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### **Development of education system in Kazakhstan**

Education is one of the most important engines of society on a way to modernization. As a social enterprise it takes place in the center of globalized world events. It includes a number of activities, education appears in different spheres of our lives simultaneously as a transfer tool of culture and social traditions, a source of innovation and invention, also a means of interpretation and understanding issues happening in the world. Nowadays growth of interdependence caused the growth of demand for skills in world labor market, in this regard education plays a huge role to satisfy social needs.

The higher education in Kazakhstan faces opportunities and challenges as importance of the country on the international scene grows. It is a vital resource for Kazakhstan's future and serves as the supplier of the human and intellectual capital, and as the engine of economic development. Due to the importance of quality higher education a number of reforms took place in this sphere, for example, entering to Bologna Process, carrying out the international accreditation of universities, etc. Also the close interrelation between economic development and education is emphasized in the article.

**Keywords:** Kazakhstan, education, economy, development, reforms in education, President.

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### **Развитие системы образования в Казахстане**

Образование – это один из важнейших двигателей общества на пути к модернизации. Как социальный институт оно занимает одну из ключевых позиций в глобальном мире. Образование выполняет широкий спектр функций, служит немаловажным элементом культуры и социальных традиций, инноваций и новшеств, а также средством интерпретации и понимания процессов, происходящих в мире. На сегодняшний день углубление взаимозависимости между странами повлекло за собой увеличение спроса на навыки на мировом рынке труда, в этой связи образование играет не последнюю роль в обеспечении социальных нужд общества.

Высшее образование в Казахстане стоит перед возможностями и проблемами, так как важность страны на международной арене растет. Оно является жизненным ресурсом для будущего Казахстана и служит поставщиком человеческого и интеллектуального капитала, а также двигателем экономического развития. В связи с важностью качественного высшего образования в этой сфере был проведен ряд реформ, например, присоединение к Болонскому процессу, проведение международной аккредитации университетов и т.д. Так же в статье подчеркивается тесная взаимосвязь между экономическим развитием и образованием.

**Ключевые слова:** Казахстан, образование, экономика, развитие, реформы в образовании, Президент.

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### **Қазақстандағы білім беру жүйесінің дамуы**

Білім – қоғамның модернизация жолындағы басты қозғаушы күші болып табылады және де әлеуметтік құрылым ретінде жаһандық әлемде негізгі орынды алады. Сонымен қатар кең ауқымды қызмет түрлерін атқарады және мәдениет пен әлеуметтік дәстүрлердің, инновациялар мен жаңалықтың құрамдас бөлігі ретінде, әлемде орын алатын үдерістерді түсіну мен пайымдаудың құралы болып табылады. Қазіргі кезде мемлекеттер арасындағы өзара тәуелділіктің терендеуі дүниежүзілік

еңбек саласында қабілеттіліктердің сұранысының ұлғаюына алып келді, осыған орай білім қоғам саласындағы әлеуметтік қажеттіліктерді қамтамасыз етуде маңызды қызмет атқарады.

Қазақстанда жоғары білім мүмкіндіктер мен мәселелер алдында тұр, себебі халықаралық аренада елдің маңыздылығы өсуде. Ол Қазақстан болашағы үшін өмірлік ресурс болып табылады және адам және интеллектуалдық капитал көзі, экономикалық дамудың қозғалтқышы ретінде қызмет етеді. Мысалы, сапалы жоғары білімнің маңыздылығына байланысты бұл салада бірнеше өзгертулер орын алған, мәселен, Болон процесіне ену, университеттерді халықаралық аккредитациядан өткізу, т.с.с. Сонымен қатар мақалада экономикалық даму мен білім беру аралығындағы өзара байланысқа көңіл бөлінеді.

**Түйін сөздер:** Қазақстан, білім, экономика, даму, білім берудегі реформалар, Президент.

**Introduction.** Education is one of the main priority directions and the main indicator of development in all civilized countries of the world. In fact, countries compete not only the goods and services – they compete in systems of public values and an education system.

