



The Role and Place of Pedagogy in Modern Education: The Western Model

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Abstract: In this study, the researcher considers the role of pedagogy in modern society and its importance for the future generation. Also, attention is paid to the issue of choosing a suitable educational model for the development of Kazakhstan higher education. In this study, we will show a visual comparison of Western models of education in comparison with the domestic one. As the future reference point, the author draws attention to the educational models of the USA, Germany, Holland and Japan. The article describes the main provisions of higher education of these countries and their advantages or disadvantages. The author compares these educational models of Western countries with the domestic one, describes the features of Kazakhstan higher education, also describing the pros and cons of the Bologna model of education. The author points to the need to adapt Western models of education to the peculiarities of Kazakhstani society with a view to further improving Kazakhstan's education.

INTRODUCTION

The work is devoted to the study of educational models of the West and Japan. Comparative analysis of educational models of the USA, Germany, Holland and Japan and Kazakhstan is carried out. Attention is paid to the role of pedagogy in the modern world, it is pointed out that the role of teacher in modern society has changed.

The profession of the teacher has deep roots, it can be called one of the oldest. Today the role of a teacher in

modern society is quite large. But she was not always like this. At first the teacher was a slave whose duties included caring and education about the children of the masters. With the development of scientific thought, the role of the teacher rises: the profession becomes respected and socially significant. Today, the profession of a teacher is one of the most respected and socially significant in the world.

Each specialist performs certain functions: public, social and professional. Professional functions are functions that are directly related to the teaching and

educational activities of the teacher. These functions are performed by the teacher with direct contact with students, professional communication with colleagues, the university administration, education departments, representatives of the public and other educational institutions^[1]. The main professional functions of a modern teacher:

Educational function: The essence of the educational function is to inculcate in the students the ethics of behavior, both public and professional. In addition, the educational function is responsible for the formation of the world outlook of students and moral and moral values. It is thanks to education and there is a purposeful formation and development of the personality versatile and harmoniously developed. In this connection, it is the educational function that is considered the main one in the pedagogical profession.

Training function: Training is the essence of the educational process. If a teacher does not teach students, does not give them special knowledge, then he does not fulfill his professional duties. Parallel with the training process is carried out the education of students. Only by teaching, the teacher develops in the student mainly intellectual and cognitive abilities and also forms in him moral and legal consciousness, aesthetic feelings, ecological culture, diligence, spiritual peace.

Communicative function: The basis of pedagogical activity is personal and professional communication. Without communication, the learning process is not feasible. The teacher, through communication with students, influences students, coordinates their actions with colleagues, parents of students and leads all educational work. It is the need to create and maintain a communicative environment and the importance of communicative function for the teacher.

Organizational function: By the nature of its activity, a professional teacher deals with different groups of pupils with their colleagues, parents of students with the public. He has to coordinate actions of a different nature and each participant to find his place, so that, his abilities are best manifested. The teacher constantly decides which training and educational activity is necessary to be conducted, develops a plan for classes or activities. Solves questions with the place and time of the session. In other words. In addition to teaching and educational activities, the teacher also organizes work. Due to the competent organization of the educational process, its effectiveness improves and the planned results are achieved.

Correction function: The essence of the function is the regular analysis and monitoring by the teacher of its

activities: diagnoses the course of the educational process, assesses the intermediate results. The result of the correctional function is not always obvious and predictable, it often does not coincide with the teacher's initial plans. Teachers in the course of work have to regularly make adjustments to their actions and actions of students. If, on the basis of diagnostics, the teaching and upbringing process is not adjusted, then its result will be unpredictable^[2].

Despite the fact that we analyzed each function as an independent one, each teacher fulfills them all, since professional pedagogical functions are inextricably linked. For example, educational function is an integral part of teaching as well as corrective. The training function can't be performed without adjustments. Consequently, only the fulfillment of all the described functions will lead to achievement of the set results and will make pedagogical activity as efficient as possible^[3].

In the Republic of Kazakhstan, much attention is paid to improving the national education system and its compliance with world standards. At present, principally new approaches are being introduced in the sphere of higher and postgraduate pedagogical education in Kazakhstan, transition to a three-level training of specialists of higher qualification (bachelor-master-Ph.D.) and credit system of training^[4]. Higher pedagogical education includes:

- Bachelor's degree; modern training at the bachelor's degree will help to prepare high-quality specialists who will be able to adapt to the changing conditions of the modern environment will be able to introduce innovative methods of teaching in the educational process
- Master's degree; the master's degree is a postgraduate education that will allow the teacher to obtain a diploma giving the right to teach in higher education. The modern master must have innovative methods of teaching students have advanced reflection skills
- The Ph.D. degree is the highest scientific degree determined by the Bologna model of education which includes the educational activity of the teacher and the research

If you analyze the strategic documents of the Republic of Kazakhstan, you can see that they emphasize the fact that the main value of modern society is human life and education. This is due to the fact that education enables a person to develop, carry out his professional activities. This is reflected in such documents as the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020. It notes that it is noted that our country needs highly qualified personnel to improve the quality of education. The program is aimed at improving the quality of teaching modern teachers.

