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The main stages of international cooperation development in the sphere of higher education in Kazakhstan

The paper presents an analysis of the current status of international cooperation, historical and pedagogical conditions of formation and development of the phenomenon. The authors analyzed the works of foreign and domestic scientists, periodization of the development of external relations in the system of higher education based on the systematization of archival materials, training documentation of Kazakh universities was proposed, positive experience of Russian universities was generalized. The necessity of a radical revision of the organizational, structural and ideological changes, updates the content of education, improve the quality of training requirements in accordance with the present stage of development of Kazakh society and global integration processes in the world educational space.

Key words: international cooperation, foreign students, training, academic mobility, periodization, the international education market, education, external relations of universities, training, national education system.

Priority areas of Kazakhstan Republic education system is a growing and deepening integration into the world educational space. A new approach to solving the problems of education in the world has necessitated a radical revision of the organizational, structural and ideological changes, updates the content of education, improve the quality of training requirements in accordance with the present stage of development of Kazakh society and global integration processes in the world educational space. In this regard, problems of international educational exchanges, including the training of foreign students in our country are updated. Modern science has hitherto insufficiently carried out research into the history of international cooperation of the Republic of Kazakhstan in the field of education, where would be found an objective reflection of the state policy in the field of education, aspects of its development, the analysis of difficulties and mistakes made on the stage of international relations in the field of education. In addition, it can be argued that the problem of the status of external relations of Kazakhstan in the field of education has not been sufficiently researched in the Kazakh historiography, not assessed the origins and dynamics of these processes. Therefore, we attempted to determine the historical and educational prerequisites of foreign students study at universities of Kazakhstan. In order to identify the historical and pedagogical prerequisites of foreign students training at universities in Kazakhstan it is advisable to decide on the periodization of the development of international cooperation in the field of education. Periodization of the main stages of development of pedagogical science and education has always been problematic: there is still no consensus on the reasons for identification and classification of epochs, stages. In December 1958, at a meeting of historians of pedagogy, convened by the Research Institute of Theory and Pedagogy of the RSFSR Academy to discuss the plan publication history of national schools and pedagogy from the earliest times to the present day in 10 volumes, it was formed a committee, headed by F.F. Korolev. The periodization, which was adopted in civil history, was taken into consideration, reflecting the main points in the development of society, which influenced society in the development of the school and pedagogy.

The Commission determined the periodization, which could be well development stages of secondary school; vocational education and pedagogy, as each of these stages have their own specific characteristics. As a result, the following periodization scheme of the Soviet school and pedagogy was adopted at the meeting:

- 1) the beginning of the radical transformation of the school and the establishment of Soviet pedagogy (1917–1920);
- 2) fight for the establishment of the socialist school (1921–1930);
- 3) the implementation of universal primary education and seven years study, the fight for a strong absorption of Sciences, for the full restoration of the rights of pedagogy (1931–1940);
- 4) School and pedagogy during the war and in the postwar years, the recovery of public education (1941–1956);

5) a new system of school education, a comprehensive restructuring of the secondary polytechnic school on the basis of combining education with productive labor and the new challenges of pedagogy (1956 and onwards).

Of course, the proposed scheme of periodization of the Soviet school and pedagogy are merely exemplary and are not claimed to be a solution of the whole problem. Consensus in its occasion was missing. Investigation of the methodological problems of periodization is continued.

The rich heritage of historical and cultural, historical and pedagogical past of Kazakhstan, all its peoples and the peoples of the USSR, can and should be fully taken into account in the periodization of the stages of development of both science and education. This will get rid of all the negative and unproductive things in education and use the accumulated valuable experience in working for further improvement of the education system of Kazakhstan.

To identify periods and stages of formation and development of the school and pedagogy in Kazakhstan are strongly influenced by the following factors:

- social-and-economic status and development of the USSR and Kazakhstan;
- the political and inter-ethnic dialogue, the attitude of the country;
- historical, cultural and ethnopedagogical heritage, traditions of the Kazakh and other nations of Kazakhstan;
- level of literacy, educational and professional skills of the staff;
- the condition and development of the system of general and vocational education in the country.

