



Change management in the higher education system of the Republic of Kazakhstan

Gestión de los cambios en el sistema de educación superior de la República de Kazajstán

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ABSTRACT:

The article deals with the system of higher education of the Republic of Kazakhstan. The main characteristics of the education system are described. Features of change management in higher education in Kazakhstan. The ways of improving the system of higher education are proposed. The degree of development of the research subject is structured. The paper uses theoretical and methodological concepts and offers its research approaches to the study of the problem. The results of the study are defined and derived, and can be used in the development of guidelines and research problems of higher education.

Keywords: higher education, change management, state standards, Kazakhstan's higher education system.

RESUMEN:

En el artículo se examina el sistema de educación superior de la República de Kazajstán. Se describen las características básicas del sistema educativo. Características de la gestión de los cambios en la educación superior de Kazajstán. Se han propuesto formas de mejorar la educación superior. El grado de desarrollo del tema del estudio está estructurado. El trabajo utiliza conceptos teóricos y metodológicos y ofrece sus enfoques de investigación para el estudio del problema. Los resultados del estudio se definen y derivan, y se pueden utilizar en el desarrollo de recomendaciones metodológicas e investigaciones sobre los problemas del sistema de educación superior.

Palabras clave: enseñanza superior, dirección de los cambios, normas estatales, sistema de enseñanza superior de Kazajistán.

1. Introduction

Globalization, radical changes taking place in the world, have a great impact not only on the development of material and technical, scientific and theoretical foundations of social progress, but also on the socio - political and ideological processes, the formation of a progressive and free public consciousness (Akhmetova, 2016). Over the past decade, the post-Soviet space has seen significant changes in the organization of education management: the regulatory framework is formed, the departmental approach to the management of educational institutions is being overcome, the interaction of state and public forms of education management is being established,

the role of associations of educational institutions is increasing. The society has formed a new approach to the understanding of modern education, based on its quality and the introduction of new innovative pedagogical technologies. Education has become one of the main national priorities of many countries that seek to create a flexible mobile system of higher education that meets the new requirements in the context of global competition (Aleksandrov, 1947).

With all the diversity of these systems, differences in approaches to its structuring and assignment of academic degrees, there is a desire to unify education in the direction of the vector of a multi-level system of training, the development of independence and mobility of students, individualization of education taking into account the interests and needs of each individual and the transition from the state to the public management of the higher education system (Aleksyuk, 1998).

The modern stage of development of Kazakhstan's society is characterized by transformations in all spheres of life of social institutions and organizations, including the educational institutions (Alkhalaf, 2014).

President of the Republic of Kazakhstan (RK) N. A. Nazarbayev in the Strategy of development of Kazakhstan until 2050, education and training are among the main priorities of the state policy. In this regard, Kazakhstan's universities face the task of building human resources for high-tech and high-tech industries of the future. To perform this task, it is necessary to follow the latest trends in the development of education, which requires the effective integration of Kazakhstan's higher education system in the world educational space (Gussenov, 2018).

Over the past decade, Kazakhstan's higher education system has undergone significant structural changes: universities have received a greater degree of autonomy in the management of their activities, greater freedom in determining educational policy, changed the direction of specialization of universities, created a competitive environment.

However, the increase of the company's requirements to the quality of higher education, the deepening of disparities between the supply of educational services and the needs of the labor market, the inefficient use of the company's resources directed to the higher education system, arising from the lack of mechanisms of coordination of goals and results of higher education institutions with the needs of the state and society, a radical update of learning technologies, change of organizational and economic mechanisms of management of educational institutions, increased competition in the market of educational services, create the need to search for new strategic approaches in the management of higher education (Karbozova, 2018).

Currently in the Republic of overdue objective necessity of formation of model of state - public management system of higher education. On the one hand, this is dictated by the need to meet the challenges of global changes in the requirements for training, as set out in the documents of the Bologna agreement. On the other hand, the program of reforming Kazakhstan's education stimulates the transition of universities to a new policy of education management based on the system of improving its quality. At the same time, in the process of integration of higher education of Kazakhstan into the world educational space, it is necessary to find an optimal balance between international educational trends and the need to preserve and develop the national system of higher education (Andreev, 2002).

1.1. Degree of development of the study

Scientific research conducted on the basis of General theoretical approaches, taking into account the main trends of state and economic policy, will allow a new way, taking into account the requirements of the time, to justify the specifics of reforming the educational system, to determine the General trend of its improvement and development, including individual concepts in various areas (Baidenko, 2016).

