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# **Achievements and new challenges in the area of education of independent Kazakhstan**

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## **Abstract**

The article considers the achievements and new tasks in education during years of Kazakhstan's independence. Education is determined as one of priorities of state policy for social and economic development in the country. Educational programs have to be made with an emphasis on strengthening of practical training of future teachers. It is important to expand the suggestion of elective courses with new courses of practical orientation. One of the major tasks in the solution of the problem on formation of professionalism is a creation of the effective model meeting the modern requirements.

**Key words:** education, reform, development, society, state.

# Logros y nuevos desafíos en el área de educación del Kazajistán independiente

## Resumen

El artículo considera los logros y las nuevas tareas en educación durante los años de la independencia de Kazajistán. La educación se determina como una de las prioridades de la política estatal de desarrollo social y económico en el país. Los programas educativos deben hacerse con énfasis en el fortalecimiento de la capacitación práctica de futuros docentes. Es importante ampliar la sugerencia de cursos electivos con nuevos cursos de orientación práctica. Una de las tareas principales en la solución del problema en la formación del profesionalismo es la creación del modelo eficaz que cumple los requisitos modernos.

**Palabras clave:** educación, reforma, desarrollo, sociedad, estado.

## 1. INTRODUCTION

The Kazakhstan's independence set the new tasks and new reference points, directed to increase in national competitiveness for the country. Education is determined as one of priorities of state policy for social and economic development in the country. For years of sovereignty of the republic there was the reforming of all steps on education, its organizational, legal, economic and substantial bases.

The Kazakhstan's education moves on the way of steady stable development which course is set by the Head of state. The presidential initiatives, which are consistently realized, affect all education levels: from preschool to the highest, all stages on formation of the younger generation of Kazakhstan citizens.

The President of the Republic of Kazakhstan N.A. Nazarbayev emphasizes that an essential task is training of personnel potential for hi-tech industries, the modern managers who can think widely and globally, in new ways. Such future highly educated experts, who still sit at school desks or in university audiences today, should carry out radical transformations in the country (Abdykarimov, 2005).

During the Soviet period in the country, the education system was created, including preschool, school, high school, postgraduate training; and the high level of literacy of all populations was reached. At the same time, the considerable shortcomings were: ideologization of teaching and educational process, insufficient attention to the development of national schools, weak international cooperation and others, therefore with independence the need for reforming of all educational system was obvious. Processes on formation of the independent state with the new economy, new social institutes fulfilled the problems of formation of the national education system capable to provide with adequate personnel potential practically all spheres and branches (Aysina, 2005; Dashkin, 2017).

In the conditions of the Kazakhstan's society modernization, reforming of the education system is the main direction of educational

development of the Republic of Kazakhstan and its integration into world educational space.

The main tasks are formation of united state policy in the education, scientific and technical activity, the state youth policy, creation of necessary conditions for receiving a quality education, improvement of the scientific research organization, ensuring the protection of the rights and legitimate interests of the younger generation.

In annual Addresses to the people of Kazakhstan the President emphasizes the paramount value of the modern education system, corresponding to the requirements of economic and public modernization. Education reform, which aim is the achievement of the quality on the provided educational high-quality services at the level of the international standards, is one of the major instruments, allowing to provide real competitiveness of Kazakhstan in the global world.

The considerable results in the field of education are achieved during twenty-seven years of the republic independence:

- the organization of educational process is legislatively fixed and has the legal regulation (the Constitution of the Republic of Kazakhstan, the Law "On Education");
- conceptual and program modernization of the educational sphere is determined by the following documents: the Concept of state policy in the education, the National program of the

state support for education, the State program "Education", "The strategy of education development", etc.;

– The competitive educational system is created at all its levels irrespective of forms of ownership;

– The harmonious and continuous education system: preschool education and training; primary education; basic secondary education; secondary education (general, technical secondary and professional education); post-secondary education; the higher education; postgraduate education (Farkhouthdinov and Isavnin, 2017).

## **2. DISCUSSION**

The conducted research shows that in the conditions of the rapid economic growth of the country, reforming of national model of the education system is necessary further, designed to provide broad access to quality education. The concept of education development has to cover all process of formation of the person's identity – from child's age and till the formation of comprehensively trained specialist, therefore reforming of education has to be complex, considering today's realities (Aytimova, 2006).

The fundamental changes, happening in educational policy at the present stage, globalization processes, dynamics of the country development do not allow to stop on the achieved results. And therefore, Kazakhstan has to solve the groups of interconnected tasks:

1. The continuous improvement of legislative and standard and legal base of the education system for ensuring sustainable social and economic development is necessary, further democratization and the humanization of society is necessary too.