There are different points of view on the problem of periodization of the development of pedagogical science and thoughts in Kazakhstan. One was based on the era of the Kazakh Khanate (XIV-XV centuries), others do not agree with this. Periodization proposed by professor S.K. Kaliyev [1, 2] consists of eight periods:

- 1) pedagogy of primitive society era (Stone Age);
- 2) pedagogy of Saks and Huns era (military pedagogy, VII century B.C. — V century A.D.);
- 3) education of the Great Turkic Khanate era (VI–IX centuries);
- 4) pedagogy of the Arab Caliphate era (X–XV centuries);
- 5) pedagogy of Kazakh Khanate era (XV–XVIII centuries);
- 6) pedagogy of reunification with Russia, Kazakhstan era (18–20 s of the XX century);
- 7) pedagogy of Soviet Kazakhstan era (Soviet pedagogy 20–91th year of XX century);
- 8) education of Independent Kazakhstan (since 1991).

The above mentioned periodization reflects ethnopedagogical culture of the people, which in its composition has a block of folk knowledge and experience of the people's education of children and youth.

According to Hrapchenkov G.M., Hrapchenkov V.G. [3, 4], especially the development of the historical and pedagogical knowledge, a comprehensive school, periodization of historical and pedagogical science in Kazakhstan should be designed taking into account the peculiarities of historical periods in the development of science, school, teaching science, not only in the USSR but also in Kazakhstan, as each national republic has its own specific features of the historical and cultural development.

Khrapchenkov G.M. believes that the historical period from October 1917 to 1991 can be called the period of the existence and functioning of the Soviet Kazakhstan, therefore, the historical period of functioning of the Soviet school and pedagogy. In this period, Professor Khrapchenkov G.M. identifies three stages: from the early 20's to early 30's; 30–50-ies; 50–90-ies. Also, within each segment, it highlights the peculiar phases characterized by specific features of the development and functioning of the Soviet school.

It should be noted that since the end of the XX century in the education system there is a tendency towards globalization historical and pedagogical heritage based on the integration of national education systems. Human values are enriched and developed in the variety and interaction of national traditions, cultures, educational and educational systems.

These two types of periodization see the development of the history of education, educational thought, the major changes in the system of secondary, vocational, higher education and the independence of the individual disciplines, acquiring theoretical and practical significance in independent Kazakhstan.

Analysis of the works of scientists showed that the extensive work done by the definition of the main stages of development of pedagogical, ethnopedagogical and national history, therefore, educational science in general.

But taking into consideration the essence of our study (foreign students training), consider it appropriate to rely on the development of international cooperation in the field of higher education of the Soviet Union and the Independent Kazakhstan.

Analysis of archival materials, training documentation Kazakh universities allowed us to distinguish three periods of development of external relations in higher education:

- The first period — the Soviet period, from 1970 to 1980;
- The second period — the Soviet period, from 1980 to 1990;
- The third period — the period of independence of Kazakhstan, from 1990 to the present.

The basis for the selection of the first period was the fact that in Kazakhstan the first foreign students arrived in the 70 years of the twentieth century. Although the history of their training in the Soviet Union has its origins in the 20s, when the countries of the East have been recruited the first foreign students began training from April 21, 1921 at the Communist University of the Toilers of the East (TAS). This date may well be considered the beginning of the history of planning in the Soviet Union national specialists for foreign countries. TAS experience has become an important source of improvement of educational work with foreign students for the next decade [5]. Prior to its collapse of the USSR was the third country in the world with the largest number of foreign students, second only to the United States and France. About 150 countries send students to study in the Soviet Union, in accordance with inter-state agreements and through the Soviet public organizations that provide them with their scholarships. At this time, to determine the list of specialties, which was being prepared for working with foreign students. It was rigidly set the scope of educational institutions that were supposed to carry out this training. The original control system was formed, engaged in teaching and training of citizens of foreign countries. The specificity of this system is to implement the ideas of the communist education of children and students. From the first days of its existence, the country of the Soviets defended the principles of proletarian internationalism, pursuing a policy of development, support and awakening of the revolution in other countries. Therefore, as a rule, were trained in the Soviet Union from developing countries and countries of the socialist countries. The faculty and administrative staff was formed and employed in working with foreign students and professional holding its characteristics, as well as providing effective assistance in the training of specialists for foreign countries [5, 6]. Following the Communist University of the Toilers of the East on the February 5 th, 1960 in Moscow was opened Peoples' Friendship University (PFU) [7]. The main objective of Peoples' Friendship University was assisting in the training of highly skilled and educated in the spirit of friendship of national staff in Asia, Africa and Latin America, providing youth with these countries, especially from poor families, opportunities to get higher education. Duration of study was set at 4 years for agricultural, engineering, history and philology faculty, as well as economics and law faculties, physical and mathematical and natural sciences, and 5 years for the Faculty of Medicine. New University has become an integral part of the national high school. The government's decision, he was assigned to the educational institutions of the highest category with all the rights of public universities in the USSR. UDN founders were Union Central Council of Trade Unions (Trade Unions), the Soviet Committee for Solidarity with Asian and African countries, the Union of Soviet Societies for Friendship and Cultural Relations with Foreign Countries (USSF). March 24, 1963 by the founders of the University Council was established as the supreme organ of the university, that along with the Academic Council and the rector was a feature of the University. February 22, 1961 the University was named after Patrice Lumumba, the first Prime Minister of the Republic of Congo, whose short life was devoted to the struggle for the independence of their homeland. In 1992, the University was renamed the Russian Peoples' Friendship University (University). In the context of the studied issues of particular interest is the experience of teachers in the Department of the Russian language, which has developed a unique methodology of teaching Russian language for foreign students. A feature of this technique is that the specificity of the phonetics of the native language for foreign students. Development of general and specific problems methods of teaching Russian as a foreign language has become one of the directions of research work of the department. Note that this experience later, until today, has led to the choice of foreign students the language of instruction in higher education institutions of the Union republics. For example, in modern universities of Kazakhstan foreign students in the vast majority are taught in Russian.

