

B.A.Zhetpisbayeva, S.A.Shunkeyeva, Zh.A.Eskazinova

*Ye.A.Buketov Karaganda State University
(E-mail: saule_shunk@mail.ru)*

The issue of implementation Bologna process parameters in the universities of Kazakhstan

This article discusses the issues of reforming the higher education system of the Republic of Kazakhstan in accordance with the principles of the Bologna process. The point at issue is about implementation in institutions of republic the required parameters of the Bologna process, as the implementation of three-level system of higher education, the implementation of credit technology of training, the academic mobility of students and university teachers, the use of European Diploma Supplement, quality control of higher education. However, despite the apparent success of reforming the higher education system of the Republic of Kazakhstan, there are still a number of issues related to the quality of the implementation of the basic parameters of the Bologna Process.

Key words: Bologna process, the parameters Bologna process, the system of higher education, academic mobility, the quality of education, three level system of higher education, academic mobility of students, foreign languages.

Reforming the system of higher education in the Republic of Kazakhstan began long before the official recognition of its compliance with European standards. At the time of joining of Kazakhstan to the Bologna process in 2010 to the ordinary meeting of education Ministers of countries participating in the Bologna process in Budapest (Hungary) — the higher education system of the Republic held a series of transformations corresponding to the basic parameters of the Bologna process.

Bologna reforms are characterized by the terms «focus on results» and «student-centered training» This involves an understanding of learning outcomes in a broad sense. They are designed to be an essential element of changes in teaching practice, assuming connection with ECTS, modularization and institutional freedom.

A balance between the three levels of the Bologna process: set goals at the European level, involving the government, higher education institutions and students; the central role of universities in the implementation process; the role of national policies and legislation in the compound of the first two levels, and to facilitate the process in each country.

Bologna process — a means of protection and improvement of higher education and scientific research in the European region, means of increasing transparency and mobility. The Bologna process recognizes the place of higher education in the public domain, focus on quality, but argues that maintaining and improving the quality will require increased public investment in the system and in its frames.

The impetus for process of reforming was the adoption of «Education Law» The Republic of Kazakhstan in 1999, i.e. changes in the system of higher education were fixed at the legislative level. According to the Law Graduate and post-graduate professional education began to develop in multilevel structure, which included such levels of educational programs such as undergraduate, higher vocational education and master's degree [1].

Another step towards accession to the Bologna process was the introduction from the 2001–2002 academic years in different universities of the country credit technology of training. One of the first universities in Kazakhstan, started the introduction of credit technology of training and working on methodical provision, were Kazakh National University named after Al-Farabi, Karaganda State University named after Ye.A.Buketov, Taraz State University named after M.H.Dulati etc. From 2003–2004 academic year, the number of universities (Karaganda State University named after Ye.A.Buketov, Taraz State University named after M.H.Dulati, Kazakh Economic University named after T.Ryskulov and others) were transferred Economics specialties in the mode of experiment training credit technology.

After the adoption of the new «Education Law» The Republic of Kazakhstan in 2007, all the universities have moved to a multi-level training: bachelor — master — doctorate [2].

Today, after more than ten years of reform, we can sum the subtotals of the modernization of the education system, to analyze the performance of those obligations assumed by Kazakhstan joined the Bologna process. Responsibility for execution of the main parameters spelled out in the State program of education

development of the Republic of Kazakhstan for 2011–2020, which aims to increase the competitiveness of the education and development of human capital by ensuring access to quality education for sustainable economic growth [3]. This formulation of the purpose resonates with the goals of the Bologna process: strengthening the competitiveness and attractiveness of European higher education quality assurance in higher education.

The main parameters of the Bologna process are divided into mandatory and elective recommendation. This article describes the obligatory parameters of the Bologna process to evaluate the implementation process in higher education institutions of Kazakhstan.

It is known that the required parameters are considered as paramount to create a European Higher Education Area (EHEA) and to promote the European system of higher education around the world. These include:

- three level system of higher education;
- academic credits ECTS;
- academic mobility of students, teachers and administrative staff of universities;
- European Diploma Supplement;
- quality control of higher education;
- creation of a single European Research Area.

Nowadays the Ministry of Education and Science of the Republic of Kazakhstan held a purposeful and consistent work on the approximation of the Kazakhstan system of higher education with the educational systems of countries participating in the Bologna process. Kazakhstan has created the necessary legal framework for the implementation of the required parameters of the Bologna process. All 6 parameters are fixed by the «Education Law», the State Programme for the Development of Education of Kazakhstan, the Strategic Plan of the Ministry of Education and Science, the Rules of the educational process for credit technology, the Rules of destinations to study abroad, etc.

Progress in implementing the required parameters of the Bologna process in higher education institutions of Kazakhstan is presented in the following table.

