

New Priorities in the Educational System of Kazakhstan

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Abstract: Currently Kazakhstan is recognized by the international community as a state with a market economy. For the short period of independence, Kazakhstan has made a breakthrough in the economy, by getting integrated into the world civilization, using new advanced technologies. In this context, there is a growth of the role and importance of the modern education system as a measure of the level of social development which is the basis of a new level of society and is an important factor for the main economic strength and national security of the country. Kazakhstan's education system was developed in terms of education with outdated methodological framework, where its structure and contents were insufficient for gradual integration into the global educational community. In this connection it should be noted that the state has made its first step has joined the Bologna process and has set a goal to improve the educational system and increase the competitiveness of the higher educational institutions in terms of market economy. Time and status of the country in the international arena demanded content upgrade in training of humanities as well as in methodological framework in educational institutions of the republic. Educational policy applied by the State through various programs such as "Cultural heritage" plays an important role in achieving this of the given target. Archaeological research and other projects implemented within the framework of the program became a national wealth of the spiritual treasury of Kazakhstan's people all over the world.

Key words: Updating the educational system, cultural heritage, the Bologna process, updating the contents of history, world

INTRODUCTION

Since, independence from the Soviet Union, Kazakhstan started to make reforms in the field of education. From 1991, the governmental policy of Kazakhstan in the field of education was carried out in the direction to reform the legislation and management system in education regarding the problem of qualitative transformations in the educational system. After getting independence and analyzing the development of the educational system of the country, one can distinguish five stages (1991-1994 year) establishment of the regulatory and legal framework for higher education (1995-1998 year) improvement in the system of higher education, update of its content (1999-2000 year) expansion of academic freedom in developing educational institutions and decentralization of management and funding for education (2001-2007 year) planned development of higher and secondary education (2005-2010 year) search for the ways of adapting the system of higher education to the conditions of global educational system (National Programme for the Development of Education in the Republic of Kazakhstan for 2005-2010 year) (World Heritage Committee, 1994).

State of educational system: The economic difficulties of the first years in transition period, had painful impact in education and human sciences of Kazakhstan. As a result of cuts in state funding, it has destroyed the network of cultural and educational institutions, many of them were reorganized, their material resources were used for other purposes, number of their employees was dramatically reduced. The main reasons for this situation in the education system were: prevalence of subjectivity in the final evaluation of the quality of education has created some negative aspects at all levels; lack of susceptibility of the educational system to innovations and a lack of motivation for introduction of the quality into education; lack of an effective mechanisms to generate ethno-cultural and civic identity for younger generation, based on knowledge of the history of the state, the state language and national cultural values of the people of Kazakhstan; mismatching of the material-technical base, training and laboratory equipment, educational and methodological literature to the modern requirements; lack of motivation to provide high quality education in the system of training, brain drain and reduction in incentive

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pedagogical work. The above-mentioned negative trends in the field of education pushed the government to take more effective measures for the development of educational system.

MATERIALS AND METHODS

Governmental program cultural heritage: The mentioned measures include the state program “Cultural Heritage”. In 2003, in his annual message (speech) to people the President of Kazakhstan instructed to develop a special program aimed at creating an integrated system for studying of enormous cultural heritage of Kazakhstan and developing a foundation of liberal education in the official language, providing recreation of historical, cultural and architectural monuments, summarizing centuries-old experience of the national literature and writing. The program was started in 2004 and stipulated for 2 years. (Presidential Decree on January 13. 2004 N 1277 On State program “Cultural Heritage” in 2004-2006) (Collection of Acts of the President of the Republic of Kazakhstan and the Government of the Republic of Kazakhstan (CAPG of the Republic of Kazakhstan). Two phases of the program were developed (The Education State Program, 200):

- The first phase was approved on December 10, 2007 1203. Program “Cultural Heritage” for 2007-2009 (CPGA of the Republic of Kazakhstan, 2007)
- The second phase was approved by the Government of the Republic of Kazakhstan. Action plan for 2009-2011 on implementing the concept of a strategic national project “Cultural Heritage” for 2009-2011, from February 16. 2009 158 (CAPG of the Republic of Kazakhstan)

Aims and objectives, research projects carried out in the framework of the program: The state program “Cultural Heritage” has become a major instrument in the development of spiritual and educational activities, a large-scale project that determined the national approach to the history. Kazakhstan was the first country in the CIS which has launched such a large national project. The objectives of the program “Cultural Heritage” are research, restoration and preservation of historical and cultural heritage, the revival of historical and cultural traditions and promotion of the cultural heritage of Kazakhstan abroad.