From the very beginning of the University, all foreign and Russian students had the opportunity to get outside the core, the second degree — the translator of foreign languages. In 1964, the University has been accepted into the International Association of Universities (IAU). Throughout its history, the University of Peoples' Friendship consistently adhered to the traditions of classical universities in the world: the principle of continuity of educational and scientific processes. Its formation as a major research center crucially depended on the selection of qualified faculty members, from setting research and training their own staff. The first decade of the Peoples' Friendship University has laid a solid foundation for its subsequent rapid development. Ties UDN with universities of foreign countries, expanded international contacts in the field of edu-

cation. This experience of the Soviet system of education laid the foundation for the emergence, development, international relations and Kazakh universities. Training of foreign citizens in Kazakhstan mainly took place in Almaty universities, carried out only in the direction of the Ministry of Higher and Secondary Special Education of the USSR (later the State Committee of the USSR) and was under constant and strict control of the All-Union Council for International Students, Alma-Ata city Council cases of foreign students, party, government, agency and law enforcement. First foreign students (56 people) in the 1978–1979 academic year in Kazakhstan came from 4 countries: the Democratic Republic of Mongolia — 6 people, Cuba — 46 people, Algeria - 3 students and 1 student from Jordan. Students are trained in the following universities of Almaty: Kazakh National University named after Al-Farabi, Kazakh Polytechnic Institute named after V.I.Lenin and the Alma-Ata State Conservatory [8], although by the end of the 80s in Kazakh universities were preparing virtually all major specialty groups [9, 10]. By this time there was a solid legal framework for admission, training and material support of foreign nationals, which consisted of nearly 100 departmental and interdepartmental regulations, instructions and orders. The activities of the Alma-Ata City Council on Foreign students focused on the tasks of the next Congress of the CPSU, the All-Union Council of the Foreign Affairs Council of the Union and the Council of Nationalities of the Supreme Soviet of the USSR «On the training of national human resources in the USSR and skilled workers to foreign countries». An action plan reflects these areas of work, as the organization of the educational process, the ideological and educational work outside normal working hours, selection, placement and professional development. It should be noted that Kazakhstan's first experience in the development of external relations in the field of education in the 70–80 years was tough governed all-Union regulations designed to achieve ideological and political goals of the former superpower. This experience of Kazakhstani universities in the 70–80 years was investigated from the standpoint of the state ideology of the USSR, so today there is an urgent need for its objective coverage. The Russian scientists, including Y.P.Kozhaev, who examined this issue and wrote dissertation research on the topic of «International activity of the CPSU to assist in the preparation of national expertise for developing countries (for example, co-operation between the countries of the Soviet Union and Afghanistan in 1920–1980.)» [11]. Among the works of Soviet scientists who have studied the individual areas of training of foreign specialists in the universities of the former USSR, it is possible to note theses of Dyakova A.P. «Improving the ideological work of the Komsomol organizations with foreign students of higher educational institutions of the USSR (1964–1974)» [12], Capitan D.S. «Participation of Belarusian SSR in the economic and cultural cooperation of the Soviet Union and the developing countries (1961–1970)». These works are mainly devoted to the methodology and the specifics of teaching foreigners on educational and ideological work with them, as well as their conditions of life and cultural activities. In general, the problems of international cooperation of universities have not been adequately studied, because in all these years to prepare foreign specialists in Soviet universities, as well as international cooperation, had closed nature, controlled by public safety agencies. This made it difficult to obtain information, analysis and processing. Information on this issue is sometimes found in newspaper articles, brochures and individual intra higher educational institutions' publications. So for us a source of research material analysis are funds of the Central State Archive of the Republic of Kazakhstan (RK CSA) and the Almaty Central City Archives [13]. Of particular interest are documents, certificates, reports the current departments. For example, in the current archives department of external relations and international departments of higher education institutions provides data on international relations in the field of education, the number of foreign students, inter-state and inter-institutional agreements.

