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**POTENTIAL OF CULTURAL HERITAGE SITES FOR INTRODUCTION
OF GLOBAL CITIZENSHIP EDUCATION IN KAZAKHSTAN**

Global citizenship is one of the most important directions among actual activities of the United Nations Educational, Scientific and Cultural Organization in field of education. Importance of the global citizenship education is highly important in view of the Sustainable Development Goals that were adopted by the United Nations by 2015. In the Republic of Kazakhstan this concept remains new and currently understudied. In this regard the aim of present article is its brief presentation, as well as demonstration of the ways, how the cultural heritage sites on the territory of our country may contribute to wider inclusion of global citizenship education in the national education system. From the methodological point of view present article reviews such issues as description of the international significance of the global citizenship education, as well presentation of the latest studies of this questions that were taking place in the Republic of Kazakhstan. It concludes by the underlining of the clear need of introduction of the reviewed issue in the Kazakhstan's educational system and the high potential of the cultural heritage sites of RK for their complementing demonstration to the students. Practical important of present brief description is to first of all demonstrate the most actual initiatives for studies of the global citizenship education on the international and national level.

Key words: education; global citizenship; sustainable development goals; UNESCO.

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**Қазақстандағы жаһандық өркениеттің рухында білім беруді
жүзеге асыру үшін мәдени мұра объектілерінің әлеуеті**

Жаһандық азаматтық білім беру саласындағы білім беру, ғылым және мәдениет мәселелері жөніндегі Біріккен Ұлттар Ұйымының (ЮНЕСКО) қазіргі заманғы қызметінің маңызды бағыттарының бірі болып табылады. Әлемдік азаматтық рухында білім берудің маңыздылығы 2015 жылы Біріккен Ұлттар Ұйымы бекіткен Тұрақты даму мақсаттарының аясында өте маңызды. Қазақстан Республикасында бұл тұжырымдама жаңа және қазіргі уақытта аз зерттелген. Осыған байланысты, осы мақаланың мақсаты қысқаша баяндау, сондай-ақ біздің еліміздің мәдени мұрасы ұлттық білім беру жүйесіне жаһандық азаматтық рухында білім беруді кеңірек интеграциялауға үлес қосуы мүмкін екенін көрсету. Әдістемелік тұрғыдан алғанда, осы мақалада жаһандық азаматтық рухында білім берудің дүниежүзілік маңыздылығын сипаттау, сондай-ақ Қазақстан Республикасындағы осы мәселе бойынша соңғы зерттеулердің таныстырылымы қарастырылады. Қорытындылай келе, қарастырылып отырған тақырыпты қазақстандық білім беру жүйесіне енгізуге және Қазақстан Республикасының мәдени мұра объектілерінің жоғары әлеуетіне студенттерді көрнекі көрсету үшін енгізу қажеттігі туралы қорытынды жасалды. Осы

қысқаша зерттеудің практикалық құндылығы, ең алдымен, жаһандық және ұлттық деңгейде жаһандық азаматтық рухында білім беру мәселесін зерттеу үшін ең өзекті бастамаларды көрсету болып табылады.

Түйін сөздер: білім беру, ғаламдық азаматтық, тұрақты даму мақсаттары, ЮНЕСКО.

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Потенциал объектов культурного наследия для внедрения образования в духе глобальной гражданственности в Казахстане

Глобальная гражданственность является одним из важнейших направлений современной деятельности Организации Объединенных Наций по вопросам образования, науки и культуры (ЮНЕСКО) в области образования. Важность образования в духе глобальной гражданственности высоко актуальна в свете Целей в области устойчивого развития, которые были утверждены Организацией Объединенных Наций в 2015 году. В Республике Казахстан данная концепция является новой и на данный момент мало изученной. В данной связи целью данной статьи является ее краткая презентация, а также демонстрация того, каким образом объекты культурного наследия на территории нашей страны могут способствовать более широкому внедрению образования в духе глобальной гражданственности в национальную систему образования. С методологической точки зрения в данной статье обзереваются такие вопросы, как описание мировой актуальности образования в духе глобальной гражданственности, а также презентация последних исследований данного вопроса, которые имели место в Республике Казахстан. В заключении делается вывод о безусловной необходимости внедрения рассматриваемой темы в казахстанскую образовательную систему и о высоком потенциале объектов культурного наследия РК для ее наглядной демонстрации учащимся. Практическая ценность данного краткого исследования заключается в первую очередь в демонстрации наиболее актуальных инициатив по изучению вопроса образования в духе глобальной гражданственности как на мировом, так и на национальном уровнях.

Ключевые слова: образование, глобальная гражданственность, цели в области устойчивого развития, ЮНЕСКО.

Introduction

Global Citizenship is one of the most mainstream actual activities of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in field of education – one of its five key sectors of work. Importance of the international promotion of this concept was underlined in several programme documents that will be introduced further, while raising awareness about it is a part of the work of such recognized international scientific centres as APCEIU – Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (Lee S., 2011).