Table

**Progress in implementing the required parameters of the Bologna process
in higher education institutions of Kazakhstan**

Mandatory parameters of the Bologna process	The implementation of mandatory parameters of the Bologna process in higher education institutions of Kazakhstan
1	2
Three-level system of higher education	Successfully implemented in all higher education institutions of the Republic of Kazakhstan: universities are training in accordance with the three-level model
Academic credits ECTS	The credit technology of education were implemented in the universities of Kazakhstan: <ul style="list-style-type: none"> • Developed the rules of credit transfer ECTS credits; • The new rules were approved for the organization of educational process on credit technology of training, which include: <ul style="list-style-type: none"> – using the European system of transfer and accumulation of credits in the educational process; – organization of academic mobility on the Kazakhstani model of transferring credits by type ECTS; – modular design of educational programs.
Academic mobility of students, teachers and administrative staff of universities	It is in the process of implementation: <ul style="list-style-type: none"> – The Rules direction for study abroad is confirmed, including in the framework of academic mobility; – The strategy established for academic mobility in the Republic of Kazakhstan for 2012–2020; – The Concept of academic mobility established for students of higher educational institutions of the Republic of Kazakhstan; – In higher educational institutions of the republic level model of language learning is introduced in accordance with international standards in order to enhance multilingual education; – Ministry of Education and Science the Republic of Kazakhstan allocates funds for the implementation of international academic mobility of students and undergraduates;

1	2
	– State program of Ministry of Education and Science the Republic of Kazakhstan is realizing «Involvement foreign specialists in the higher educational institutions of Kazakhstan for training specialists with higher and postgraduate education».
The quality control of higher education	Successfully introduced and practiced: An integrated multi-level national system of education quality assessment (NSEQA) in the Republic has developed, which consists of the following elements: licensing, state certification, the state control, the unified national testing (UNT), external evaluation of educational achievements (intermediate state control), educational monitoring, rating, accreditation; – In Kazakhstan is formed the Institute of accreditation as a system of independent quality assessment, universities can pass an independent assessment of quality, both in national and in foreign accreditation agencies.
European Diploma Supplement (Diploma Supplement)	It is implemented only in some higher educational institutions of the Republic of Kazakhstan, although the preconditions for the development of institutions of higher education diploma Supplement (Diploma Supplement) were created: – National qualifications framework (NQF) is approved and comparable with the European qualifications framework (EQF); – Sectoral qualifications framework (SQF) is approved in the sphere of education and science, based on learning outcomes; – Methodological recommendations on the use of the diploma Supplement is developed (Diploma Supplement).
Creation of a single European Research Area	In the process of implementation. Legislatively established new six-classification of higher educational institutions: the national research universities, national universities, research universities, universities, academies and institutes (Law «About Science» from 2011).

For analysis of the modern state system of higher education of the Republic of Kazakhstan we took based the data of the Report on the implementation of the Bologna process principles in Kazakhstan in 2012 the Center of Bologna process and academic mobility RK [4].

As it can be seen from the table, in Kazakhstan made a lot for the rapprochement of Kazakhstan's system of higher education with the education systems of the countries participating in the Bologna process in terms of meeting its required parameters. The structure of higher education was compatible and comparable, which primarily contributed to the introduction of the three-level model of instruction. The latter implies a movement from the general to the specific, ie first person gets a broad education in any direction (bachelor's degree), and then gradually switched to shorter training through educational programs focused on specialization (master, doctorate). Each cycle of education is completed, it is further output to a higher level. At the same time, students have the opportunity to combine knowledge, ie to obtain a bachelor's degree in one discipline and a master's degree in another.

Special attention must be paid to such a compulsory parameter of the Bologna process as academic mobility of students, teachers and administrative staff of universities. Participation in the process is increasing the competitiveness of Kazakhstan's educational services, recognition of qualifications of scientists and teachers. In this direction, the Ministry of Education and Science of Kazakhstan had taken real steps: development of legal documents governing the provision of academic mobility, funding universities for international academic mobility etc. It should be noted that institutions also contribute to the development of academic mobility through appropriate structural units. Thus, according to the results of monitoring, initiated by the Centre of the Bologna process and the academic mobility of the the Ministry of Education and Science of Kazakhstan, in 2012, 74% of the 98 higher educational institutions that participated in the monitoring carried out institutional support academic mobility [5].

Thus, according to the Report on the implementation of the principles of the Bologna process in Kazakhstan in 2012 on academic mobility programs abroad were trained 1,139 students. Including 662 students from 27 higher educational institutions and (395 bachelor students, 267 masters) from the state budget. As part of the internal academic mobility in the 2011–2012 academic year at the expense of universities traveled to other domestic institutions of higher education students in 1100 (0.3% of the total enrollment of full-time students), 251 masters (1.1%), 16 doctoral students (1, 2%), 360 teachers (0.8%) [6].

