

E.A. Mussayeva^{*1}, Zh.S. Aubakirova², Y.M. Goncharov³, Zh.M. Kenzhegali⁴

¹Karaganda University of Kazpotrebsoyuz, Kazakhstan;

²S. Amanzholov East Kazakhstan University, Ust-Kamenogorsk, Kazakhstan;

³Altai State University, Barnaul, Russia;

⁴Karaganda University of the name of academician E.A. Buketov, Kazakhstan

(E-mail: elvira.musaeva.75@mail.ru; zhanna_aubakirova707@inbox.ru; yuriig@yandex.ru; zharas_k@mail.ru)

Historical analysis of the educational process of Kazakhstan within the European space

The authors study the accession of the Republic of Kazakhstan to the Bologna Declaration and the formation of the 4+2+3 system in the field of higher education after the accession process. In addition, this work provides a comparative analysis of academic mobility and the educational system in the European space and in Kazakhstan. Higher vocational education and its advantages and disadvantages for the countries of the Bologna system are also considered. The authors also identify national changes and similarities in the education system through the prism of the entry of universities of the Republic of Kazakhstan into the European educational space. The article reveals the shortcomings and changes of the Bologna system in terms of its importance to the republican education system. The authors conduct a comparative analysis of post-Soviet countries according to their transition to the modern European educational space. The article also studies the issue of students and teachers leaving the state to gain experience in the development of science space and exemplary universities in European countries. The main objective of the paper is to analyze the position and the role of the Bologna system that has spread from European countries to Kazakhstan, while the relevance lies in its implementation experience and prospects in the present time. It is well known that the current educational system of the European Union plays a dominant role in European countries, as well as in Central Asian and post-Soviet countries. In the study, the authors aim to demonstrate the advantages and disadvantages of European education through a SWOT analysis.

Keywords: European space, historical analysis, Bologna system, education, academic mobility, bachelor's degree, master's degree, PhD degree.

Introduction

“The joy of life is not that you get more, but that you give more to others, that you spread your knowledge and experience to the people” as Bauyrzhan Momyshuly said, it is the responsibility of every person to take responsibility for the education sector and benefit the future of the nation.

The education system of any country strives to carry out the main task of socio-economic and cultural development of the society, as it is done through schools and training universities. people in society. Currently, educational institutions aim to develop professionals that society needs [1; 3].

Considering the economic situation in the market over the past decade, we can see that the education system of Kazakhstan has undergone significant changes, made possible by the consistent implementation of legislation in the field of education, other regulatory documents, as well as the ratification of international legal practice in the field of education. International cooperation of the Republic of Kazakhstan in the field of education is carried out in accordance with national legislation and international treaties of the Republic of Kazakhstan on the Bologna system in European space and its impact on Kazakhstan

The main objective of the article is to conduct a historical analysis of the education system of the Republic of Kazakhstan, to study the educational systems of the countries of Europe and Central Asia, and to identify the characteristics and similarities of the educational systems of the Republic of Kazakhstan. integration into the European education area. To achieve the goal, the following tasks are defined:

- Analyze the inclusion of Kazakhstan in the European education system,
- Determine the benefits of the Bologna Process for Kazakhstan,
- Research the advantages and disadvantages of academic mobility,
- Distinguish the advantages and disadvantages of the European education system.

* Corresponding author's e-mail: elvira.musaeva.75@mail.ru

The relevance of the research work is to fully reveal the problems arising from the experience of the Republic of Kazakhstan, Europe, and the post-Soviet countries, studying the Bologna system. In addition, with a comparative analysis of the higher education system of the Republic of Kazakhstan, its role and position abroad are also considered. The education system in the European space became an important object of study and evaluation for its impact in Kazakhstan.

The article reviews the works and research of T. Baigabatov, T. Bondartsova, E.E. Krainova, K. Aisin, et al.

Research methods

Since the article aims to identify similarities and characteristics in the field of education among several states, it has been studied using comparative methods and historical analysis. In order to examine the current directions of higher education institutions in the Republic of Kazakhstan and abroad, the study used comparative and systematic methods of analysis to carry out historical and qualitative research work, calculated to study the history of its development with the accession of the Republic in the Bologna system. Information published on the internet and in the media was processed, achievements and shortcomings were reviewed, and conclusions were drawn through a SWOT analysis.