2. Effective functioning and development of the education system demands improvement of financial and economic mechanisms, further increase in the share of budgetary appropriations for education both in the expenditures of the state budget, and in gross domestic product on increasing in expenses on training of pupils and students from the Republican budget and the introduction of the United standard in the territory of the whole country.

The government has to think over the question about stimulation of more close relationships between business and higher education for ensuring continuous training of the specialists.

It is suitable to increase financing of programs for students and teachers, including development of the mechanism of expenses' compensation and establishment of partnership with employers and the interested international organizations.

3. Integration of Kazakhstan into world educational space dictates the need for stage-by-stage regeneration of material and technical resources of the education organizations at all its levels. The important criteria, providing growth of education

quality are the material support conforming to modern requirements and construction of new childcare educational facilities, secondary schools, vocational schools, including on the basis of public-private partnership.

4. The transformation of the traditional concept of education is necessary. Education in the modern world has to be more flexible and open to the changes, capable is adequate to react to them. Today, education in the most dynamically developing countries, is the key productive force of society, but not the expensive sphere. That is why education has to become competitive, has to raise serious financial means. Literally from the first step, from elementary school, it is necessary to aim education at the development of the economy and the state in general. It is necessary to build the educational process, not only in a knowledge acquisition key, but also in order to the learner to put successfully them into practice for the maximum self-realization and useful participation in the life of society.

5. The ungraded school is the significant component of modern school education, requiring special attention and non-standard approach to the problem solution. First of all, it is necessary to remove the reasons of growth of a network of the ungraded schools. The comprehensive analysis of the modern processes, proceeding in rural areas in the context of social and economic development.



Secondly, the maintenance of rural education should not only correspond to the state educational standard, but also to consider the living conditions, to give a chance to the learners to master actively, to transform the external environment (material, social, spiritual), to acquire knowledge, skills, abilities for life activity in the concrete social environment. For this purpose, it is necessary to develop the curriculum, programs, textbooks for rural schools, the additional methodical manuals, considering the specifics on a small number of contingent of the learners.

6. Development of the training and retraining system of personnel of the education system and systematic increases in their qualification.

In the modern world, the sociocultural conditions and globalization dictate the need for the formation of the creative polycultural person with the conventional and moral values. The country requires not just young specialists, but socially active persons who would promote growth of its prestige.

7. National education plays the important role in ensuring the welfare of the people, in economy development, in the consolidation of independence of the Republic of Kazakhstan and recognition of the authority by other countries of our perspective.

The main objectives of national education are to teach youth to mental purity and fidelity to their country and teach the people the completely realizing and acquiring of the national values. National education and national heritage go together, shoulder to shoulder in the direction of the prosperity of modern society.

Instability of economic and political situation at the present stage, world crisis, the decrease in national values, the lack at people desire to work, to strive to knowledge and work, the irresponsible relation to family creation and other problems demand the new view on the education of youth.

Any of these tasks cannot be solved without high-quality modernization of education. So, reforming of education and vocational training of personnel has to be carried out as basic, fundamental element of the future national innovative system. The President of the Republic of Kazakhstan Nazarbayev emphasizes that the Kazakhstan's competitiveness cannot be provided without the high level of education of citizens, competitiveness of the specialists:

A country that does not know how to develop knowledge is doomed to failure in XXI century. We have to create the personnel reserve for hi-tech and science intensive productions of the future. We will not be able to create an innovative economy without modern education system and the modern managers who can think widely and globally, in new ways. It is necessary to take the adequate measures, aimed at the development of technical and vocational training at all levels. The task of Kazakhstan's higher education institutions – is to provide education at the level of international standards, and the diplomas of leaders from them have to be recognized in the world. They are obliged to do it (Aytimova, 2006: 28).

The strategic objectives facing the Kazakhstan education system in new economic and sociocultural conditions are closely connected with questions of development of the Kazakhstan society, including ensuring sustainable social and economic development and high quality of life of the people, strengthening of the democratic constitutional state and development of civil society, staffing of the market economy which is integrated into the world economy (Zharikbayev and Kaliyev, 1995).

The result of further modernization of pedagogical education must be an updated training system, retraining and professional development of teachers, the specialists, trained in the system of pedagogical education, who are the bearers of new ideas on the basis of preservation and enhancement of the best traditions of domestic education and international experience.

The majority of the world modern countries recognized the need of modernization of the general secondary education as one of the priority purposes for reforming of national education, as the efficiency of comprehensive school is the important indicator of development degree of any country, its social and economic potential and the international authority. It is noted in the documents of the international organizations UNESCO (United Nations Educational, Scientific and Cultural Organization) that school education has to meet requirements of the modern society, facing the increasing number of unresolved problems which make to look for the ways of decision through

disclosure of reserves of the creative potential of people, first of all schoolchildren (Aysina, 2005).

