

A.A. Akhmetov<sup>1</sup>, A.N. Kosherbayeva<sup>1</sup>, S. Cevikbas<sup>2</sup>

<sup>1</sup>*Abai Kazakh National Pedagogical University, Almaty, Republic of Kazakhstan;*

<sup>2</sup>*Mugla Sitki Kochman University, Mugla, Republic of Turkey*

*(Corresponding author's e-mail [achehov69@mail.ru](mailto:achehov69@mail.ru)\*)*

*ORCID ID 0000-0001-5243-0991*

*ORCID ID 0000-0002-3307-9814*

*ORCID ID 0000-0003-2062-5924*

## Specifics of Consortium Development in Kazakhstan Education: Trends and Prospects

In this article we consider the concept of consortium in pedagogy. For this purpose we have studied the concept of consortium, identified how this phenomenon is studied in the practice of foreign educational systems, in the works of analysts and practitioners. We believe that to solve the problem of enrolling in the list of the leading countries with an innovative educational system, Kazakhstan needs to rely on the developments of foreign colleagues. This determined the task of this article, which is to provide an analytical review on the problem of substantiation of the directions for further development of the educational system in the republic. We believe that in the sphere of innovative development of Kazakhstan's education, the consortium model has a certain effectiveness, which actualized the analysis of the consortium model in the mainstream of quality development management of modern education and the analysis of the possibility of implementing this model in the Republic of Kazakhstan.

The investigated questions are: the concept of consortium as applied to pedagogy in researches of analysts. The insufficient development of the concept "consortium" in pedagogy in the Russian-speaking space as well as the lack of scientific development of this issue in the Kazakh modern science were revealed. The Republic of Kazakhstan strives for innovative development of the education system in order to become a leader country. The modern practice of innovative development of science and education in the developed leading countries, such as China and the United States, allow us to conclude on the significant effectiveness of the consortium model, characterized as "breakthrough", which allows increasing the pace of development in the current environment of uncertainty and instability of traditional development models. The application of the consortium model is an opportunity on the way of development of Kazakhstan's education.

*Keywords:* Consortium, consortium in education, the model of educational consortium, foreign experience of educational consortium, consortium implementation in education, parameters of consortium, organization of consortium, possibilities of consortium implementation in education in Kazakhstan.

### *Introduction*

The relevance of exploring the problem of finding ways to ensure breakthrough development of education for Kazakhstan is indisputable. The educational system of our country faces many unresolved tasks. The most important of them are the tasks of ensuring the quality level of education, achieving a high level of development of socio-economic and scientific and technological indicators of the Kazakhstani society, ensuring scientific mobility and the possibility for Kazakhstan to achieve a place in the top countries of the world with a developed education system. As practice shows, the innovative development of education in the modern globalizing world is possible through the organization of consortium model in the field of education.

Meanwhile, the notion of consortium has not been developed in the Kazakh science, and the legal basis of the definition is not defined. At the same time, there is a positive experience of consortium organization in education in the developed world, which we can use. Hence, the purpose of this article is to consider the possibilities for organizing a consortium model in Kazakhstan's education. To solve this problem, it was necessary to analyze the experience of effective organization of educational consortia in the world, to identify trends and prospects for the development of this model in the education of our country. The subject of the research was the model of consortium in the educational process. The object was the process of organization of modern innovative education.

### *Experimental*

The solution of the set objectives and tasks required the application of methods of substantive analysis of special literature on the topic of research; substantive analysis of legal and regulatory documents; analysis of the features of consortium functioning in various educational systems, and other research methods.

### *Results and Discussion*

The concept of consortium is not clearly elaborated in pedagogy. This term is widespread in economics, where it refers to the association of enterprises for the purpose of more effective implementation of necessary activities. The purpose of an economic consortium is mainly to raise money for the implementation of a “breakthrough” solution. According to the testimony of practical participants, an economic consortium is an association for rapidly attracting a large volume of investment. Hence the meaning of the term “consortium” becomes clear, which is translated from Latin as “complicity, community”. Modern economics understands consortium as a form of organization that allows to organize an association of enterprises in order to coordinate their business activities, in other words “consort” (i.e. a major project).

However, the analysis of literary sources revealed the problem of insufficient development of the consortium model in the Russian-language scientific base. As for the current research base of Kazakhstan, we note the lack of research on this issue, which has, in our opinion, a negative impact on the development of innovation potential in the development of science and education in the Republic of Kazakhstan and makes it difficult for Kazakh specialists to enter international markets.