Perhaps as percentage it is not enough, considering the large number of students across the country, however, it must be emphasized that the data is only the first year of implementation of the Strategy of aca-

ademic mobility in the Republic of Kazakhstan in 2012–2020, according to which every year should increase the number of students, as going the program of academic exchange within the framework of the external and internal mobility (from 10% to 50% annually), and coming to study in Kazakhstan (from 10% to 20% annually).

The value of academic mobility is obvious, since it gives great opportunities and advantages in expanding knowledge in other universities, especially abroad. Leaving to foreign universities, students have the opportunity to access and use educational resources in the world recognized as centers of knowledge, which has traditionally formed the leading scientific schools; obtain versatile (European) education in the chosen field of study. Academic mobility is important for personal development and for employment opportunities: a specialist will be more in demand in the labor market. In general, mobility contributes to a respect for cultural diversity and tolerance, encourages the study of foreign languages, increases the competitiveness of higher education institutions, promotes the expansion of direct ties with foreign higher educational institutions partner universities and international organizations.

However, the current is still the issue of the quality of external mobility. Higher educational institutions independently to search for partner institutions, which are not always the best educational institutions in the country and as a result, its handling easier come into contact and sign the relevant contract. So coming back to the data of the Report on the implementation of the Bologna process in Kazakhstan in 2012, we note the following information: «Among the highest priorities in the selection of countries were Poland, the Czech Republic, Lithuania, England. The smallest choice was made in the direction of Italy, Austria, Germany, due to the high requirements of the countries with the highest quality education ...» [7].

The main problems of external academic mobility, in our opinion, are the lack of language skills of students, issues of comparability content of educational programs, the lack of well developed system of transfer and accumulation of credits, mismatching of learning.

At the same time, it is possible to mention the fact that every year the numbers of invited foreign professors are not read-only guest lectures, but also to work as full-time teachers. This makes it possible not only to students listen to lectures by leading experts in their field, but also the faculty higher educational institutions to improve their skills within their university.

However, despite the apparent success of the reform of higher education system of the Republic of Kazakhstan, there are still many questions about the quality of the implementation of the basic parameters of the Bologna process in Kazakhstan. Changes in the system of higher education in the republic, cause an increase in labor costs of teachers. In addition, despite the trend towards universalization, which is based on the recognition of diplomas and postgraduate education, diplomas Kazakh universities with few exceptions are not recognized in Europe and America [8].

The process of entering the higher education system of Kazakhstan in the European area of higher education space have not yet been completed, although the objective conditions for this have already been created. The Bologna process and its basic parameters — it is not something abstract and unenforceable, it is — a reality in which the higher education system of Kazakhstan is alive and functioning effectively for over a decade. Today we can say that the Bologna process contributes to the integration of universities in Kazakhstan in the European research area, matching the national higher education system to European standards.

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Б.А.Жетпісбаева, С.А.Шүнкеева, Ж.А.Есқазина

Қазақстан жоғары оқу орындарында Болон үдерісін жүзеге асырудың мәселелері

Мақалада Болон үдерісінің қағидаттарына сәйкес Қазақстан Республикасы жоғары білім беру жүйесін реформалау мәселелері қарастырылған. Болон үдерісінің міндетті өлшемдерін республиканың жоғары оқу орындарында жүзеге асыру тұрғысында, үш деңгейлі жоғары білім беру жүйесі, кредиттік оқыту технологиясын енгізу, жоғары оқу орны студенттері мен оқытушыларының академиялық ұтқырлығы, Еуропалық қосымшаны дипломға пайдалану, жоғары білім беру сапасын бақылау жайлы дәйекті дәлелдер келтірген. Сонымен қатар авторлар Қазақстан Республикасы жоғары білім беру жүйесін реформалауда жетістіктерге қарамастан, Болон үдерісінің негізгі өлшемдерін жүзеге асыру сапасына байланысты бірқатар шешілмеген мәселелерді атап көрсеткен.

Б.А.Жетписбаева, С.А.Шункеева, Ж.А.Есказина

К вопросу о реализации параметров Болонского процесса в вузах Казахстана

В статье рассматриваются вопросы реформирования системы высшего образования Республики Казахстан в соответствии с принципами Болонского процесса. Речь идет о реализации в вузах Казахстана таких обязательных параметров, как реализация трёхуровневой системы высшего образования, внедрение кредитной технологии обучения, академическая мобильность студентов и преподавателей вузов, использование европейского приложения к диплому, контроль качества высшего образования. Вместе с тем, отмечают авторы, несмотря на видимые успехи реформирования системы высшего образования Республики Казахстан, остается еще ряд вопросов, связанных с качеством реализации основных параметров Болонского процесса.

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