Results and discussion

The first years of independence of the Republic of Kazakhstan 1991-1995 were years of profound economic and social crisis with large population migrations and a decrease in the natural growth rate. On the one hand, for Kazakhs, it was a difficult time of unemployment, poverty, and crime.

During the independence of Kazakhstan, the goals of education were completely different: lifelong learning, integration into the global education system, improving the quality of education and its competitiveness, the “unification of three languages”, and digitization [2].

Between 1995 and 2001, Kazakhstan experienced economic and social instability and increased attention was paid to integration relations with foreign countries. New programs and reforms began to be introduced in parts of the Republic.

Since 2001, the main orientations on training innovation have been given, specifically towards the step-by-step transition to 12-year training:

Models of 4-year elementary school, 6-year primary school, and 2-year high school (4+6+2) were created [3; 17].

In Kazakhstan, general education is compulsory, and this is reflected in more than 99 % of the national literacy level. Compulsory education in Kazakhstan involves training for 11-12 years. Continuing education for 11 to 12 years is combined with admission to institutions of secondary professional education or higher education. To be admitted to the University, all students must pass the Unified National Testing (UNT), which is also the entrance exam to universities.

After grade 9, children can study at upper secondary schools (secondary education) or enter vocational schools (high schools), humanitarian intermediate schools (physics schools), and technical and vocational elementary schools with vocational training. Basic college with intermediate and higher vocational training.

At colleges, if students enroll after 9th grade, they have the option of earning a high school diploma and taking higher education courses.

Among the CIS countries, Kazakhstan has made fundamental changes to the higher education system. In 2007, the following procedure for obtaining higher education was introduced:

1. Basic, duration — 4 years, after graduation, it was possible to obtain a Bachelor's degree and continue education in the magistracy at the next stage.

2. Special, duration — 2 years, after completion—the opportunity to enter the doctoral program with a master's diploma.

3. Doctoral studies, duration — 3 years, after completion — receiving the degree of Doctor of Science and completing the last scientific stage.

1. Basic, 4 years, after graduating can get a bachelor's degree and continue to study Master's degree at the next stage.

2. Special, the duration — 2 years, upon completion — the possibility of entering a doctoral program with a master's degree.

3. Doctoral studies, duration — 3 years, after obtaining a Doctor of Science degree and completing the final science phase.

Each student has the right to study for a bachelor's degree in one major and a master's degree in another. There are many private universities in Kazakhstan's higher education system, but most students prefer to study on state scholarships. The development of training levels and the continuous progress of students are influenced by the process of accessing higher education [4].

Kazakhstan's accession to the Bologna system. In 2010, the Republic of Kazakhstan was recognized as a member of a number of international organizations and became one of the first and 47th signatories of the European Declaration on Higher Education among the Central Asian countries and plans to transition to the standards world.

Kazakhstan is one of five countries in Central Asia and an official member of the Bologna agreement. Kyrgyzstan and Tajikistan have also made significant reforms in their higher education systems over the past decade, which means they are closely linked to the Bologna model. Two other countries, Turkmenistan and Uzbekistan, still support Soviet-style systems but are engaged in a new project to align their higher education systems with the Central Asian Higher Education Area (TuCAHEA), modeled after the European Higher Education Area model of the Bologna Process [5].

Based on the terms of the Bologna Declaration, Kazakh universities have begun a gradually transition to the European system of professional higher education (bachelor, master, doctorate) since the 2002/2003 academic year. However, Kazakhstan's participation in the Bologna Process encountered both objective and subjective difficulties. Above all, it is possible to distinguish issues of legislative, organizational, financial, and ethical discipline. It should be noted that among modern Kazakh researchers, Russian researchers, and employees of secondary schools, different opinions have been formed about the necessity and feasibility of participation in the Bologna process of the country, as well as on the measures taken during the transition of high schools in its entirety. But the process went on, there was no turning back. Currently, in Kazakhstan, within the framework of the Bologna process, the academic mobility of university students and teachers is valued [6].