Due to the transition to the new system of the secondary general education, especially relevant is the problem of vocational training of pedagogical personnel of new generation, where the direct task of their professional activity is the creation of the fundamental bases for further training of the personality, receiving the profession and achievement of life success.

It is necessary to use modern educational technologies for the effective professional development of the acting teachers, including on the basis of interactive methods and training with the use of the distance education technologies. Being one of the forms of the continuous education system, distance education will allow to carry out retraining of pedagogical personnel in shorter terms due to use of the modern means of telecommunications, availability of educational resources by means of websites and also more active use of scientific and educational capacity of the leading pedagogical educational institutions of the Republic of Kazakhstan (Aytimova, 2006).

The teachers, who have undergone the retraining, taking into account the new content of education, changing the training technology and methodology of teaching, have to pass the certification without fail according to the procedures developed and approved by the Ministry of Education and Science of the Republic of Kazakhstan.

It is impossible to transfer the education system to an innovative development way without an introduction of innovations into the training of highly qualified personnel of new generation which are in demand by modern society in the conditions of the developing economy. We have to train the teacher with the high level of erudition and professional competence, possessing high internal and professional culture, with well-developed communicative qualities.

The higher education institution has to conduct training taking into account the priority directions of the development of science and education on the basis of competence-based approach, multilevelness of education, variability and continuity of educational programs, integration of science and the educational process (education through inclusion of the students in search of new knowledge and introduction of the scientific activity results), uses of modern educational technologies, including information and communication, new forms of the organization of teaching and educational process, and the principles, recognized by the world community, for providing and assessment of quality of education (zharikbayev and kaliyev, 1995).

In our opinion, the new model of pedagogical education has to promote overcoming the contradiction between educational and future professional activity. So, the purpose of educational activity of the student of teacher training university is formation of subject knowledge, skills and abilities, the development of informative motivation, whereas professional pedagogical activity assumes not only better theoretical knowledge base, but also an obligatory practical

qualification, high motivation of the young teacher to carry out the professional and social role.

The student still takes the passive position in the educational process, poorly masters the skills of independent work. Today the period of information updating was reduced so much that it becomes outdated even before the end of the educational cycle. Future teachers, who do not have sufficient activity and initiative in the subsequent, probably, will find the difficulties at updating of the professional, subject, psychology and pedagogical knowledge, etc.

Strengthening of the role and efficiency of student independent work – is one of provisions of credit technology training. So, it is a necessary changing of the principles of the training organization, the role of the trainee from passive "recipient" of knowledge, skills and abilities to actively learning the subject of the educational process (Beysenbayeva and Omarova, 2006).

Today it is observed falling of the level of subject education at future teachers, a gap between school and high school disciplines. The matter is not so much in real reduction of the academic hours for subject training, but about quality and effectiveness of mastering by students of contents, formation of practical experience of creative activity in combination with the elaboration of valuable orientations, that the fundamental nature of education content still poorly coordinates with the future professional activity of the students of teacher training universities.

### **3. CONCLUSION**

Educational programs have to be made with an emphasis on strengthening of practical training of future teachers. It is important to expand the suggestion of elective courses with new courses of practical orientation.

Now training of teachers in pedagogical educational institutions is conducted non differentiated, by the united curriculum with orientation to large secondary school that practically excludes the teacher training for small rural schools. It would be expedient to resume the practice of teacher training with related specialties that, certainly, will lead to the improvement of education quality in rural areas (The societies and states, 2004).

It is necessary to unify as much as possible the training content in related specialties, for the purpose of providing the opportunity to the students for mastering of additional specialty. For this purpose, it is necessary to introduce the integrated training system of pedagogical personnel for receiving the bachelor degree on the main and additional specialties on the basis of clearing of the credits and studying of additional profile disciplines. Taking into account the mentioned above it is necessary to reconsider the settled approaches to the development of all components of the educational and methodical complex, used in the educational-vocational training of the teacher to school work: curricula and programs, textbooks, educational, didactic and methodical manuals and tutorials.

In the suggested standards the profiles of high school orientation generally prevail, there are underestimated profiles of the subject and activity orientation that considerably complicates the possibility of satisfaction for the needs of those learners who do not connect the professional plans with training in higher education institutions (Nureyev and Sovetkanova, 2017).

The maintenance of rural education should not only correspond to the state educational standard, but also to consider the traits of living conditions, to give a chance to the learners to master actively, to transform the external environment (material, social, spiritual), and to acquire knowledge, skills and abilities for life activity in the concrete social environment. For this purpose, it is necessary to develop the curriculum, programs, textbooks for rural schools, the additional methodical manuals, considering the specifics on a small number of contingent of the learners.

Thus, one of the major tasks in the solution of the problem on formation of professionalism, the formation of professional competence of the teachers is a creation of the effective model meeting the modern requirements.

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