A review of the main directions in which the study of the management of the higher school system developed indicates a significant variety of theoretical and practical views on the problem.

The processes of globalization, philosophical aspects of education were studied in the works of G. K., Akhmetova, K. G. Barbakova, M. L. Belonozhko, K. D. Bailey, I. V., Bestuzheva- Lada, J.I., V. K. Vygotsky, V. A., Dalinger, B. S. Gershunsky, T. Kuhn, V. K. Levashov, D. Lvova, V. A. Nechaeva, V. G. Novikov, E. A. Pushkareva, A. N. Silina, Scott, Peter, and others

Institutional analysis of the problems of education is considered in the theoretical works on General sociology, sociology of social institutions, in the works of well-known Russian authors A.A., Andreev, V. I. Zvonnikov, A. I. Kravchenko, and others.

The works devoted to various problems of modernization of the Kazakhstan higher school in the post-Soviet period are allocated in a separate group. This group is represented by studies G. K. Akhmetova, L. Y. Gurevich, J. D. Dadabaeva, K. E. Kusherbayev, P. A. Nurtazina etc.

The works of V. I., Baidin, G. A. Lukichev, A. A. Nurmagambetov and others are devoted to the world educational space of Kazakhstan, the higher education in the context of the Bologna process (Bekboev, 2015).

To date, the theoretical basis for the study of the processes of reforming the higher education system created in the scientific literature, but the management of the higher education system is not well studied. No major monographic studies have been carried out on the above problem, although it requires a systematic analysis and synthesis of the available practical material. The authors propose certain adjustments and directions to improve the system of higher education management in Kazakhstan. (Bozkurt, 2014).

2. Methodology

In the course of the study, the authors used theoretical and methodological aspects of higher education management in the context of globalization. The authors used methods based on multi-disciplinary approach with the participation of public organizations, employers, teachers and students.

The most effective methodology of this kind of research is a process approach that allows us to consider the object under study as a sphere of interaction: the subjects of education, endowed with a set of interrelated management functions.

The theoretical basis of the study was the sociological research of Russian, Kazakh and foreign scientists and managers, devoted to the problems of management of higher education (Kantureev, M. T., Frolovskaya, M. N., Sultanova, G. S., Sakhybayeva, A. T., Gussenov, B. Sh. and other).

Methods of logical and system analysis were used: sociological research-questionnaires and expert surveys, as well as included observation.

Empirical base of research:

- legislative acts of the Republic of Kazakhstan on the studied issues;
- official statistics of socio-economic development, both at the national level and in the regions;
- results of researches of domestic and regional sociologists on the studied problem. All directions were worked out on the basis of affiliated universities (Kazakh state University, etc.).

2.1. Problems in the system of higher education

During the study, the authors identified a number of characteristics that hinder the improvement of the system of higher education management, for example:

- 1) according to the results of the study, the authors concluded that 66.3% of Kazakhstan employers - participants of sociological surveys noted the lack of experience of cooperation with universities in the field of R & d. Education in universities is still not aimed at the development of practical skills. Educational programs do not meet the expectations of employers (Dalinger, 2014).
- 2) there is a low level of graduates in technical specialties. The employment rate of graduates in the first year after graduation is still low (71%), including in rural areas. Local Executive bodies (hereinafter-m & E) are poorly engaged in attracting young professionals within the framework of the project "with a diploma to the village". The involvement of rural youth in various projects remains low (Sagadiyev, 2018);
- 3) lack of prestige of the teaching profession leads to a set of underachieving students. There are no special requirements for admission to the teaching profession. Graduates of pedagogical specialties are not focused on the use of new learning technologies in educational practice. The coverage of students in trilingual education programs remains low. There is a need to improve the language skills of both students and teachers. Not fully developed scientific and methodological support for teaching in English;
- 4) in the IMD rating Kazakhstan occupies 44th position in terms of "import of students" among 56 countries. The share of foreign students is only 2.5%, in OECD (organization for economic cooperation and development) countries their share reaches 9-10%;
- 5) the existing institutions of corporate governance do not have real powers that affect the adoption of basic decisions. Universities have not regulated the mechanism of accountability to the

student and parent community;

6) infrastructure and leisure activities in universities do not meet the needs and expectations of nonresident and foreign students;

7) barrier-free learning environment created in universities of Akmola, Almaty, West Kazakhstan, Karaganda, Kostanay and South Kazakhstan regions, Astana and Almaty. There are 570 students with special educational needs. At the legislative level, mechanisms for their employment have not been developed;

8) the involvement of rural youth in social projects is still low. There are significant differences in the leisure time of young people in the city and the village. Volunteer movement is not fully developed. Only 9% of young people are engaged in sports (city-6,7%, village-11,8%). Taking into account the achieved results and still existing problems, the growth of quality indicators of higher education in Kazakhstan is critically important.