Significance of present research is related to the relatively low state of knowledge on the issue of the Global Citizenship Education in Central Asian region in general and in the Republic of Kazakhstan in particular (Making textbook content inclusive, 2017).

Present article can be separated in three different parts. In the first part it briefly presents the concept

of Global Citizenship Education, in the second part it demonstrates the state of knowledge about it on the territory of the Republic of Kazakhstan, and in the third part it shows and analyses the main conclusions of the only Kazakhstan's publication on this issue that exist so far, which was studying its potential for inclusion in the local educational system by means of national tangible and intangible cultural heritage.

In this regard, present article aims to contribute to the raising awareness of Kazakhstan's and Central Asian scientific and academic community on the issue of Global Citizenship Education and its further inclusion into the national educational system.

Material and methods

Present material includes the brief presentation of the most important international concepts that underlines the need and potential of the Global Citizenship Education, as well as lists several national concepts in field of education, which emphasize the

need of utilizing the world's leading educational practices and trends. One of these perspective and mainstream trends for eventual utilizing in Kazakhstan is the Global Citizenship.

Among the materials that were reviewed by the author of present article there are several concept and technical documents in field of modern education in the world, as well as the specialized literature, which explains the concept of Global Citizenship Education.

Following the subject of materials that were used for preparation of present article it is important to mention the main methodological challenge, which is related to any studies of such relatively new issue, as Global Citizenship Education. This concept is presented and promoted on the international level by means of a relatively small number of conceptual materials mainly available exclusively online and not the classic academic documents. This fact is a main argument for explanation of a quiet small number of items mentioned in the bibliography.

What is Global Citizenship Education?

Global citizenship is one of the most important directions among actual activities of the United Nations Educational, Scientific and Cultural Organization in field of education. In September 2018 it was introduced for the first time, when the Secretary-General of UN Mr. Ban Ki-moon launched Global Education First Initiative. According to this initiative it aims: reunited the maximal number of world leaders and stakeholders in order to highlight the importance of education in the political order of the day, promote introduction of new partnerships and attract additional financial support to realize the promise for global education for all.

Together with the idea of education for every child and raising its quality, the third main activity of the Global Education First Initiative is the introduction of Global Citizenship.

Global Citizenship Education is also important in view of the Sustainable Development Goals (SDGs) that were agreed by United Nations in 2015 as part of the «Transforming our World: the 2030 Agenda for Sustainable Development» Concept. One of the main components of the Global Citizenship Education dedicated to the implementation of the SDGs, is the issue of protection and conservation of tangible and intangible cultural heritage (Цели образования в интересах устойчивого развития, 2017).

International Commission on Education for the Twenty-first Century admitted that «the coming century is going to be dominated by global processes

that will create some sustainable contradictions [...] between global and local, universal and individual, traditions and modernity, perspective and next tasks, competitiveness and equal opportunities, unbounded expansion of opportunities and human limits to acquire them, contradictions between spiritual and material» (Делор Ж., 1996). According to the Education Policy Committee of the Organization for Economic Cooperation and Development (OECD) «...the world is confronting with previously unknown challenges, and becomes unpredictable and vulnerable. Modern human receives more information in 1 month than the human of XVIIth century during all his life. The total amount of information in the world doubles each two years, which makes its over-learning impossible and useless. Therefore, the academic knowledge, functional skills, personal competences and relations are insufficient to prepare the school child to live in these conditions. It requires new skills – meta-cognition and meta-competences. Advanced economies require the transformation of the aims of education from ‘a man who knows’ to ‘a man who thinks creatively, acts and self-develops’. In this regard in 1980th the leading countries of the world started to transform the knowledge centrism into the practice-oriented education» (Инструктивно-методическое письмо, 2017).

In practice it is possible to identify three following conceptual spheres of Global Citizenship Education, which correspond to the new challenges in field of education identified by OECD:

- «Cognitive: To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations;

- Socio-emotional: To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity;

- Behavioral: To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world» (Global Citizenship Education, 2015, p. 15).

Implementation process of Global Citizenship Education needs to aim further results in each of its conceptual spheres:

«Cognitive:

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations;

- Learners develop skills for critical thinking and analysis.

Socio-emotional:

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights;
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity.

Behavioral:

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world;
- Learners develop motivation and willingness to take necessary actions» (Global Citizenship Education, 2015, p. 22-23).

Understanding of Global Citizenship in the Republic of Kazakhstan

Speaking about the situation in the Republic of Kazakhstan, several governmental programmes in field of education try to provide the answer to the above-mentioned global challenges. Law of the Republic of Kazakhstan «On the Education» (July, 27, 2007) № 319- III is the most important text for the official policy of the Republic of Kazakhstan in this field. Notably Article 11 of this law notes «admission of the achievements of local and world culture, studies in field of history and traditions of Kazakh and other communities of the country; knowledge of the Official, Russian and foreign languages» as one of the main objectives of the education system.

