledge by modern educational institutions can help in the creation of skilled manpower to play the occupational roles demanded by the industrial economy. Other values like individualism and universalistic ethics etc can also be inculcated through education. Thus education can be an important means of modernization. The importance of education can be realized from the fact that all modernizing societies tend to emphasize on the universalization of education and the modernized societies have already attained it. Education plays an essential role in society, creating knowledge, transferring it to students and fostering innovation [4].

Tiryakian analyzed the modernization processes as follows:

* modernization is the result of actions by individuals and collectives, not an automatic development of systems;
* they seek new ways to achieve their goals and fulfil their values; but whether these aims can be accomplished, will depend on their resources;
* Modernization is not a consensual process, but a competition between

modernizers, conservatives and bystanders;

* science is a major driving force, but religion and tradition must not be

underestimated;

* the general criterion for the success of modernization is the welfare development of the whole population;
* centers of modernization may change and move.
* modernization is not continuous-linear; it has also cycles and regressive

crises [5]. Certainly, every country undergoes it own ways and processes of modernization, but at the same time the waves and speed of globalization set forth certain and universal requirements before the democratic and modernizing societies. In this case, it is very important to thoroughly study and pay attention to the modernization process experiences of developed countries.

Talking of country`s modernization, we should not forget the circumstance that the decision of this task is indeed an ideally complex program of different generation of the citizens of our country. Different generations have their own values, life principles, considering them might contribute to the success of modernization`s strategy.

It`s not a secret that effective cooperation with representatives of different generations is a real proof for organization managers of educational structures. Because the different generations in schools and universities collide with each other with their values, expectations, ambitions, furthermore involved to contemporary world of digital technologies by different way. If teachers have a high level of so-called **“computer anxiety”,** coming from insufficient **functional digital illiteracy** of their generation, their mentees are entirely involved in screen culture, into the world of unbelievable variety of gadgets. Therefore, this circumstance will require the development of the innovational educational technologies and creating of new scripts of lessons to the teachers.

Immediate development of electronic education by educational organizations, radical change of the system of advanced training will finally be directed at minimizing the **digital inequality** between the teacher as **digital emigrant** and mentee as digital aborigines. Then, only in that case, one of the barriers will be removed, which prevents the successful interaction in educational process and education of upcoming generation.

German sociologist Carl Manheim described the generation as an assembly of people, the similar mentality of whom is defined in most cases by similarity of life experience, otherwise with common fate. The fate of people of certain period is reflected in their perception and understanding of reality. One of the methods to understand the generation is to define and separate main events which shaped main values of generations. Just this term “values” is a keystone of the generational theory of American scholars Neil Howve and William Shtraus. They believe that representatives of one generation are shaped in the meantime of nearly 20 years. Howve and Shtraus look at generational models of American society starting from 16-17 centuries. Following those, Russian scholars start their own generational countdown from 20th century. Taking into account the fact that our country has undergone the same historical fateful periods as the periods pointed by Russian scholars, it would be possible to get their model as a foundation with some correction. So, let`s have a look at 4 generations, who are valid active participants of socio-economical life of our country.

**“Silent generation” born in 1920-1941-ss**, so-called for its endurance, conservatism, law-abiding (try to be not law-abiding in revolutionary regime or war times!). Their values were shaped under the influence of social innovations of October Revolution, famine of pre-war collectivization, ruins of times of Great Patriotic War.

That was the generation of our grandfathers and grandmothers- the first Kazakh generation. Nearly all of this generation came from villages (auls), which was part of patriarchic-traditional world of Kazakh culture. As known, due to collectivization nearly everything: traditions, lifestyle patterns, household, houses and even dress codes were changed in Kazakhs’ lives. This loss of traditional orientations established by century’s life, difficulty of accommodations to fast changing conditions resulted in an appearance of psychological stresses and inferiority complex, which make itself felt till nowadays.

“Silent generation” was a generation with huge psychological traumas, identity crisis, passed soviet and fascists “slaughters”. The program of really suffering, “pioneer”-spirited, brave generation was like the following: to survive at any price, to find shelter, to be fixed in the city, to give Russian education to their children. They like when there are strict rules, orders and stiff hierarchy. Values of this generation, who passed famine and hard war time, are thrift, life as a reserve. Exactly people of these ages know the price of bread crumbs, saves everything in store – conserve, preserve jams, dry rusk etc.

**Generation of post-war “baby-boomers”,** who was shaped in 1942-1963-ss. This generation of residents of socialistic superpower, who competed and showed an example to “moribund capitalism” in everything. They have expressed psychology of winners—the victory in the Second World War, space invasion (famous “Earth, pay obeisance’s to Man”) nearly religious faith in the light of socialistic future. This generationwas fostered by collective values and standards of ideological machine of Pioneers and Communist Party.

Just post-war generation has a consuming psychology in their deep sub-consciousness, as soon as their parents had permanent message like—“we have had a rough time, now you should live in prosperity and comfort”. It seems, that nowadays, the sophisticated cars, which make city traffic jams, chaotic site of desired country palaces is a program of “silent” grandfather`s generation in action.

**Generation X (unknown generation, generation of changes)** born in 1964-1985ss, has been educated in opposition of two systems—capitalism and socialism. Their parents worked very hard, they were educated in standard kindergartens, under “yard-minding”, so-called “children with home key on neck”. Apparently, because of that they are very independent, active and inquisitive. For generation X knowledge is immutable value, they like to study and they have all-around systematic education. They appraise variety and flexibility, like the changes and need it. Generation of “cold war” had got much of social and political changes-sustainable destruction of socialistic camp, perestroika, “wild capitalism” by local flood. **X-generation** was shaped in dramatically («drop curtain», «wall destruction»), but still peaceful events, also fateful getting an independence of Kazakhstan.