So we marked the first period of the development of international cooperation of the national high school led to one of the most important historical and educational prerequisites training foreign students in universities in Kazakhstan, namely, developed an original system of education management of foreign citizens with a straight chain of special bodies: All-Union Council of Foreign Affairs Council of the Union and the Council of Nationalities of the Supreme Soviet of the USSR, which controls and coordinates the activities of the city Soviets for foreign students. The latter, as a rule, are functioning in the capital cities of the Union republics. In general, this control system in this period is differed in political orientation. It is about the implementation of the principles of proletarian internationalism. Release of the second period in the development of international cooperation in the field of education related to the socio-economic and political crisis, subsequently contributing to the failure of the official doctrines of Soviet pedagogy, and the uselessness of the communist ideology of education. This marked the beginning of the second period of national training for foreign countries, which was completed the collapse of the Soviet empire. The nature of changes in social relations and the education system as a social sub-structures of society led to the essence of the fol-

lowing historical and pedagogical background of training foreign students in modern universities in Kazakhstan: to strengthen and expand the system of management of international relations in higher education. Thus, in the management of higher education institutions under the Ministry of Education of the Kazakh Soviet Socialist Republic was established Department on work with foreign students and foreign relations; since 1985, the Office of management and scientific-pedagogical personnel began his work the department of managers and external relations; in 1986 in the educational-methodical management of Higher Education created two sectors to work with foreign students. It was dictated by the need to control and regulate the growing contingent of foreign students in the universities of the Kazakh SSR (Table).

Table

The contingent of foreign students who studied in higher educational institutions of Kazakhstan (1970–1990)

Higher educational institution	70–80's	80–85's	85–90's
Kazakh state university named after S.M. Kirov	36	126	153
Other higher educational institutions	19	603	1194
Total	55	729	1347
Countries	Cuba, Jordan, Algeria, Mongolia, Vietnam, Laos, Afghanistan, Italy	Cuba, Mongolia, Vietnam, Afghanistan, China, Bolivia, Palestine, Mauritania	Israel, Nigeria, Afghanistan, Laos, Colombia, Ethiopia, Sierra Leone, Sudan, Iran, Angola, Ecuador, India, Peru, the Comoros, the Philippines, Burkina Faso, Mali, Bangladesh and others.

The number of foreign students was concentrated in the Kazakh National University named after Al-Farabi, as in 1985, began to work the preparatory faculty for 100 foreign students, which was established by the Order № 452 of the Ministry of Higher and Secondary Special Education of the USSR from 06.19.1985 «On the opening in Kazakh national university preparatory faculty for foreign citizens», signed by the Minister Elyutin V.P. based on the letter of the Kazakh SSR Ministry of Higher Education № 2–9–252 from 11.03.1985 year. Opening of the preparatory faculty for foreign citizens was preceded by the dean's office and the Department of Russian Language for Foreign Students. Creation in 1985 of the preparatory faculty for foreign citizens on the basis of the Kazakh National University named after Al-Farabi was due to the need to train qualified personnel for the countries of Central and South-East Asia, Middle East, Africa and Latin America.

Graduates of the preparatory faculty for foreign citizens had the opportunity to continue their studies in higher educational institutions of the USSR in the chosen specialty. Most of the students were from Yemen, Laos, Cambodia, Nigeria, Palestine, Chile, USA, China, Turkey, El Salvador, Tunisia, Afghanistan, India, Syria, Tanzania, Israel, Sudan, Iran, Japan, etc. [14, 15]. The fact that an increasing number of foreign students who after graduation did not return to his homeland: in 1988 there were 115 people. We believe that this phenomenon should be the subject of special studies aimed at clarifying these find factors and causes, as the results of such studies will largely contribute to the development of strategic directions and forecasting prospects as international educational programs, as well as inter-state relations. In addition to the preparatory department of the Kazakh National University named after Al-Farabi in training foreign students there were involved other departments. In the 1978–1979, the Faculty of Philosophy and Economics of the University was accepted 15 students from the Republic of Cuba. Next academic year, 13 Cuban students entered the above mentioned faculty, 4 — on the Department of Chemistry, 4 representatives of the Mongolian People's Republic began their study at the Faculty of Philology in «Kazakh and Russian language». Among the first foreign students were also representatives from Vietnam, Laos and Afghanistan. The rest of the contingent of foreign students was dispersed in other universities of Almaty. Thus, in 1985, 211 foreign students study in KazPTI (119 people from Cuba, 8 — from Palestine, 2 — from Afghanistan, 1 — from Bolivia, 1 — from Mauritania) in ASMI 47 international students (from Mongolia — 11, Afghanistan — 16, Laos — 9, Costa Rica — 2, Nicaragua — 1, Mali — 1, Ecuador — 1, Cambodia — 1), AASI had only 30 foreign students (from Cuba — 25, Jordan 1, Afghanistan — 1, Yemen — 2, Lebanon — 3, Syria — 1, Iraq — 10).