In 2016 National Programme for Development of Education and Sciences in the Republic of Kazakhstan for 2016-2019, which was initiated by the Decree of the President of the Republic of Kazakhstan (March, 1, 2016) № 205, aims «to improve competitiveness of education and sciences, development of human potential for sustainable economic growth». One of its main objectives is the «modernization of the content of higher and post-graduated education in view of international tendencies».

Plan «100 Concrete Steps of the Nation» (paragraph 79) envisages «step-by-step transition to education process in English language in the high-school and universities» and determines «improving competitiveness of prepared specialists and growth of the economic potential of the education sector» as one of the main objectives of education in Kazakhstan.

State support and understanding of the importance of education in line with world education standards notably follow to constant increasing of the number of UNESCO Associated Schools in the Republic of Kazakhstan. Experience of the UN-

ESCO Associated Schools demonstrate the importance of Global Citizenship Education and provide an opportunity for transformation of traditional education methods into modern education strategies based on the critical thinking, working in groups and research studies (Two Conceptions, One Goal, 2017).

However, none of the above-mentioned documents and national strategies mentions directly the Global Citizenship Education concept. In this regard, the tangible and intangible cultural heritage of the Republic of Kazakhstan can become an important practical instrument for integration of the Global Citizenship Education into educational system of the Republic of Kazakhstan (Музафаров Р.Р., Утегенова А.Е., 2011)

First presentation of the Global Citizenship Education in the Republic of Kazakhstan

As it was shown previously, the idea of Global Citizenship Education is a relatively new for the entire region of post-soviet Central Asian including the Republic of Kazakhstan. In this regard, particular importance has the first publication in the country and in the region, which reviews the potential of World Heritage sites, as well as intangible heritage as one of the bases for Global Citizenship Education in the Republic of Kazakhstan (Байпаков К.М., Волякин Д.А. etc., 2017).

This publication was jointly prepared in 2017 by Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) (Learning to Live Together, 2014; Learning with Intangible Heritage for a Sustainable Future, 2015) and National World Heritage Committee under the auspices of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO. It mainly aims to raise awareness on the local World Cultural and Natural Sites, as well as on the Global Citizenship Education and other forms of cooperation between the Republic of Kazakhstan and UNESCO (Understanding World Heritage in Asia and the Pacific..., 2012).

It is very important that this publication was the first attempt in Kazakhstan and Central Asian countries to understand the place, which studies of national tangible and intangible heritage should have in the educational programmes, as well as the first attempt to incorporate Global Citizenship Education into these programmes. Team of authors was composed by the specialists in field of tangible and intangible heritage, as well as by the practicing school teachers, which have prepared the concrete exam-

ples of the utilizing of cultural heritage for Global Citizenship Education (A Teacher's, Guide..., 2010).

From the point of view of the content this publication can be separated on three parts. First part provides the brief description of the main forms of cooperation between UNESCO and the Republic of Kazakhstan. Particular attention was given to each World Cultural and Natural Heritage site of UNESCO on the territory of the Republic of Kazakhstan. It is followed by the description of the Global Citizenship Education concept, as well as by the main international trends of development of this sphere. In the end it provides the practical guidelines for introduction of two above-mentioned practices into the Kazakhstan's general secondary and high school education programmes (Voyakin D., Utegenova A., 2015).

Results and discussion

In spite of the presence of a large number of governmental documents and strategies in field of education in Kazakhstan, none of them has a direct liaison with the Global Citizenship Education concept. It is certainly needed to be done in order to the Republic of Kazakhstan to have an opportunity to follow the international standards and initiatives in field of education and popularization of the cultural heritage. In this regard, the most important thing is not the promotion of the some totally new ideas for understanding of the Global Citizenship Education,

but the raising awareness among the Kazakhstan's scientific community on the issue of this subject, which was already developed and described in details, as well as requirement to adapt it to the particularities of the educational process in the Republic of Kazakhstan.

Conclusions

World Heritage sites, as well as intangible cultural heritage sites of the Republic of Kazakhstan could become important practical tools for inclusion of the Global Citizenship Education principles into the education system of the Republic of Kazakhstan. History of the origins, evolution in different historical periods and the modern view of each cultural heritage site is the result of multiple intercommunications between various cultures and civilization of the past and present. Their studies as part of the educational system of each country need to be presented in form of unstoppable intercultural and interconfessional exchange, one of the keys to understand which is the concept of Global Citizenship Education.

Examples of the educational courses that utilize the tangible and intangible heritage of Kazakhstan that were presented in the above-mentioned publication «Potential Influence of World Heritage Sites over the Global Citizenship Education in the Republic of Kazakhstan» have shown a huge potential of these issues for regular use in Kazakhstan's general secondary and high schools.

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