However, the concept of “educational consortium”, “consortium in education” is practically not developed in the scientific literature not only in Kazakhstan, but also in other major post-Soviet countries.

Speaking about the educational consortium, we, first of all, mean its goal — education of adults. Consequently, the development of the consortium system is rational in the system of higher education. However, there is a lack of research materials on this issue in the scientific environment.

In particular, over the last two decades, the research interest on this issue is presented in the dynamics from 6 papers written before 2010 and 21 studies written in the last decade [1], among which most of the studies are presented by American scholars (18 papers). The present data are supported by Tight [2] and others. What is important for us is not the representation of studies by Asian scientists [3]. Of course, the conclusions of Kazakhstani scientists-practitioners are important for us. The author revealed the activation of researchers of the practice of Kazakhstani higher education in recent years. This allows us to assert that in recent years Kazakh researchers-practitioners have accumulated a certain experience, presented in the conclusions of scientific works [4–7].

As T. Voss and M. Kunter point out in their review study (T. Voss and M. Kunter). Kunter, educational practitioners on the basis of their own pedagogical experience have tried to define and conceptualise the necessary professional competences that allow in the modern educational process to solve complex tasks of knowledge management, which go far beyond the limited framework of managing a group of students and reflect the complex requirements of the situation in the world and society [8; 207].

Thus, we come to the understanding that the researchers of education already by the beginning of the twentieth century established the need to expand the field of professional pedagogical competence, mastering knowledge, relevant at the world level. Modern requirements for the development of Kazakhstani higher education is also to ensure the integration of Kazakhstani students at the intercultural, inter-country level, to meet the requirements of modern Kazakhstani society to multi-education.

For this purpose, we specified modern requirements to the professional competence of a higher education teacher in the Republic of Kazakhstan (in particular, in the conditions of the North-Kazakhstan University named after M. Kozybaev) [4; 34], Russia [9; 65] and the USA (in the professional standards [10]) (Table).

**Professional requirements to the level of competence of a modern teacher of higher education in the Republic of Kazakhstan, Russia and the USA**

In the Republic of Kazakhstan	In Russia	In the USA
Improving the quality of psycho-pedagogical, subject, content and methodological training in the education system for a complex society	Possess personal competence of effective assimilation of knowledge and other people's experience, "as well as transfer their knowledge and experience to others";	1: Foundational Knowledge: demonstrate knowledge of the theoretical, historical, and evidence-based foundations and the ways in which they interrelate
Creation of a system of partnership, personal and social relations in the university environment	Have the Personal, professional and psychological and pedagogical competences of management;	2: Curriculum and Instruction: use foundational knowledge to critique and implement curricula to meet the needs of all students and to design, implement, and evaluate evidence-based for all students
Mechanisms of interaction in the partner (pedagogical) environment	Leadership and organisational skills	3: Assessment and Evaluation: understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders
Removal of psychological barriers, tension of adaptation processes and motivation of students	Ability to motivate students to include them in the knowledge management process;	4: Diversity and Equity: demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create groups that are inclusive; advocate for equity at community levels
Creating an environment of professional orientation and collaboration, teamwork and collective learning;	The ability to evaluate the contribution of each student to the overall project; the ability to obtain and apply psychological and pedagogical knowledge to organise effective teamwork;	5: Students and the Student Environment: meet the developmental needs of all learners and collaborate with university personnel to use a variety of print and digital materials to engage and motivate all Students; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a rich learning environment
Developing the skills of independent practical activity of novice teachers	Development of skills to analyse their own practice and a focus on professional self-learning;	6: Professional Learning and Leadership: recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities
Integration of teaching and research	Interdisciplinary approach, innovation and integration in solving professional tasks	7: Practicum (for specialized): apply theory and best practice in multiple supervised practicum/clinical experiences

It can be argued, based on the above characteristics of professional competence of a higher education teacher, that:

- firstly, they are conditioned by the contextual agenda of the state of development of higher education of specific countries;
- secondly, the structure and content of professional competence is most fully represented, in our opinion, in American standards;
- thirdly, all of them are united by the requirement of compliance with the international world level of innovation.

Hence, it is necessary to consider the specific request of Kazakhstan higher education system and try to establish in practice the effectiveness of the consortial component in the system of higher education.