In 1986, a contingent of foreign students was 729 people from 39 countries who were living in 13 hostels of educational institutions. The number of foreign students in the 1988–1989 academic year, eight uni-

versities and two secondary special educational institutions reached 1,347 students and trainees from 65 foreign countries. Of this number, 232 persons were citizens of socialist countries, 659 — from Asia, 394 — Africa, 62 — Latin America, of which the State Conservatory studied 11 students, in ASTI — 10, in AZVI — 144, at the preparatory department of ASMI — 57 and in ASMI — 232, in Kazakh agricultural Institute — 76, in Alma-Ata Institute of Architecture and Civil Engineering — 113, the Kazakh National University — 153, the preparatory department of Kazakh National University — 237, in the Kazakh Polytechnic Institute — 331 students [16]. The party and Soviet agencies, administrations, educational institutions, non-governmental organizations carried out systematic monitoring of the sanitary condition of the living conditions of the hostels, held in them the political-educational work. In general, the existing system of training of foreign citizens assumed a one-year study of Russian as a foreign language in the preparatory departments. Many foreigners, who came to study at the universities of Almaty, finished the preparatory departments of universities in Russia, Ukraine and Belarus. In 1988, the Council of Ministers adopted a special resolution, aimed at improving the entire system of foreign experts. In particular, it provided: a rigorous selection process with the preparatory faculties, free attendance at lectures, re-training in the case of poor performance.

The end of the second period is characterized by a significant reduction in the number of students from abroad, and major changes in the system of training for foreign countries:

- abolition of the Ministry of Higher and Secondary Special Education of the USSR, the Office of training for foreign countries;
- granting universities autonomy in matters of training them for foreign students;
- withdrawal of the state order universities to prepare foreign specialists, therefore, the termination of funding, in other words, before the universities faced with the need to earn money to support the development of the material base and the solution of social, educational and organizational problems, so universities have started training from other states contractual basis. Thus, the accumulated experience in the first period of international cooperation in higher education, based on a gradual, but not intensive growth of the legal framework, which differs highly centralized management hierarchy, as in some sense a prerequisite for the next stage of development of external relations of universities of the country, has been transformed through partial decentralization of management, which is expressed in its powers to Moscow union republics. In addition, as a prerequisite for the development of international cooperation of Kazakhstan in the field of education can be specified and a well-developed network of educational institutions, and high levels of education, including the percentage of admission to higher education institutions and almost universal literacy rate (97.5 % in early 1990's). Kazakhstan education system is already characterized by mobility, openness, propensity to innovate, which is largely due to its integration into the world educational space at the present stage. The third period is associated with the acquisition of the state independence of Kazakhstan and the process of the formation of relations between Kazakhstan and the countries of the Commonwealth of Independent States in the field of education. At the same time, Kazakhstan inherited from the Soviet system of education and the lack of significant laws governing international cooperation in the field of education, which in the first years of independence led to the activation of negative phenomena such as leakage of intellectual potential abroad, illegal immigration in Kazakhstan under the pretext of training etc. By 1995, there was not even an objective statistics on the contingent of foreign students enrolled in higher education institutions of Kazakhstan. During the financial crisis of the transition period Kazakhstan fought for the preservation of the achievements in the field of education, at the same time to carry out reforms of the education system, based on the principles of an independent state and a market economy [17]. The struggle to maintain a unified educational space, despite the complexity of the political and economic situation, began immediately after the collapse of the Soviet Union.

At present, there are two vectors in international relations in the field of education: Kazakh students study abroad and study of foreign students in Kazakhstan. Training of citizens of the Republic of Kazakhstan abroad is carried out in the following areas:

- international educational exchanges;
- scholarships to foreign governments and international organizations;
- privately;
- International «Bolashak» scholarship.