The major direction of the “Cultural Heritage” is the scientific and research work on the study material and spiritual components of the cultural heritage of Kazakhstan. The work is held in two areas: search for documentary evidence on the history and culture of the

Kazakhs in the archives and libraries of near and far abroad; study the unique historical, cultural, architectural and archaeological sites that are of particular importance to national culture, including in the areas of reserve museums. The sovereign Kazakhstan has long history. The variety and number of ancient monuments of Kazakhstan does not yield states of the Mediterranean and the Middle East and is a kind of open-air museum.

Cultural heritage of Kazakhstan is over 25,000 immovable monuments of history, archeology, architecture and monumental art, >2 million and 56 thousand units of cultural property are in the collections of 89 museums in the state, 66 million and 840 thousand volumes and a series of books and rare manuscripts preserved in 3495 public libraries in the country and in the world. Since ancient time, the vast land of Kazakhstan was the cultural cradle of the Eurasian space. In ancient time, the steppes of Kazakhstan were crossed by the Great Silk Road, connecting East and West, the heritage of that era are numerous historical monuments. In modern time, many of the monuments are recognized by the UNESCO World Culture Heritage, including the Mausoleum of Khoja Ahmed Yasawi and a complex of Tamgaly petroglyphs in Almaty region. The “Golden Man”, the Mausoleum of Khoja Ahmed Yasawi, Otrar and Turkestan (<http://whc.unesco.org/en/statesparties/kz>) became the notable monuments of culture and history of Kazakhstan. Musical Heritage of Kazakhstan is also considered as original and unique. People inhabited Kazakhstan in ancient time, were widely involved into musical and poetic improvisation and musical creativity. The life style and economy has determined the identity of folk musical instruments and traditions. One of the most popular lyric and epic poems “Kyz-Zhibek” is included in the world cultural heritage by UNESCO.

Literary Heritage of Kazakhstan is the works of outstanding scientists of past thinkers who are considered as the pearls of the world humanistic and spiritual culture these are: Al-Farabi, Korkyt-Ata Abai, Shakarim and monuments folklore.

RESULTS AND DISCUSSION

Results of the program: For the first time in the history of independent Kazakhstan there was a large-scale inventory of national monuments and the list of monuments of history and culture of the republican (218 objects) as well as local importance (11 277 objects) (2008) was approved by the Government of the Republic of Kazakhstan.

State list of historical and cultural monuments of the Kazakh SSR, adopted during the Soviet period required a revision and there was no complete system of monuments

of history and culture to build on their base an environment for the development of tourism infrastructure. Along the given problems in the framework of the mentioned program a large source base was accumulated by the Kazakh archeology which allows developing and refining the typology and classification of monuments, providing new archaeological culture, economic-cultural types, historical and cultural similarities and successfully defines issues of chronology and periodization (timing).

Since the realization of the program the restoration work on 78 sites of archaeological, historical and cultural monuments was completed where 28 of them were restored between 2008 and 2011. About 40 archaeological investigations were conducted; they have enriched the science with thousands of artifacts that give insight into the history of our ancestors. The excavated mounds Shilikty and Berel in the East Kazakhstan region and findings of gold items related to the "Scythian-Siberian animal style" or art of Saki (V-III centuries BC.), became famous worldwide. Ancient Otrar oasis is located in the modern Otrar district of South Kazakhstan region. As established by scientists, it covers an area of 2500 km² which includes over 200 monuments of history and culture. The central core of tourist oasis is an area marked by four mounds, mausoleum Arystanbab and numerous ancient irrigation channels.

In the field season 2007 the works in Otrar oasis were conducted according to the plans of the "Cultural heritage South-Kazakh oasis: ancient Otrar" and "Revival of ancient Otrar" at several sites. After the archaeological research the conservation measures were conducted at all sites, including the study of the ancient irrigation system using the latest computer technology (Report on archaeological investigations Otrar detachment, 2007).

As a result of research expeditions to China, Turkey, Mongolia, Russia, Japan, Egypt, Uzbekistan, Armenia as well as in the US and Western European countries >5,000 of the most valuable archival documents, manuscripts and publications on the history, ethnography, art Kazakhstan previously unknown in the national scientific community (History of Kazakhstan in Eastern sources, 2005-2010) have been obtained.

For the first time since independence in Kazakhstan the creation of a full-fledged fund on liberal education in the state language had begun in the framework of the program "Cultural Heritage". It was published 537 titles of books on history, archeology, ethnography, new encyclopedic dictionaries amounted by more than half a million copies, including the unique series with updated content on the basis of archaeological research.