**Generation Y** was born in 1986-2007ss. is a Web **generation** who lives more in a virtual world than in real**.** Their childhood inaugurated by crisis of economic of transition, total destruction of superpower of USSR, formation of sovereign Kazakhstan, explosion of digital technologies. Truly, this is an independent generation of builder of new Kazakhstan in the renewed world. They live in epoch of globalization, in the world of unprecedented variety of cultures, languages, ideologies, spiritual experiences.

If **generation X** was grown-up in a barred country, with computer and technical late for 10-15 years, then their children—**generation Y** is growing in nearly the same informational, conceptual and cultural spaces as its western coevals. They read the same books about Harry Potter and King of the Rings, watch the same movies about Shrek and Avatar, travel in all over the world, study in the same world universities, as Stanford, Cambridge, Oxford… they are ambitious, self-sufficient, and more…want to get than to give. In time of extensive network of complimentary education, distant education generation Y also likes to get a lot of diplomas and certificates.

Pragmatism of this lovely theory of generation is certain marketing company building its own marketing strategy, defines its own target group with its own key characteristics. As soon as in nowadays we`ve got used to look at educational sphere through the prism of market categories, theory of generation can be useful not only because of considering of psychological particularities of **generations of trainers and generation of trainees**, but also in finding out the effective ways of promoting own educational services, upgrading the quality of educational process.

For the purpose of managing of consumers, it is necessary to understand what stereotypes and values are shaped in representatives of target age groups. For example, let`s take customer`s behavior. If **generation X** likes supermarkets by saving time, then **generation Y** likes them also because of possibility of play, and cinema, tasty food, and play of web-games—because of it`s entertainment part. Today hypermarkets become a kind of family entertainment center, so it might be that one day they will become the educational center. So, the most actual form of education for **generation Y** can be expressed as “**Edutainment**” (education +entertainment). And these circumstances should not be overlooked in contemporary system of education.

For Web generation, who is today`s main consumer of schools and universities services, we have to propose adequate educational tools for their generation. Nowadays young people do not like reading books, they don`t like paper medium, they consume a huge amount of information from display screens. That is why we have to speak to them “on their language” in education to give them wanted format of “computer-screen” education, using electronic textbooks, interactive methods and entertainment elements.

All of these challenges of contemporary educational process find it`s reflection in those major reforms, which is provided today by Ministry of Education and Science.

Above mentioned scholar Prem Kirpal supposed that modernization of education can be based on three general premises that need to be defined for each society and they were given as follows:

* Education must be related closely and meaningfully to the life, needs and aspirations of contemporary man living in a rapidly changing society. This is a prodigious task. It is evident that the traditional systems prevalent everywhere have little relation to modern life and less to the needs and aspirations of young people. The systems must be transformed from within by new methods, more relevant and meaningful programs, and dynamic institutions capable of wise and concerted actions.
* The concept of education should be widened to life-long education. The different levels of education should be integrated more closely. The schools, the universities, the institutions of higher education and research form a related whole and should grow together.
* Educational change must be planned in relation to the overall plan of social and economic development. The scientific planning of education and efficient implementation of plans by more effective management, research and evaluation are essential for modernization.

Instant development of education of electronic education with further perspective of total cover by educational, radical change of advanced training system of teachers—all of these are directed at cutting the digital inequality between the trainer and trainee as one of the barriers, which prevents the effective communication in education process and accomplishment of upcoming generation.

Process of informatization of education is a multi-aspect process, connected to political, social and economic development of the country, and with teacher`s competence requirements etc. Today in Kazakhstan all this factors are encouraged by using advantages of informational and communicational technologies in educational sphere. In his Message the President N.A.Nazarbayev calls people to active development of informational technologies, it’s great to see the speed of socio-economic development of the country, the Ministry of Education and Science creates new structures of advancing of teacher`s qualification by Nazarbayev`s Intellectual Schools.

Perhaps, there are many reasons which interfere for schools and universities to use achievements of computer technologies to the full extend in education processes. But the main reason is that majority of teachers do not know how to effectively use the informative and communicative technologies in daily educational process. Chinese proverb says: **«Tell me and I will forget. Show me and I will remember. Let me try and I will learn».** Eventually, informatization of education is an essential for strengthen the human capital for successful realization of social-economic modernization of Kazakhstan.

**References**

1. Kirpal Prem. Modernization of education in South Asia: the search for quality. International Review of Education. Volume 17, Issue 2. Pp 138-150.
2. Berger, Johannes (1996), "Was bedeutet die Modernisierungstheorie wirklich – und was wird ihr bloß unterstellt?, Leviathan (24), pp. 45-62.
3. Wolfgang Zapf. Modernization theory: and the non-western world. International Conference "Comparing Processes of Modernization". University of Potsdam, December 15-21, 2003. This Version is available at:

<http://hdl.handle.net/10419/50239>

1. Asha Chaudhary. Modernization: Impact, Theory, Advantages and Disadvantages. International Journal for Research Education. Volume 2, Issue 2. PP 34-36.
2. Tiryakian, Edward A. (1998), "Neo-Modernisierung: Lehren für die und aus der postsozialistischen Transformation", pp.31-52, in: Klaus Müller (ed.), Postsozialistische Krisen, Opladen: Leske & Budrich.