3. Results

Trends in the development of University science are identified as an effective indicator of innovative economy. The integration of universities and business structures is increasing. In the IMD ranking in the top countries-leaders, where higher education meets the needs of the economy, include Sweden, Singapore, Denmark, Canada, Finland. Kazakhstan occupies 44th position among 60 countries of the world. Projects for the development of research universities are being implemented. China's investment in research universities has increased the competitiveness of higher education. In the UK, the focus on research universities has ensured the country's sustainable economic development. In 2010, 20 UK universities, United in RussellGroup, brought 22.3 billion of income and provided 243 thousand jobs. More than 2/3 of the research results (hereinafter - R & d) of RussellGroup universities are implemented in the economy, health, cultural and social spheres of the country (Akhmetova, 2016).

The priority of higher and postgraduate education in Kazakhstan is the Trinity of education, science and production. The process of institutional transformation of the country's higher education has begun. The first research University was established - Kazakh national research technical University named after K. I. Satpayev. It formed a pool of leading scientists of the country, performing fundamental and applied scientific and educational research. There are 16 offices of commercialization, Technopark 3 and 4 of the business incubators.

The flagship of global education and scientific discoveries was the Autonomous organization of education "Nazarbayev University" (hereinafter – Nazarbayev University). 17 innovative educational and scientific projects have been successfully launched in the engineering schools of the University. In 2015, the University crossed a milestone. The first graduation of 594 young highly qualified specialists (446 bachelors and 148 masters) was carried out. The higher school of Kazakhstan is represented by 125 universities (2013-2014 academic year – 132 units, 2014-2015 academic year – 127 units), including 9 national, 31 state, 13 non-citizen, 1 Autonomous educational organization, 1 international, 16 joint-stock, 54 privates (Baidenko, 2016).

The contingent of students in universities in the 2017-2018 academic year is 455 101 people (2015 – 606,1 thousand people, 2016 – 506,4 thousand people), including undergraduate – 425 700 people, master's – 27 400 people, doctoral – 2001 people. The number of teaching staff (hereinafter-teaching staff) is – 40 844 people (2015 – 41 635, 2016 – 40 320). Training of specialists is carried out taking into account the social order. 11 universities are defined as basic in the training of highly qualified personnel for the successful implementation of the projects of the state program of industrial and innovative development (hereinafter-SPIID).

Professional competences are formed within the framework of educational programs developed in accordance with Dublin descriptors and employers' wishes. Continuity of educational programs of the three-level model of higher and postgraduate education is provided. Academic freedom of universities in determining the content of educational programs in the undergraduate increased to 55%, master – 70%, doctoral – 90%. Universities can offer a wide range of educational programs that contribute to strengthening their competitiveness in the market of educational services. The ratio of master's grants to bachelor's grants corresponds to the global structure of the University contingent (1:5). On the basis of the national system of qualifications comparable to the European one, 70 professional standards for training specialists with higher and postgraduate education have been developed. Educational contacts of Kazakh universities with leading universities of the world are expanding.

International research projects are implemented in cooperation with foreign partner universities. The dialogue of countries ensures the attractiveness and comparability of higher education qualifications. A national model of accreditation of universities has been introduced. In 2015, 72 Kazakh accreditation agencies passed institutional accreditation, 55 universities - national specialized accreditation.

A gradual transition from state certification to public professional accreditation has begun. 18 academic mobility of students and faculty was Developed. In 2011 - 2015 4913 students of Kazakhstan universities were trained in the leading universities of the world. Course training in management at Nazarbayev University with an internship in the UK, Japan, the United States of America and Singapore were 100 University staff. Scientific and pedagogical staff increase the level of professional competence in 30 countries of the world under the program "Bolashak". The number of publications with a high impact factor of faculty and researchers of universities has more than doubled in comparison with 2011. However, the degree of University staff is still low and is 50.4%. Only 2% of their total number have a PhD degree.