International projects were successfully implemented the restoration of the mausoleum of Sultan al-Zahir Baybars in Damascus, the mosque of Sultan

Baybars in Cairo, the construction of the historical and cultural center and the mausoleum of Al-Farabi in Damascus. In the program "Cultural heritage" the measures aimed at the development of the tourism cluster (pilgrim tourism, historical and archaeological tourism) are implemented. Recommendations of the archaeologists are used when developing tourist routes. According to the recommendations of historians a list (confirmed Chairman of the Committee on Culture from the Ministry of Culture of the Republic of Kazakhstan. December) of cultural and historical monuments was composed, where the objects became of tourist interest, at the state level. Annually around 200 events are held with an aim to promote historical and cultural heritage inside the country and abroad. The archaeologists of Kazakhstan pay a great attention to the issues on promotion of cultural heritage in the country and abroad.

The exhibitions "the golden man and the ancient treasures of Kazakhstan", "the ancient religions of Kazakhstan", organized by the Museum of the Institute of Archaeology of Kazakhstan have been successfully held in the regional centers of the country and abroad, in Italy and France.

The scale of the project is proved by the fact that the entire scientific potential of the modern Kazakhstan has been involved all the: academic institutions of literature and art, philosophy, history, ethnography, linguistics and so on, the National Library, the higher educational institutions of the country. About 2006 was the first phase of implementation of the state program "Cultural Heritage". During the implementation of the state program a set of measures to open up new cultural and historical monuments, conservation, restoration and reconstruction of significant historical and cultural sites of particular importance to national culture (Baipakov, 2007) was provided.

In a short historical period of time the state program "Cultural Heritage" was perceived as a classic brand of Kazakhstan, symbolizing spiritual continuity, connection to times, generations and traditions of statehood in Kazakhstan as a full component of universal historical, cultural and civilizational process. In general historical terms this is a unique project of modernity which in its scope and results has no analogue in the entire post Soviet space. The realization of the state program "Cultural heritage" is related to historical fate of many nations of antiquity, medieval, modern and contemporary, the history of a number of major political and administrative centers, cities, extremely diverse development of the traditional household, spiritual culture of Kazakhs and interactions with the people and countries; development of a huge range of original

memorial and religious monuments, etc. A project begun with a program for the revival of the cultural heritage of the people and in general to strengthen the cultural processes in Kazakhstan in terms of independence, has moved into the project exceeding the territory of the country. Numerous expeditions and laborious work of researchers and all those who supported and are at the origin of the state program "Cultural Heritage", brought it to the mainstream of the world civilization, making it the main component of the planetary cultural, historical and political transformations.

The Bologna process: Along with updating the content of training programs, for the years of independence the conceptually new approaches in the system of higher education in the Republic of Kazakhstan were formed which entirely cover all stages and areas of the sphere of society. The changes were aimed at the liberalization of higher education that encourages democratic development. The main tasks of the reform were to improve education, its flexibility and adaptability to the current vector in the development of the economy.

An integral part of strengthening and expanding cooperation between Kazakhstan in the world is the problem of integration into the world educational environment. In connection with these priorities in education, in March 2010, Kazakhstan signed the Bologna Declaration, becoming a full member of the Bologna process. The main goal of Kazakhstan's participation in the Bologna process is improvement of the competitiveness of higher education in Kazakhstan in the global system, through the implementation of its principles (reform of higher education in Kazakhstan). Joining the Bologna Process has identified key trends and priorities of improving higher education in Kazakhstan. Entry into the world educational environment will accelerate the growth of the intellectual potential of the nation and its competitiveness. According to the commitments made, till 2020 Kazakhstan will have to implement a number of measures to modernize the educational development (Strategic Plan of the Republic of Kazakhstan, 2010). The State Program on Educational Development in Kazakhstan for 2011-2020 was adopted by the Decree of the President of the Republic of Kazakhstan 1118 of December 7, 2010.

The critical guidance of the Head of State N.A. Nazarbayev is focused on solving the given issue and the measures taken by the Government, the Ministry of Education and Science of the Republic. The desire to integrate into the world educational space to learn best foreign standards and technology training meets the interest of higher educational institutions and the state.

To achieve these objectives, the Republic of Kazakhstan was the first CIS country which introduced credit system into the education at higher schools according to the Bologna process, thus confirming its readiness to enter into world educational process and to ensure competitiveness of graduates of their universities. The credit system is the basis for training that meet international standards of education. It allows you to enhance the interest and the independence of students in the development of a particular field of knowledge, creates the conditions for the construction of individual learning paths. Unconditional positive development of credit technology in higher education in Kazakhstan is the possibility of recognition of study abroad and increase the mobility of the students. Kazakhstan credit technology involves the accumulation of credits for the degree and focuses on the continuity of education at various levels, when at the next level of education the previous credits are counted.