The most important event of the greatest importance, was the Decree of the President of the Republic of Kazakhstan for the number 1394, November 5th, 1993, has established an international scholarship of the President of the Republic of Kazakhstan «Bolashak» for training abroad as a form of financial support for

education and training of the most talented young people abroad. Since 1994, about 800 young citizens of Kazakhstan have been trained in the most prestigious foreign universities for Master degree programs and PhD. To date, most of the graduates of the program «Bolashak» work in various fields of the national economy, the social sphere, in the public service.

The selection of universities for applicants for the scholarship «Bolashak» engaged in foreign partners. On the basis of points for language testing and interview business fellows are sent to several foreign universities. Later, when the winner of the scholarship will be invited from various foreign universities, he will determine the choice of the university, giving preference to the university, where his specialty is represented better. Particular attention is paid to the technical, engineering and medical specialties. Apparently this is due to the fact that, according to the medium and long term, Kazakhstan needs in such specialists. In this regard, certain exemptions are allowed in the requirements for the knowledge of a foreign language. This means that for those who choose humanities knowledge of a foreign language must be at the level of free communication. For engineering, medical and technical fields, on the recommendation of foreign partners, this criterion decreased to the minimum necessary, which would be enough to ensure that our students were able to pass a semester or two-semester language training abroad (paragraph 5 of the General Rules) [18, 19].

One of the advantages of this program, in our opinion, is that there is no concept of «beneficiaries»: candidates take part in competitions on an equal basis, regardless of the existing differences in education, social position, etc.

In this regard, lawful procedures and mechanisms presented the program «Bolashak», including: testing psychological maturity, interviews with the expert committee, which identifies the personal characteristics that would reveal its plans for the future, the level of self-esteem, etc. Fellow has the right job for working in an international organization abroad in obtaining the written permission of the National Commission. At the present stage of international relations are developing in the framework of the Lisbon Convention (April, 1997), the Sorbonne (1998) and the Bologna Process (1999), which define the nature of reform of our education system as a whole. In addition, implement educational programs of international organizations, UNESCO, the Peace Corps, United States Information Service (UCIS), the Soros Foundation, the American Council for International Studies (IREX), the American Council for Collaboration in Education and Language Learning (ACTR / ACCELS), British Council, the German academic Exchange Service (DAAD) [81, 82], the National Center for school and university programs in France (CNOUS), Bureau of linguistic and pedagogical cooperation of the Embassy of France in Kazakhstan, carried out cooperation in the framework of the «TASIS» and «TEMPUS», directed to establish academic links between universities of Kazakhstan and the European Union [20].

The most intensively developing external relations of Kazakhstan with countries such as Russia, USA, UK, Turkey, China, India, Syria, Pakistan, the Middle East. There is the practice of opening the joint international universities: the Kazakh-Russian University, Kazakh-British Technical University, International Kazakh-Turkish University H.A.Yassavi, International University «Suleyman Demirel», branch of Moscow State University named after M.Lomonosov at Eurasian National University named after L.N.Gumilyov, Kazakh-American University, and others.

Currently, the international education market is global now. There is no country in the world, which was not involved in international educational exchanges. Objective tendency of the international community are active integration processes in the field of education and science.

Despite the dissolution of the Union and the radical changes that have taken place in the life of our state, foreign students continued to come to the university. According to foreign students who came to study in the mid and late 90s, they were captured by the stable political situation of our young republic, but, first of all, the quality of the education in the university. For example, Professor Masahiko Takagi, a 70-year-old student from Japan, who has studied the Kazakh language in the preparatory department, expressed his admiration for the quality of teaching and teachers' attitudes towards foreign students.

Currently, the preparatory faculty for foreign citizens of the al-Farabi Kazakh National University provides training for foreign students of the one-year and two-year pre-university training programs in the Kazakh and Russian languages in the following spheres of specializations: language, humanitarian, economic, biomedical and engineering.

Since July 2001, the Preparatory Faculty for foreign language training provides students Cadets Kengi University (Republic of Korea), enrolled in summer courses. Kengi University — is one of the largest universities in South Korea. It's safe to say that the visit to study at the Kazakh National University named after Al-Farabi on the preparatory faculty for foreign citizens is becoming a tradition for the students of the above

mentioned university. In the homeland of South Korean students have a certain selection before coming to study in Kazakhstan. The main purpose of the arrival of foreign citizens is the study of the Kazakh and Russian languages, sometimes both at once, as well as prepare for university studies in Kazakhstan. Every year international students participate in conferences of national and international levels. Analysis of the data showed that prior to independence in Kazakhstan came to get an education, students and representatives of the Third World, but from 1991 among the students there were representatives of the United States, China, Turkey, South Korea and the CIS countries.