The scientific potential of universities is used inefficiently. Interdepartmental barriers, insufficient funding, lack of economic incentives for the private sector hinder the successful integration of education, science and production. Institutional forms of support for innovation structures are not fully developed. The share of scientific developments is more than ten times lower than in developed countries. Universities are commercialized only 0.1% funded research and development. The development of the state has always been determined by young people (Baidin, 2017).

According to state statistics, at the beginning of 2018, the number of young people (14-29 years) amounted to 5 511.5 thousand people or 28% of the total population of the country. Issues of successful socialization and civic activity of young people are considered at the meetings of the youth policy Council under the President of the Republic of Kazakhstan. Regional programs address social problems and youth employment. Youth initiatives are supported in 213 regional resource centers. There are over 1,000 youth non-governmental organizations. Youth self-government bodies have been established in 115 universities.

The national student football and basketball League has been established. At the world University games in 2015, the Kazakh student team won 5 gold and 6 silver medals. Social projects are successfully implemented: Republican youth forum, Youth camp " Zhastar-Otanga!", Republican tournament on parliamentary debate and others.

3.1. Main directions, ways to achieve the goals

In 2016-2019, a phased increase in budget expenditures on education is being implemented, ensuring the growth of their share in the gross domestic product to the average level of developed countries by 2020. For the successful implementation of The program on management and development of the education system, financial resources will be consolidated within the supported funds for the development of ICT and e-learning, construction of schools instead of 3 shift and emergency, construction of specialized schools, attraction of foreign scientists and consultants to the leading universities, state educational order for admission to master's and doctoral programs, development of innovative projects and so on (Tab.1) (Kantureev, Frolovskaya, Sultanova, Sakhybayeva, Gussenov, 2018)

Table 1
Amount of funding for the management and development of the education system for 2016-2019 (million tenge).

By year	Just	Republican budget	Local budget	Other source
2016	390,2	322,3	67,9	
2017	326,1	261,8	60,9	3,4
2018	357,3	284,6	61,8	10,9
2019	349,8	284,3	61,8	3,7
Subtotal:	1423,4	1153,0	252,4	18,0

The amount of funding for the management and development of the education system for 2016-2019 will be specified in the approval of the national and local budgets for the relevant financial years in accordance with the legislation of the Republic of Kazakhstan. Activities will be carried out within the limits provided in the local budgets of funds for the planning period.

In the field of higher education, the reforms will be carried out in the following areas:

- Improving the quality of higher education on the basis of institutional and specialized accreditation according to international standards; internationalization of higher education, development of academic and credit mobility, double-degree education, joint educational programs and research projects;
- Expansion of academic and managerial independence of higher educational institutions, gradual granting them autonomy;
- Strengthening of practical orientation of educational programs, close interaction of universities with the labor market, development of educational programs based on professional standards;
- Development of National qualification system, national qualification framework, further development of sectoral qualifications framework and professional standards. Licensed higher education institutions with a suitable material and technical base will carry out a wider range of programs, including technical and vocational education (TVET), post-secondary, higher, postgraduate and further education.

The state order for training of specialists will be provided to both public and private universities that have been internationally accredited by foreign and national accreditation agencies, which are full members of the International European network for quality assurance and are included in the Register of the Ministry of education and science.

This year, 515 200.5 million tenge was allocated for the implementation of the State program of development of education and science of Kazakhstan, including 218 805.9 million tenge for the first half of the year. According to the Ministry of education and science, 99.4% of the funds allocated for the half-year have been disbursed. 148 events are planned for the current year (Kantureev, 2018).

The country's progress in achieving the Millennium development goals says UNESCO. Kazakhstan is among the top ten countries in the education development index.

In the ranking of world competitiveness IMD-2018 Kazakhstan on the sub-factor "Education" took 29th place among 63 countries. Having risen by 6 points compared with the 2017 year.

In the ranking of "human development Index" Kazakhstan takes 56th place out of 188 countries, located in the list of countries with a high level of human development.

In the ranking of the best universities in the world QS WUR in 2018 marked 10 Kazakh universities (in 2017 – 8 universities).

Kazakhstan joined the OECD Committees on innovation and education policy.

In accordance with the instruction of the Head of state, the number of educational grants has been increased by 20 thousand since this year. Of these, 11 thousand are directed to technical specialties, 5 thousand – to other specialties demanded by the labor market, 3 thousand – to prepare masters, 1 thousand – to prepare PhD doctors.