Nowadays Kazakhstan is recognized as the state with market economy in the world community. Since it gained its independence Kazakhstan developed economy using new progressive technologies. Prospects of social and economic development of the country are defined. In this context the role and value of a modern education system and human capital increase because these two things are the main criteria of defining the level of the social development, making a basis of a new standard of living and base of economic power and national security of the country. Transformations in system of the public relations influence the education: demand its mobility and the adequate answer to realities of a new historical stage and correspondence to requirements of economic development as a whole.

Globalization of world economy became objective reality. Interdependence between countries increases. Therefore the national education system can't develop without integration into world educational space.

The President of Republic of Kazakhstan Nursultan Nazarbayev in his speech about «Strategy of Kazakhstan occurrence in number of 50 competitive countries in the world»<sup>1</sup> [1] determined further modernization of the social sphere, development of system of modern education

<sup>1</sup> According to 44-article of the Constitution of the Republic of Kazakhstan the President of the Republic addresses with the annual message to the people of Kazakhstan about situation in the country and the main directions of domestic and foreign policy of the Republic [2]

and preparation of highly skilled personnel as one of the main directions. In recent years Kazakhstan made noticeable changes in this field: it successfully introduced recognized and the most widespread model of training specialists in the world and completely passed to three-level system of training: bachelor, master, doctoral studies of PhD. About 60 universities in Kazakhstan signed the Great Charter of Universities (2011). The program of double-degree education is conducted since 2007. Experiment on credit system of education took place in 40 higher education institutions in 2004. It had a positive assessment in academic sphere. In this regard, since 2008 all HEIs passed to credit technology. In 2010 Kazakhstan was the first Central Asian state to enter the zone of the European higher education (Bologna Process).

#### **Main body. 1.1. Education system in Kazakhstan: international point**

According to the annual Report of UNESCO on education monitoring for all, Kazakhstan is in the first four of the leading countries in index of education development. Value of IED is an average of four indicators: coverage by universal primary education, level of literacy of adults, gender priority and a share of the pupils who have graduated from elementary school.

It is noted that indicators of productivity of educational system of Kazakhstan are at rather high level. Productivity of educational system means quality of human resources in this country, because this quality is provided by educational policy of state. At the same time these and other achievements at all don't belittle, and somewhere even fade before those problems which take place in the considered sphere of the Kazakhstan society.

Other example of rating the productivity of the state education system is the Human Development

**Table 1** – Top-5 UNESCO rating on an education level, 2010 [3]

	State	IED	Coverage by primary education	Level of adults literacy	Gender index	Elementary school gradulators level
1	Norway	0,995	0,987	1,000	0,995	0,997
2	Japan	0,994	0,998	0,992	0,997	0,990
3	Germany	0,994	0,998	1,000	0,993	0,984
4	<i>Kazakhstan</i>	<i>0,993</i>	<i>0,990</i>	<i>0,996</i>	<i>0,992</i>	<i>0,995</i>
5	Italy	0,992	0,994	0,989	0,991	0,996

Index, annually counted by the United Nations Development Program. In this rating Kazakhstan was included into group of the countries with a high level of human potential development also took the

66th place from 169 countries of the world, having risen for 16 positions during one year [4].

Education Development program took place in Kazakhstan from 2005 to 2010, according to

**Table 2** – Dynamics of expenses of the state budget on education in Kazakhstan, 2005-2010 [5]

	2005	2006	2007	2008	2009	2010
State expenses for education in mln kzt	261 736	331 503	480 696	641 061	746 477	797 414
State expenses for education % of GDP	3,5	3,4	3,7	4,0	4,4	4,1

which state passed an amount of changes in this field. Also according to this program the financing of education in Kazakhstan annually increases. For these five years the total amount of allocated financial means on all education levels grew more than on two times.

However from the point of view of the international comparisons for Kazakhstan this financing level of education is insufficient. Expenses on educations in 2009 in Kazakhstan made 4,4 % of GDP, 2010 – 4,1 % of GDP. Level of financing in 6-7 % of GDP, which provides the high stability of an education system, still not reached [6].