Since 2005 a credit education technology operates in the experimental regime in Kazakhstan, it was applied in 36 high schools (The Education State Program, 2000). The current to the present time, the system of higher education in the Republic of Kazakhstan consists of the following steps:

- Higher basic education (Bachelor's degree)
- Higher professional/science-pedagogical education (Master's degree)
- Doctorate PhD

The implementation of a three-level structure of higher education is focused on integration in the international educational environment, expanding the range of educational programs and improving their mobility and flexibility in accordance with the requirements of the market economy. The implementation of this model of higher education has shown its viability and relevance but at the same time made it necessary for its further transformation into perspective. The main directions of development of the three-level model of higher education in Kazakhstan include reduction of the spectrum of specific specialties and their association in broader subjects; strengthening the research areas in training, increased interaction with the business, providing demand for graduates in the labor market.

State policy in the sphere of higher education is also aimed at providing high quality educational programs. In this regard, a number of measures, including the mentioned state program "Cultural heritage" discussed previously.

Integration into the world educational environment is also carried out by creating the branches of foreign universities at the leading universities of Kazakhstan. Kazakh branch of Moscow State University at the Eurasian National University, L. Gumilev (Astana, Kazakhstan). Joint universities with a number of other countries- Kazakh-British Technical University, Kazakh German University and International Kazakh-Turkish University (IKTU) named after Khoja Ahmed Yasavi were established.

One of the first high schools that switched into three-level training is named IKTU Kh.A. Yasavi. To improve the quality of teaching at the university system in the educational process a credit technology of training is in the first place, a second priority is the modern information and communication technologies and third one is training of doctors (PhD) in partnership with leading foreign universities (State educational standards of the Republic of Kazakhstan (the SESRK 5.04.034 2011), 2011) and fourth one is introduction of the disciplines which are not covered by the standard curriculum, that is, updating the content of educational programs of higher education, curricula and programs. The goal of the principle is that a student of the given university with basic disciplines can study disciplines directly related to his research topic. For example, the department of Kazakhstan history, of the given university, introduced subjects such as “The study of Turkic Alphabet in South Kazakhstan”, “Land relations in Kazakhstan (17th-18th centuries)”, “The Political History of Medieval Cities”, “The economic development of Medieval towns of Kazakhstan”, “Interdisciplinary research in modern historical science”. The curriculum was approved by the President of the International Kazakh-Turkish University (IKTU) named after Kh. A. Yasavi. The content of the curriculum for the mentioned disciplines is based on achievements of the past decade, Kazakhstan archeology and new materials which were published under the authority of the state program “Cultural Heritage”. In Kazakhstan, there were originated and developed unique civilizations, representing a complex of multi-level phenomenon. Archaeological evidences indicate the multi-component culture of Kazakhstan; its territory is the contact area, where there was a cross-enrichment of cultures. Educational history of the country in this aspect is developed as a national history, reflecting its own interests of these countries. History written in the framework of belief and opinion is taught only at higher education institutions of Kazakhstan. But in the future we hope that the history considered from such a point of view will be also taught at secondary schools in Kazakhstan.

Thus, the experience in independent development of Kazakhstan clearly shows that the state of education in many ways is defined by the impact of social-economic development of the country. Today Kazakhstan is the regional leader in implementing the requirements of the Bologna Convention. The implementation of new educational model made it possible to introduce a multilevel system of training and significantly increased the level and quality of education in general and made the diplomas Kazakhstan competitive. Kazakhstan’s participation in the Bologna process provides an opportunity to study the training program at various levels of higher education, to exchange best practices in research and teaching, to introduce an advanced management of higher institutions. The formation of a unified educational environment in the CIS and its inclusion into the international educational system is a relevant aspect.

CONCLUSION

The collapse of the Soviet Union opened for the emerged Central Asian states in the former Soviet Union, including the Republic of Kazakhstan, new opportunities and priorities for the development and improvement of the cultural and spiritual aspects. The Republic of Kazakhstan in its reforms on educational policy follows the educational models of leading countries such as the US., Canada and the UK. Involvement of Kazakhstan to the Bologna process facilitated the transmission of the Republic of Kazakhstan into the common European educational environment. To implement the recommendations of the Bologna system Kazakhstan went on to three-level university educational system. The principles of the educational system of Kazakhstan is to fulfill the requirements for education in scientific and technological progress and international standards, to continuously improve the educational process based on the results of monitoring. Primarily, these changes are associated with the training of historical sciences. Thus, when presenting the content of their own history, the histories of independent Central Asian States fill with the content of new concepts based on archaeological discoveries. One of the successful programs on the educational system of Kazakhstan is the implementation of the “Cultural Heritage”. This undoubtedly contributed and will contribute to ensuring access for all levels of the population to the works of national and world culture and history will preserve the historical and cultural heritage of the people of Kazakhstan, will keep the high prestige of Culture of Kazakhstan abroad.

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