The total amount of grants amounted to 69 089 places, including 53 594-higher education, 13 220-master, 2 275-PhD. Compared with previous year state order increased by 18 781 places, including the undergraduate – 14 611, graduate – 3 174, doctoral – 996.

In addition, the cost of training of one specialist with higher education in technical and agricultural specialties has been increased from 346.6 thousand tenge to 635.8 thousand tenge (Nazarbayev N.A., Strategy 2050, 2012).

At the moment, there are 130 universities in the country, they are visited by 534.4 thousand people.

Some work is aimed at improving the system of higher education in the country. Thus, the Law on the expansion of academic and managerial independence of universities was adopted. Currently, the development of by-laws is underway. The work is aimed at training competitive personnel, integration of education, science and innovation. The law was adopted to expand the academic and managerial independence of universities based on the experience of Nazarbayev University.

Now, in General, regulations have been developed. All universities, associations, the public and government agencies took part in the development of more than 70 regulations (Nazarbayev, 2012).

For the implementation of training in three languages, 50% of academic disciplines are taught in the language of instruction, 20% — in the second language, 30% — in English.

Together with 51 foreign universities, 310 double-degree educational programs are implemented. 10 educational programs in English are being implemented.

Development of science

In the field of science, 386 organizations and 22,081 people are engaged in research and development.

Work is being done to strengthen the relationship of science with the real sector of the economy, commercialization of scientific results. Research works for 2018-2020 are implemented within 7 priorities of science development. The share of development costs in total R & d funding was about 25%, the plan was about 22%.

For 2018-2020, 1096 research projects on grant financing and 92 programs on program-targeted financing of science are implemented. Business is actively involved in co-financing grant projects. For 2018-2020, 478 Kazakhstan projects with the participation of foreign scientists are implemented.

In order to integrate into the world scientific space, increase publication activity and citation of scientists in the recognized world scientific journals, it is planned to train more than 3,000 scientists directly implementing research, English language and application procedure to international scientific organizations within 3 years.

As one of the positive factors, the educational Department notes the results of public-private partnership. Co-financing from the private sector is under way. The share of business expenses in total R & d expenditures was more than 32%.

Within the framework of the International science and technology center (ISTC), 12 ISTC projects totaling more than 4 million us dollars are being implemented this year. As part of the Horizon 2020 program, 2 projects are being implemented with a total funding of 2 million 972 thousand euros.

In order to bring Kazakhstan's science to the world level of research and development, international scientific and technical partnerships with foreign countries will be developed on the basis of agreements on scientific and technical cooperation, including through PPP mechanisms, participation in international scientific projects and joint laboratory research, the production of joint monographs and scientific articles.

The state Program of development of education and science of Kazakhstan for 2016-2019 was adopted by the decree of the Head of state №205 from 1.03.2016. In April of the same year, the Government approved the action Plan for the implementation of this Decree.

4. Conclusions

Higher education in the modern period has become one of the main state priorities of many countries, with a leading role in the current situation of the world community acquires the human factor, which determines the prospects for the development of society as a whole and it is the specificity of the developing information civilization has generated a new pattern - globalization.

The processes of globalization are leading national higher education systems to a new target orientation that takes into account the needs for international solidarity. In the context of globalization, the universalization of the content and technologies of education is inevitable. Globalization has become a characteristic feature of the modern social, economic and cultural space and orients it to "free human development", creative initiative, independence, competitiveness, mobility of future specialists.

Higher professional education is a social institution characterized by accessibility, diversity of conditions, continuity, practical orientation, adequacy and international character. This allows us to consider the essence of education from the perspective of the humanistic approach, when the highest meaning of social development is the assertion of the relationship to man as the highest value of life.

Today, the humanization of education is considered as the most important socio-pedagogical principle, reflecting the current social trends in the construction and functioning of the education

system. The main meaning of education in this is the development of personality, respectively, humanization puts forward another task for education-to promote in all possible ways the development of personality, which translates the subject-object relations in the subject-subject, the study of which allows us to identify as subjects of higher education personality in the face of students and teachers, society in the face of employers and the state in the face of higher education institutions and management institutions. This approach allows the author to present the system of higher education as a sphere of interaction between the interests of the individual, society and the state, where all subjects of educational relations have the opportunity to influence the functioning, development and be responsible for creating the conditions necessary for the higher education system to perform its social and educational functions, and to define higher education as a poly subject system.