At present, the key tasks of the Ministry of Education, modern society, the state are raising the prestige of the pedagogical profession and improving the quality of teaching. Skills and skills of teachers are directly related to the skills and skills of students. The skills that a teacher should possess best include: reliability, in-depth knowledge of the subject, methods and objectives of the training, the ability to get along with students and the ability to support their interest in learning and the desire to participate actively in this process^[5]. The formation of the national education system which is based on the idea of continuity and continuity of education, requires drastic changes in the system of professional development of workers.

For the national education system, it is important to adopt the successful experience of Western civilization, to adapt Western teaching methods to the domestic learning process^[6]. A distinctive feature of modern higher education is the orientation towards Western advanced pedagogical technologies and methods of teaching. Domestic educators, researchers and politicians understand that the crisis of the pedagogical system has come, old methods and approaches to education have become obsolete, it is necessary to introduce new pedagogical technologies. Since, the Republic of Kazakhstan is just beginning to actively pursue scientific research and development, our country takes as a basis Western models of education, adapting them to national characteristics^[7].

MATERIALS AND METHODS

The modern education system is in crisis, especially in the post-Soviet countries where the Soviet education system has lost its effectiveness and the new model has not yet been formed. Domestic researchers K.Zh. Kadyrova, O.Zh. Berkutbaev describe the educational potential of Kazakhstan, pointing to the need for further reform and bringing it to international standards. A.T. Bayturbaeva, T.N. Chumachenko, D.P. Kozhamzharova in their works describe the features of the credit system of education, the pros and cons of the Bologna system. G.A. Beisenova, A.K. Sagintaeva compare the domestic education with the Western model.

RESULTS AND DISCUSSION

Let's analyze the basic educational models of the West and compare it with the Kazakhstan model. The first educational model analyzed by us is the US educational model. Education in this country is two-level: school, college and university. The first step is the general education school. In the USA, 85% of the adult population have a secondary education, 27% have a bachelor's degree^[8]. The second stage is studying at a

college or university. The training in colleges and universities on the organization of training is largely different from each other. In general, college education lasts 4 year, after which it can be continued in the magistracy and doctoral studies of universities^[9].

The higher education of the Republic of Kazakhstan is built in the same way by analogy with the organization of education in America. An important role is played by the results of rating tests that affect the rating of the diploma, its quality. For general higher education, the rating test is GRE, for legal-LSAT, for business education-GAT, for medical-IRU^[10]. For employment, school graduates send their documents for admission and are selected according to the average performance score, their essay and interview. Interesting is the payment of education by students. Most of the students study on credit. Only the best students with a high score, participating in scientific research or participating in the sports life of the university and showing significant sports achievements receive the scholarship. Payment is not fixed. It varies for students from different states of the country or other states, depends on the state's tax breaks^[11].

Thus, the US educational model is built on a three-level higher education. The second analyzed educational model is the model adopted in Germany. Its distinctive feature is one of the provisions of the educational policy-accessibility of higher education institutions for everyone. This is explained by the fact that Germany's economic stability is based on highly qualified personnel. Therefore, the quality of higher education should be given special attention. That is why the country regularly increases funding for students, new higher education institutions are being regularly opened and new training profiles are emerging^[12]. The learning process is guided by work on the specialty. Unlike the American model of education in Germany, higher education is free of charge for both German and foreign students of German state universities. This provision applies to both German and foreign students.

In the system of higher education in Germany there is no such structural unit as "groups". Educational standard education, curriculum development, exams and intermediate control are required but students have the right to choose the subjects and classes they study. In other words, it is the students who make up their own schedule and the program for a semester. This fact is both a virtue and a disadvantage of the educational model. The time of training is almost unlimited, since, the student has the right to independently prepare a training schedule. Now the average time of study in a German university is 7 years in the world this indicator is 4-5 years. The German government is beginning to take measures to reduce the duration of training. For example, if a student studies for >7 years, then he must independently pay part of the training.

The third educational model is the model of the Netherlands (Holland). The model of education in higher education differs from the previous two topics which is not based on two levels of diploma. Each student receives a doctoral degree after 4 years of training or 5 years for training in engineering, science and agriculture. Academic program in Holland concentrates on the main field of research, according to which the student will be given a diploma, i.e., from the first year there is a specialized specialized training. General subjects in the course of higher education are not studied.

An important part of the university program is independent research but the main requirement for writing a thesis. Diploma work in Holland is a report written on the results of the research. Studies are conducted under the supervision of a university professor. The next scientific degree is a doctor. To obtain it, the student must write a thesis. A Dutch doctorate is equivalent to a PhD degree in the Anglo-Saxon education system. An important component of the educational program of the Netherlands are internships, work in companies. Thus, emphasis is placed on obtaining student's professional skills.