The beginning of the Bologna process can be traced back to the 70s of the 20th century when the Council of Ministers of the European Union adopted a resolution on the first cooperative program in the field of education. All provisions of the Bologna Declaration have been identified as measures of a voluntary agreement process, and not strictly legal obligations.

Since then, approximately 889 universities around the world have joined the Magna Carta for Universities. The goal of the Bologna declaration is to create a European higher education region, as well as to spread the European system around the world.

Bologna process parameters:

1. Three-tier higher education system
2. ECTS. Academic Credit
3. Academic mobility of students, professors, and administrative staff
4. As in addition to the European diploma
5. Quality assurance in higher education institutions
6. Creation of a single European study area [1; 7].

Experts make no secret that the transition to a PE (higher professional education) dual-level education system will even lead to a slight decrease in the quality of student education compared to the previous higher education system.

In principle, students are free to choose those available in Member States for the same fees and financial aid, but scholarships from their home countries are not always available to study abroad. In addition, it requires further development of language skills between the countries of the European Union, for exchanges and internships with other European countries.

Along with developing language skills, schools also face the problem of meeting people's economic and social needs with advanced technology and information literacy, where schools must constantly be updated so that people absorb knowledge stably and continuously, meeting current needs.

In addition to the cost of higher education, other important factors motivate young people in Kazakhstan to seek the benefits of living abroad. These include low wages, difficulty opening one's own business, and a relative lack of work experience needed for employment. Unlike other Central Asian countries such as Kyrgyzstan or Tajikistan, it cannot be said that Kazakhstan depends on aid because unemployment and wage problems in these countries are very difficult.

Thus, in Russia and Kazakhstan, which belong to the post-Soviet countries, the implementation of the Bologna process is carried out methodically, without affecting the content and quality of higher education.

Join the Bologna Process for Kazakhstan: international recognition of diplomas of Kazakhstan; ensure the mobility of students for their future transfer to different European higher education institutions. Kazakhstan has become part of the pan-European educational space, which can be seen in the following locations:

1. Experience in conducting research project activities. For example, Japan is among the ten countries with the most modern research centers, which encourage the development of science at all levels. Although Kazakhstan cannot imitate Japan, it will be able to use European technologies within the framework of the Bologna system. All foreign universities have high-tech equipment and modern science centers.

2. Practical course. The study abroad experience is more service-oriented, which means students will have the opportunity to do an internship at a foreign company and earn extra jobs. Western universities also help students start their careers, meaning they can find jobs even before graduation (thanks to alumni communities, job fairs, and business partners).

3. Get the chance to start an international career. In Germany, the Netherlands, Canada, and Australia, university graduates have the right to stay in the country to look for work. But not all countries offer such an opportunity.

4. Scholarship. Get a free study abroad scholarship.

5. Foreign education. The existence of competition among small private universities allows foreigners to study. Students, masters, and doctoral students have the freedom to choose an educational institution abroad.

6. Emerging scientific potential to discover new things. Thanks to the existing European scholarship programmes, many opportunities have been opened up for scientists who want to deepen their knowledge and realize their potential. The qualifications of professionals increase through the accumulation and exchange of experiences abroad.

7. Academic mobility of students and scientific-pedagogical staff of universities strengthens and expands international cooperation, accelerates the development of innovative technologies for conducting scientific research, and allows adapting the scientific environment to the practical activities of enterprises in various sectors of the economy.

8. Academic mobility.

Academic mobility. The most common trend of international academic mobility is within European countries. Of course, students and teachers from developed countries in the Far East and East Asia want to be trained and experienced at the top 10 universities or science centers in Europe. Academic mobility is growing at a rapid rate every year and this is felt mainly in countries such as the United States and the United Kingdom.

Borders are disappearing and the number of students interested in studying in different countries is increasing. This has few causes: a good situation, a practical training course, a valuable diploma, a good opportunity for the future or simply an interest (the ability to spend six months or only a year abroad with the program Erasmus) will be much easier thanks to the EU [7; 813].