There are two different ways of rating the education system and its influence to life quality in the world: World Economic Forum rate and International Institute of Management Development rate. And despite the made steps in the field of training specialists, the educational system of Kazakhstan is on 67<sup>th</sup> place according to WEF and on 69<sup>th</sup> according to IMD (among 100 included states, 2011) [7].

## 1.2. Reforms, main problems and perspectives in education

The main directions of the education process modernization are improvement of the education quality guaranteeing an essential increase of the competitiveness and intellectual potential of every citizen as well as synchronization of the education sector development with economic and social development, the Ministry of Education and Science reports. That is why in this part we'd like to focus on State Program of developing the education for 2011-2020 [8]. This program is planned to be realized in two stages and covers following dimensions:

The main problem of the higher education is absence of effective communications between the employer, the enterprise and a higher educational institution. In the sphere of the higher education the state-private partnership is poorly developed. Employers aren't informed about the occurred changes in the higher education. Lack of intercommunication in «business – a science – education» negatively influences quality of

education. That is why the Program's first priority in modernization is to *reconsider the structure and the content of the higher and postgraduate education*. It is planned to be done through expansion the borders of the academic freedom of educational program, and updating of the maintenance of the higher education will be carried out by inquiries of employers.

Secondly, *work on integration of the higher education in the European educational space will be continued*, which requires strong knowledge of a foreign language.

The next goal is *providing with specialists in economy, including projects of industrial and innovative development of the country*. The reason for achieving this aim is following: the analysis of graduates' employment in recent years shows that many graduates, especially pedagogical, agricultural, technical and even medical specialties, don't work in the specialty. It turns out that professionally prepared shots don't go to work in the specialty that reduces an intellectual component of manpower. Having intention to enter into number 50 of the competitive countries of the world, «we are obliged to create and accumulate own intellectual resources». In this regard change in structure of the state educational order according to requirements of the forced industrial and innovative development of the country is planned.

Also it puts the *increasing the status of the teacher, which treats all levels of training* as one of the priorities. The low reputation of teaching profession caused «negative selection» on pedagogical specialties. The problem is low status of the teaching as the profession, low salary, which cause decrease the number of people willing to become a specialist in this sphere. The Ministry of Education and Science works on increase of the prestige of the teaching profession. The Concept of teacher's excellence development includes a number of measures to improve the quality of teachers' training [9].

The fifth priority task is *ensuring high system effectiveness of an assessment of quality of the higher education*. Having mentioned this matter as one of the priorities, we should also take into account that factors of reforms are paradigm of educational reforms. However, recently the problem about recognition of the Kazakhstani diplomas abroad is being paid more attention

and getting more and more important than it should be. This purpose threatens to become the main paradigm of reforms, having covered much more important, fundamental components of transformations. The content analysis of performances and articles devoted to problems of the higher education, shows that the plot of recognition of diplomas is mentioned much more often than a plot «quality of education». And it is a question of only formal recognition. Another matter of diplomas is that education in HEI is necessary to students (and also to their parents) not for receiving the corresponding knowledge, but for obtaining the diploma, the formal document giving opportunity to get job and to count on higher salary.

In the Message to the nation «Building the future together» in 2011 President mentioned that the developed countries have only 1-6 HEI per 1 million people, however, in Kazakhstan this number is 149 for the population about 16,5 million. It testifies the over number of HEI which naturally provides poor quality of the higher education. On the other hand the problem of oversaturation of graduates in some spheres, and as a result joblessness and unemployment causes shortage of specialists in other fields, for example, technical and professional education is not popular enough. By some estimates, the ratio of graduates of higher education institutions counts 10 to 2 graduates of technical training colleges. That is the reason of lack about 100 thousand workers in technical and services [10].

That is why the next priority in realization of the Program is *new classification of HEI*: national research universities, national higher educational institutions, research universities, universities, academies and institutes.

**Conclusion.** The international experience confirms that investments into the human capital, and, in particular, in education, since the early childhood to mature age, promote essential returns for economy and society. Investments into the human capital are extremely necessary for creation of technically progressive, productive labor force, which can adapt in quickly changing world. Education should be considered as economic investments, instead of understanding it as simple costs of social needs.

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