Attractiveness of Kazakhstan's niche in the global market of educational services is due to several factors: the combination of price and quality, the proximity to the growing Asian market, political stability in the country, the benevolent climate ethnic and religious tolerance. As is known, Kazakhstan has been actively involved in the integration process. Thus, the Parliament of the Republic of Kazakhstan in April 1997 was ratified the Lisbon Convention on the recognition of diplomas and qualifications concerning Higher Education in the European Region. The Convention is the most significant legal instrument of international cooperation in the field of education for 55 countries, including Israel, Canada and the United States. Convention was developed as a joint initiative of the Council of Europe, UNESCO-CEPES, which are its depositories. The Convention and its supplementary texts for the first time created a unique and effective mechanism for academic and professional recognition for the widest possible range of diplomas / qualifications. Development and application of this document prompted academic and political circles in Europe to further the integration of education within the framework of the Bologna process. The Convention's role is extremely high also because it is the only international legal instrument underpinning the formation of the European Higher Education Area.

Innovation of convention manifested in the fact that it secured the rejection of such concepts as «nostrification» and «equivalence». They were replaced by single term «recognition». This is a result of the transition to a completely different than before, the principles and practice of evaluation of education documents. They are based on proximity or not revealing differences compared lists disciplines of educational programs and a comparison of the totality of the applicant's knowledge, resulting from all types of prior learning in terms of its capacity to master the next level program. On 18 November 2005, 37 States participating in the Bologna process of 45 ratified the Convention [21]. The signing of the Bologna Declaration, Kazakhstan reflecting the desire to harmonize the development of Kazakhstan's education system with global processes, the essence of which is constantly improve the quality, increase the competitiveness of graduates in the labor market, a rational combination of academic quality and applied nature of educational services. In this regard, the system of higher education in Kazakhstan conducted an experiment to introduce the loan program. It is expected that the inclusion of the Bologna process will contribute to the convertibility of national diplomas, as sources of rules, regulations and procedures of the Bologna process is in addition to a two-tier education system and also the system compatibility of credit transfer and accumulation of credits, accreditation procedures, evaluation and measurement of structures degrees. This involves the development of a system of external control and external accreditation. In general, the process of creating the institutional quality system must ensure the academic quality of universities, quality measurement, and providing this information to the public in order to make the right decisions on the state contribution to those or other institutions of higher education and to give full information to parents, prospective students and employers to adopt the relevant decisions.

Due to the normative act «Regulations on the implementation of international cooperation agencies of education of Kazakhstan Republic» approved by the Ministry of education and science of Kazakhstan Republic on the 11th of August, 1998, every major university in Kazakhstan should open international offices, establishment of joint institutions and branches with the educational institutions of foreign countries. Agreements in this sphere allowed to use numerous assistance programs in various fields, among which figures the sphere of academic exchanges and the development of educational reforms. Within the framework of bilateral cooperation, along with interstate and intergovernmental, signed and successfully implemented an agreement between the Ministries of Education of Kazakhstan and the United States, on which there is an exchange students, students and teachers.

The emergence of this pattern can be traced on the example of the United States, producing 40 % of the production volume of the world market of education. In the United States continuously reducing the number of foreign students majoring in mass professions in the field of industrial production, agriculture, health care, some humanities, and at the same time increases the proportion of foreigners studying natural science, philosophy and computer science, the percent of job seekers of academic degrees at the postgraduate level. Sim-

ilar processes are characterized by an international education policy in Germany, France, the UK and some other advanced countries in the world. Twenty years of experience showed the abilities of Kazakhstan universities to adapt to market requirements. The most popular professions among foreign students are medical care, law, Kazakh language and literature, computer science, accounting and auditing. In accordance with changes in supply and demand in the global education market it was regrouped countries producing educational products. The first group includes countries that spend the main effort for the production of high-tech educational products and the highest academic level. The second group — the country, to maintain course on the issue of foreign specialists average academic level, and as a rule, mass occupations. In the third group trained specialists of local demand and represents the initial for high school academic level. According to the current state of the level of education development in Kazakhstan which can be attributed to the second group of countries, since the structure of exchanges in the field of education geared mainly to the training of foreign students in the average mass academic professions (by world standards) level.

Higher Education in Kazakhstan at the present stage is characterized by a continuous structure of education, involving the implementation of learning opportunities throughout their lives [22, 23], based on the modernization of national traditions and global trends in education, equality of access to all levels, the unity of its elements and requirements, continuity all levels of education.