It is important to remember that international academic mobility is not only for education and experience but also for internships and language acquisition. According to the authors, there are big differences between Eastern and Western countries in terms of facilities. Universities in Russia and Kazakhstan need upgrading, while the UK and Germany offer well-equipped universities with above-average laboratories and libraries.

The Times Higher Education World University Rankings 2022 includes more than 1,662 universities, making it the largest international ranking. Oxford University tops the rankings for the sixth year in a row (interfax.ru). This is one of the main reasons to go abroad, especially to the UK, for academic mobility [8].

We do not mean that the quality of education in higher education institutions in Kazakhstan is low, competitive universities and scientific centers are challenged every year in the regions of the republic. Of course, although higher education institutions in Kazakhstan are not in the top 10, they have a good reputation in the country. The national ranking of the best institutions of higher education in Kazakhstan takes place every year.

Academic mobility between the post-Soviet countries, Russia, Belarus, Ukraine, and Kazakhstan, which participated in the Bologna Process, constitutes only short-term training courses and internships. For European scientists, the post-Soviet countries are becoming conference centers in universities and travel routes for students as tourists.

Of course, it can be seen as a version of the European educational space that offers opportunities that Asian countries do not have. And one can conclude that the accession to the Bologna system for the neighboring country, Russia, has failed. Russian education has lost its enduring power to raise its profile among European countries, and because of the Russian-Ukrainian political crisis severed ties with EU countries with the introduction of economic sanctions [9; 8].

Due to the conflict between Russia and Ukraine in February 2022, Russia and Belarus withdrew from the Bologna Process.

On June 6, 2022, the Russian Ministry of Education and Science announced that all Russian universities would withdraw from the Bologna system and the Bologna Group announced this decision on April 11. According to Viktor Sadovnichy, Rector of Moscow State University, educational systems that are not exclusive to Russia, including education in the Bologna countries, have contributed to the decline in quality [10].

For Russians, the transition to the new European education system has become a negative “brain drain”, despite the rising costs [9; 9].

For the professions of those leaving the Republic of Kazakhstan, those with technical, economic, and legal education prevail. Educated people are starting to move abroad from Kazakhstan — this has been the main trend for the past 10 years.

In 2018, the largest number of qualified employees leaving Kazakhstan — 33.6 % of the total were representatives of technical specialties. It is understandable that the “technicians” left the republic since they mainly emigrated to Russia, which was observed due to the lack of personnel [11].

In 2017, a total of 37,700 technical professionals, economists, and teachers left the country. The number of people leaving the country increased by 25.3 % compared to 2015, equivalent to 30.1 thousand people. Only 16.1 thousand people came to Kazakhstan (11.6 thousand from the CIS, 4.5 thousand from other countries), 3.5 % less than in 2015 (16.7 thousand people).

It cannot be said that the professionals who have left Kazakhstan and the people who will replace them have the same level of education, which means that the replacement of senior professionals is becoming a big problem nowadays. Professional and secondary education specialists from neighboring Central Asian countries to the territory of Kazakhstan. Most of the qualified staff go abroad from Kazakhstan. For example, in the first half of 2018, 13,000 people over the age of 15 left the country for permanent settlement, of which 5,250,000, or 40 % had higher education and 4,190,000, or 32 % had secondary education. professional. 2.28 thousand or 18 % graduated from high school, and only 10 % or 1.3 thousand did not complete their education [12].

Those who go abroad with academic mobility, first consider education as the main goal, while achieving a high salary at work becomes the second goal, and the third goal is to teach them to know comfort of life. Since most of them live abroad, socioeconomic factors necessarily influence it.

In the opinion of most trained scientists in the society, the reasons for the departure of specialists to other countries are revealed to everyone:

1. Experts note that it will be easier to find investors in Europe or the United States, which means that a professional will have favorable conditions to establish business abroad.
2. Quality of life is another factor. In Western countries, adequate coverage of effective social security programs also affects, which often leads to young parents' desire to provide their children with a good life.
3. The policy of attracting experienced and qualified professionals by paying them higher wages is also reflected.
4. Kazakhstan does not have a large demand for specialists trained abroad, which explains the return of young personnel to European countries.
5. Low wages and unemployment are the main reasons why professionals leave the country.