According to the dissertation, the poly subject system of higher education determines not only the efficiency of the modern system of higher education, but also, forming a free self-sufficient person, determines the formation of a democratic state and civil society. Poly subject will ensure the openness of the higher education system as a state-public system, the transition to mutual responsibility, to expand participation and strengthen the role of all subjects of educational policy in the development, adoption and implementation of legal and managerial decisions in the higher education system.

The process of reforming the education system on the principles of market economy has led to the search for effective ways of managing the higher education system by: solving the problems of higher education at the level of state and regional policy; involving various social institutions in solving the problems of higher education, as well as reviewing the role of educational institutions and students themselves.

At the same time, the issues of management of the higher school system should be singled out by a special group, despite the fact that the state plays a dominant role, while all stakeholders at different levels - the individual, society-should be involved in the management.

The management of the higher education system is, first of all, the regulation of the education process. The process of transformation of society has led to the formulation of the problem of the relationship of the education authorities with educational entities, therefore, under the control of the system of higher education the author understands the interaction of management subjects at various levels to ensure optimal functioning and development of the managed system, and believes that the system of higher education should be poly subject.

This conclusion is the result of the study of higher education system management from the position of the process approach, which develops the ideas of the classical theory of management, enriching them with ideas of behavioral, systemic and situational approaches. It allows us to state that the optimal functioning and development of the management of higher education system depends on the interaction of its subjects and justifies the need to involve individuals and society in the management. As a result, the interaction of public authorities, individuals and society in management will be carried out and responsibility for the state and level of development of the higher education system will be ensured, as well as the transition from state control to institutions of public regulation of relations in the field of education.

4.1. Brief description of the results of the study

Thus, the use of the process approach allows to consider in detail the problem of management of the higher education system, to identify the participation of all stakeholders in the management of education and makes it possible to develop a model of management of the poly subject system of higher education.

The study of the problem of higher education management implies the need to consider the experience of educational reforms and, above all, to comprehend the historical experience of its development.

The beginning of the formation of the education system in the Soviet period was the cultural revolution, which led to the elimination of adult illiteracy, training, improvement of writing in native languages, the creation of a network of cultural and educational institutions. During this period, a number of documents were adopted, which served as the beginning of the formation of higher education and began to create a system of management of higher education institutions. In the future, a set of organizational and regulatory measures related to the issues of resource support and staffing of the higher education system will be implemented. But at the same time there were problems that led to the crisis of education, the reasons for which were the

administrative, administrative management of universities, suppressing initiative and variability, isolation of higher education, the lack of feedback from universities with production, with the bodies of territorial administration and the population. This caused an objective need for reform.

Describing the current situation in the management of the higher education system, the authors state that universities have received a greater degree of autonomy in the management of their activities and freedom in determining educational policy, the direction of specialization of universities has changed, a competitive environment has been created. However, this process has a number of negative aspects: the discrepancy between the training of specialists to the modern requirements for the quality of higher education, the deepening of disparities between the supply of educational services and needs, inefficient use of society's resources, the lag in the use of learning technologies in the pedagogical process from their radical renewal, the dominance of state organizational and economic mechanisms of management of higher education, increased competition in the market of educational services. All this creates the need to form a model of public administration of higher education, which will ensure the integration of higher education in the world educational space.

The authors propose to use the positive results of reforms and ways to further improve the management of higher education, the feasibility of borrowing a number of positive aspects of European best practices: decentralized education system, where the main regulatory role is played by society; multi-level education, ensuring the continuity of levels; independence and autonomy of universities; and the use of internal and external control mechanisms as a form of support, monitoring and evaluation of the functioning of the higher education system.

As you can see, the processes of globalization taking place in the modern world have positive aspects in terms of universalization of content, technology of education and management of the higher education system, when the leading idea of education itself is the recognition of the personality of the student, the implementation of a humanistic approach in the higher education system, and the management of the higher education system is based on the subject - subject relations, by achieving a balance between the interests of the individual, society and the state.

The priority task of reforming the system of higher education of the Republic of Kazakhstan is the integration into the world educational space by bringing the management of the Kazakh system of higher education in accordance with generally recognized international norms and standards. This led to significant changes in the organizational and structural plans, updating the content of education and improving the quality of training in accordance with the current socio-economic and political conditions of development of the Republic and the progressive experience of highly developed countries.

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