The experience of developed countries shows that public policy in education should not be limited only the training of specialists for the needs of sectors of the economy. It should be geared to meet the needs of individuals and their social needs, of which the most important is the need to preserve the identity, combined with the desire to integrate with other. In recent years there has been a steady growth of interest of researchers in the international relations of the Republic of Kazakhstan with the individual countries and states. However, outside the concrete historical analysis of other questions that are closely related to the cooperation in the field of education, it is in the context of the problems of education, cooperation between the national education system and the educational institutions of other countries. The multi-vector development of international cooperation in the field of education implies the existence of systemic analysis of the structure, content, status, achievements, education systems of the partner countries. The study and analysis of international relations in the field of education, their role in the training and education of young people is of great theoretical and practical significance, currently, there is a general trend of convergence and use of the achievements of national educational systems.

Thus, the experience of international cooperation, inherited from the Soviet system of education, in the years of independence progressively grown and nurtured. Another important factor, which is attractive for foreign students, is the political and economic stability, social cohesion of modern Kazakh society.

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Қазақстанның жоғары білім беру саласында халықаралық ынтымақтастықты дамытудың негізгі кезеңдері

Мақалада халықаралық ынтымақтастықтың қазіргі заманғы тұрғысы, берілген феноменнің шығуы және дамуының тарихи-педагогикалық алғышарттары қарастырылған. Авторлармен шетелдік және отандық ғалымдардың еңбектері талданған, жоғарғы мектеп жүйесінде мұрағат материалдарын, қазақстандық жоғары оқу орындарының оқу құжаттамасын жүйелеу негізінде, ішкі қатынастардың дамуын дәуірлерге бөлу ұсынылған, ресей және отандық жоғары оқу орындарының оң тәжірибесі жинақталған. Ұйымдастырушылық, құрылымдық, идеологиялық өзгерістерді, білім құрылымын жаңартуды, мамандарды даярлау сапасы талаптарын жоғарылатуды қазақстандық қоғам дамуының заманауи кезеңдерімен және дүниежүзілік білім беру кеңістігінде жаһандық бірігу үрдістермен сәйкестендіріп, түбегейлі қайта қарау қажеттілігі негізделген.

Г.Н.Ақбаева, Н.Рамашов

Основные этапы развития международного сотрудничества в сфере высшего образования Казахстана

В статье представлен анализ современного состояния международного сотрудничества, историко-педагогические предпосылки становления и развития данного феномена. Авторами проанализированы труды зарубежных и отечественных ученых, предложена периодизация развития внешних связей в системе высшей школы на основе систематизации архивных материалов, учебной документации казахстанских вузов. Обобщен позитивный опыт российских и отечественных вузов. Обоснована необходимость кардинального пересмотра организационных, структурных, идеологических изменений, обновления содержания образования, повышения требований качества подготовки специалистов в соответствии с современным этапом развития казахстанского общества и глобальными интеграционными процессами в мировом образовательном пространстве.

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Experience of developing professional competences of would-be translators

The article is to characterize the most important components of would-be translator's competence which is considered as a comprehensive and integrated notion, which is described in accordance with the requirements of the modern state educational standards. The objective of the article is to analyze the possibility of development of the basic, specific and special components of the professional competence in higher educational institutions. The realization of the competence-based approach allows to achieve the main educational goal — the ability and readiness of translators to be to perform efficiently and productively in different professional situations.

Key words: competence-based approach, professional competence, professional training of translators.

The demanding professional translation market expects would-be professionals to have a broad knowledge of the subject matter of the text, to use a large number of computer tools proficiently, and to be versatile in the sense that they can master all elements in the translation process. As international communication has grown, translation by electronic and other means has become of vital importance to companies in industry, commerce, and so on. The volume of documents to be translated in order to reach target groups beyond national borders has multiplied manifold.

At the present time the government and society realize the growing demand for highly-skilled specialists and try to find the ways to improve the quality of professional training. In the current context the quality of professional education of a future specialist is dealt with within the scope of the competence-based approach, which is considered to be one of the landmarks of the education development strategy of the Russian Federation. This approach is interpreted not only as mere teacher-student transfer of knowledge but as development of professional competence of a specialist to be.

The training objectives, expressed in terms of competences to be acquired, appear to us to be priorities before defining a programme in which the content also depends on the resources (human, financial, institutional and technical) available in a given context. This reference framework should be understood within the overall context of university education for translators, which goes beyond the specifically professional com-