In addition to these reasons, the most common problems in the post-Soviet countries (Ukraine, Belarus, Russia, Kazakhstan): the mass migration of young people abroad, the small distribution of European scholarships to post-Soviet countries, the language barrier, the shift in the national consciousness, the spread of subculture, and bureaucracy in the education system.

The issue of academic mobility remains relevant to the expansion of international cooperation and the participation of the Republic of Kazakhstan in it. To develop academic mobility in a given country, special attention should be paid to geopolitical factors when students study in other countries. The management of the national education system is based on the training of highly qualified specialists in foreign universities.

As a result of the Forum in Turkestan in 2021, the Ministry of Education and Science of the Republic of Kazakhstan announced the creation of a single space for students and teachers in Central Asia, which, according to information, will be held function according to the principle of the Bologna process. According to the statement adopted at the forum, Central Asian countries will expand regional cooperation and unify the scientific, intellectual, and creative potential of universities across Central Asia. In addition, it is planned to create a free zone where students and academic staff of higher education institutions can move freely to study, exchange ideas, knowledge and experience and participate in joint research.

In addition, these activities will include Asian countries (Kazakhstan, Uzbekistan, Turkmenistan, and Kyrgyzstan) to coordinate work between the Education Ministries of Central Asian countries, in order to increase the attractiveness of higher education for studying in central Asia and enhance the competitiveness of States. This integration to develop human resources creates a positive image alongside the internationalization of education.

In summary, through the following SWOT analysis, we have tried to point out the strengths and weaknesses of the Bologna system for Kazakhstan and the post-Soviet countries in general (Table).

Table

SWOT-analysis “Pros and cons of the European education system for post-Soviet countries”

S (Strengths)	W (Weaknesses)
<ul style="list-style-type: none"> - Working with common standards in the global education space; - Developing academic mobility of students and teachers; - The opportunity to participate in projects and internships in Europe; - International recognition of Master's and PhD degrees, dissemination of research results in the scientific community; - Obtaining diplomas from internationally recognized higher educational institutions; - Reducing student’s study load by switching to modular teaching; - The ability to pass exams quickly via tests. 	<ul style="list-style-type: none"> - The general requirements are not met in all of the Member States; - Language barrier (lowest level of foreign language proficiency); - Financial barriers (the low salary makes it difficult to go abroad); - Although there are graduate and postgraduate admissions in the post-Soviet countries, the requirements for are different (change annually); - A diploma does not guarantee full employment; - Allowing students to pass modular exams during the summer period; - Passing exams does not mean that students will gain advanced knowledge.
O (Opportunities)	T (Threats)
<ul style="list-style-type: none"> - Conducting research work together with foreign partners; - Developing dual diploma education system; - Working with leading specialists abroad to get a good salary; - Attracting active foreign professors to conduct lectures for students; - Potential integration in scientific research. 	<ul style="list-style-type: none"> - Decreasing interest in the development of financial, regulatory and legal documents; - Decreasing students' solvency level; - The mass migration of qualified specialists abroad; - The low reputation of teachers in post-Soviet countries; - Financing in scientific research is carried out in a small amount, so it is better to establish contacts with the nearby region.

Develop student academic mobility by implementing ERASMUS, TEMPUS, COMMETT, LINGUA, and others as a means of supporting the international training market for highly qualified professionals. Universities from Kazakhstan account for most of the movement allocated to Central Asia. Overall, student-teacher mobility is reflected in the Far East and America as the leaders compared to Central Asian countries.

Kazakhstan's accession to the Bologna system does not mean following the order of European universities. Kazakhstan's higher education system, which adopts European standards, has received a number of opportunities, including the possibility of academic mobility through bachelor's, master's, and doctoral programs, internships, and integrations, gain experience, etc. European states themselves are now openly expressing opposition to some criteria of the Bologna Process, such as the UK. By applying European educational standards, Kazakhstan does not lose its national values, but only forms a parallel of national education and European education.