Japan's experience in creating an educational model is also interesting as this country differs significantly from the rest of the world. In Japan, students from low-income and low-income families receive state subsidies for medical care, breakfasts. The schooling lasts 12 years. In the senior secondary school, general subjects are Japanese, mathematics, science and social studies. In addition, students can choose additional. For example, foreign languages, technical and special disciplines. In the final year, students can choose a specialty profile.

If we consider the features of education in higher education in Japan, then note that among the students there are volunteers, transfer students, research students and collegiate researchers^[13]. Are students enrolled in a basic course or in graduate school to study one or a series of courses. Translational students from Japanese or Foreign universities are enrolled to attend several lectures or to receive scientific guidance in postgraduate or doctoral studies. Student researchers are students who have entered postgraduate studies to study a scientific topic under the guidance of a professor but do not receive an academic degree.

Collegial researchers understand teachers, researchers and professionals who want to conduct research under the guidance of a professor at the university. Graduates of higher educational institutions in Japan do not stop training after receiving a diploma but continue it in the corporations that accepted them to work. In Japan, there is a system of "lifelong hiring" which provides that a person works in the same company up to 55-60 years. At

selection of applicants for employment the rating of the graduate of high school and also results of testing is considered.

Analyzed models of education have their own distinctive features, characteristic of the features of public life in the country. In the Republic of Kazakhstan, a model of the Bologna education has been introduced. Bologna education unites almost 50 countries. This is a kind of unified educational space, combining the most effective and promising methods and results of participating countries. Kazakhstan became a full participant in the Bologna educational model in 2010. It is important to note that our country has become the first Central Asian state recognized as a member of the educational space^[14].

Let's highlight the following qualitative changes that occurred in the system of national education after joining the Bologna Process:

- The >60 Kazakhstani universities joined the Great Charter of Universities which is currently signed by more than 650 universities around the world. This event brought Kazakhstan's education closer to European standards
- The transition to a three-level model of training specialists: bachelor-master-doctor PhD. According to data for 2014, master's degrees are prepared in 118 universities of the country and PhD preparation in 16 universities. In 2017, this figure has increased significantly
- Credit education technology is introduced in higher education
- Two-diploma education is being implemented in the country's higher education institutions and in 42-distance education
- At the moment, the development of modular educational programs and syllabuses in the system of higher education is an obligatory aspect in accordance with the Dublin descriptors
- The National Qualifications Framework was created
- The ECTS (European Credit Transfer System) is adopted as the basis for the transfer of credits during the academic mobility of students and a new ECTS Manual is being implemented
- Academic mobility within the framework of Kazakhstan universities and international internships became available for students
- Scientists from European countries, the United States and Japan are regularly invited to lecture or discipline, hold seminars^[15]

Despite significant changes in the education system, significant achievements have also the disadvantages of

such an educational model. One of the main problems in the functioning of the Bologna model of education and the main disadvantage is the negative attitude of the population towards such an educational model. Citizens of Kazakhstan are former citizens of the USSR. Only now a new generation has grown up, born and raised in an independent country. The society remembers about the former model of education, recognized in its time as one of the best in the world. Inhabitants of our country do not want to change their lives, world views and perceive the new educational model as a quality model much lower than the previous one. Many employers and just residents of the country refer to the bachelor's degree as an unfinished higher education. In their opinion, in order to obtain a complete higher education, it is necessary to graduate magistracy.

This approach is fundamentally different from the principles of the Bologna process, is incorrect. The second significant drawback is the shortage of professional personnel in higher education institutions, especially this is evident when studying in a magistracy and doctoral studies. The third problem is the weak material and technical base of the university, the absence of laboratories, computer classes^[16].

The fourth problem associated with the introduction of the Bologna process is the large expenditures on the organization of the educational process and the transition to a new educational model^[16]. The fifth drawback-bureaucracy. At the moment, university teachers say that bureaucracy and formalism of education are more important than its content^[17]. If we compare the domestic model of education and the analyzed Western, we can see that each of them has a number of pros and cons. First, the credit system introduced into the system of higher education is the most flexible and effective, thus, increasing the student's opportunities for academic mobility^[19]. Thanks to flexible curriculum planning and a regularly updated catalog of elective subjects, the content of instruction remains modern and focused on the demands of the labor market^[20].

CONCLUSION

From the study, we noted that there is a positive effect of the introduction of the new education system and on the quality of teaching, the professional growth of the teacher, since, according to the new educational standards, students have the right to choose a teacher. This approach increases the competition between teachers and stimulates them to professional growth, increase their skills. Unlike the German model of education in Kazakhstan, the duration of training is strictly fixed: 4 years of training lasts at the undergraduate level, 2 years

of training in a master's degree (recently some years of study are introduced for some specialties). Also, unlike the American model of education in Kazakhstan, there are state educational grants in our country^[21]. Undoubtedly, the national education system must continue to be reformed. For a model, it is expedient to choose one of the described models of Western countries, adapting it to the features of national education and the mentality of Kazakhstan society.

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