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Э.А. Мусаева, Ж.С. Аубакирова, Ю.Н. Гончаров, Ж.М. Кенжеғали

Еуропалық білім беру жүйесінің Қазақстан Республикасының жоғары оқу орындарына әсері

Мақалада Қазақстан Республикасының Болон декларациясына қосылуы және қосылу үдерісінен кейін жоғары білім саласында 4+2+3 жүйесінің қалыптасуы қарастырылған. Сондай-ақ авторлар еуропалық кеңістіктегі және Қазақстандағы академиялық ұтқырлық пен білім беру жүйесіне салыстырмалы талдау жүргізген. Болон жүйесіне кіретін елдер үшін жоғары кәсіби біліммен қатар бұл бағыттың артықшылықтары мен кемшіліктері көрсетілген. Авторлар Қазақстан Республикасының жоғары оқу орындарының еуропалық білім беру кеңістігіне кіру призмасы арқылы білім беру жүйесіндегі елдік өзгерістер мен ұқсастықтарды зерттеген. Болон жүйесінің кемшіліктері мен өзгерістері олардың республикалық білім беру жүйесі үшін маңыздылығы тұрғысынан ашылды. Сонымен қатар посткеңестік мемлекеттердің қазіргі еуропалық білім беру кеңістігіне көшудегі жағдайына салыстырмалы талдау жасаған. Сондай-ақ, жұмыста дамыған ғылыми кеңістік пен үлгілі университеттер шеңберінде Еуропа елдерінде білім беру тәжірибесін алуға қызығушылық танытатын студенттер мен оқытушылардың мемлекеттен кету мәселесі зерттелген. Мақаланың негізгі мақсаты — Еуропа елінен тараған Болон жүйесінің орны мен рөлін талдау, ең алдымен мұның өзектілігі оны жүзеге асыру тәжірибесі мен қазіргі уақыттағы перспективасында. Қазіргі таңда Еуропалық Одақтың білім беру жүйесі тек Еуропа елдерінің ғана емес, Орталық Азия мен посткеңестік кеңістіктегі елдердің өмірінде шешуші рөл атқарып отырғаны баршаға аян. Зерттеуде авторлар SWOT талдауын қолдана отырып, еуропалық білім берудің артықшылықтары мен кемшіліктерін көрсетуге тырысады.

Кілт сөздер: еуропалық кеңістік, тарихи талдау, Болон жүйесі, білім беру, академиялық ұтқырлық, бакалавр, магистратура, PhD докторантура.

Э.А. Мусаева, Ж.С. Аубакирова, Ю.М. Гончаров, Ж.М. Кенжегали

Влияние европейской системы образования на высшие учебные заведения Республики Казахстан

В статье рассмотрено присоединение Республики Казахстан к Болонской декларации и формирование системы 4+2+3 в сфере высшего образования после процесса присоединения. Также авторами проведен компаративный анализ систем академической мобильности и образования на европейском пространстве и в Казахстане. Для стран, входящих в Болонскую систему, наряду с высшим профессиональным образованием продемонстрированы преимущества и недостатки этого направления. Авторами исследованы страновые изменения и сходства в системе образования через призму вхождения вузов Республики Казахстан в европейское образовательное пространство. Раскрыты недостатки и изменения Болонской системы с точки зрения их значимости для республиканской системы образования. Авторы проводят сравнительный анализ состояния постсоветских государств по переходу к современному европейскому образовательному пространству. В работе также изучена проблема выезда из государства студентов и преподавателей, проявляющих интерес к получению образовательного опыта в странах Европы в рамках развитого научного пространства и образцовых университетов. Основная цель статьи — проанализировать место и роль распространившейся из стран Европы в Казахстане Болонской системы, где, в свою очередь, актуальность заключается в опыте ее реализации и перспективах на данный момент. Всем известно, что в настоящее время система образования Европейского союза играет ключевую роль в жизни не только европейских стран, но и стран Центральной Азии и постсоветского пространства. В исследовании авторы стремятся продемонстрировать преимущества и недостатки европейского образования с помощью SWOT-анализа.

Ключевые слова: европейское пространство, исторический анализ, Болонская система, образование, академическая мобильность, бакалавр, магистратура, докторантура PhD.

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