We believe that these demands can be provided in the conditions of educational consortium. Let us illustrate this conclusion on the basis of practical research of Kazakhstani scientists. The data presented below were compiled by the author on the basis of work in the conditions of the development of an educational consortium, which became “a reflexive platform for novice teachers. The data presented below were compiled by the author on the basis of work in the conditions of the educational consortium development” [4; 34].

Let us refer to the data of Kazakhstani contemporary researchers, whose work is devoted to the study of professional difficulties in the practice of higher education teacher [4]. According to the data of practical research of 40 teachers of the North Kazakhstan University named after M. Kozybaev, the main difficulties experienced in the pedagogical practice of more than 50% of teachers are (Fig. 1):



Figure 1. The most important difficulties in the work practice of a modern teacher of higher education (compiled from the materials of Kazakhstani authors)

The conclusions made in the work of Kazakhstani authors show clearly that as a result of the organisation of professional development of higher education teachers with the orientation on self-development in the conditions of educational consortium the level of their subject and interdisciplinary knowledge has significantly increased. Thus, according to teachers, 91% of teachers are fluent in subject, special, psychological and pedagogical literature on branches of knowledge; 75% of teachers consider their level of competence in the management of group work of students sufficient; 91% of teachers confidently mastered the ability to formulate goal-setting activities [4; 35]. The conclusions drawn, according to the authors of the study, illustrate “the improvement of professional level of university teachers in the conditions of self-training” interactive pedagogical approaches and technologies on the resources and experience of world educational practice [4; 35].

At the same time, in Russia, the newest Russian Encyclopaedia edited by Y.S. Osipov (which includes recent articles, in particular up to 2017), in addition to banking, industrial and commercial consortia, singles out a research consortium, “created to concentrate financial resources necessary for capital-intensive research, as well as for the joint use of technologies, experience of participants” [11]. That gives grounds to consider the beginning of the formation of the concept of educational consortium in the Russian encyclopedic language.

Nevertheless, the analysis of analytical articles and dissertation research on the problem of organizing innovative communities, focused on the solution of educational problems (in the works of Yu.V. Evstafieva, De Martino Mario, A. Yu. Pleshakova [12-13]) allows us to reveal a tendency to develop consortium models in education on the type of scientific and technological, the most developed in practice consortium. However, we believe that the purpose of the scientific and technological consortium, such as: development, production, creation of the market for high-tech products, does not quite meet the purpose of education, although it is carried out “through the organization of the community of manufacturing and scientific organizations” [12; 35]. Nevertheless, this trend allows researchers to characterize the science and technology consortium, highlighting the following criteria:

- “temporary nature;
- freedom of choice of the organizational form of association;
- common economic interests of the participants;

- contractual basis for the organization of relations;
- equality of participants;
- self-governance;
- voluntariness” [12; 35], and moreover the author characterizes these criteria as “defining”.

We believe it is necessary to perform the following tasks:

1. to describe the range of problems of the education in the Republic of Kazakhstan, which can be solved by consortia;
2. to identify opportunities to implement solutions to the identified problems, based on the analysis of the experience of foreign countries with developed educational systems;
3. to formulate possible ways of development of Kazakhstan education on the basis of consortium model, relying on the method of theoretical analysis.

The analysis of researchers' works devoted to reviewing the practice of consortium model implementation in developed countries allowed studying the presented structures of educational consortia in the USA, China, EU countries and revealing the diversity of partnership types applied by consortia of foreign universities and colleges [13–15]. Various authors agree that “the key objectives of consortium activities are to improve the quality of graduates, to train young scientists and researchers, to integrate teaching experience and to develop material and technical, research and literary bases” [13]. The report on practical effectiveness of consortium model implementation in education in China, USA, EU countries is important for us, which showed the growth of indicators in development of innovative projects, significant growth of patent implementation, breakthrough achievements in science and technology development in the areas where the concern model is implemented [14].

Analysis of foreign experience of consortium in education confirms not only high efficiency in solving current problems, but also provides strategic direction of educational sphere development, because “test sites for new technologies are created exactly on the basis of universities” [16].

Analytical reports of Western companies acknowledge the effectiveness of the development of partnership relations between large companies and universities in the long term [17].

On the part of the university, an opportunity is provided to conduct scientific expertise of a significant project, scientific consulting and provision of internship opportunities to industry specialists. In its turn, the consortium solves financial issues of providing foreign internships for students, provides high-tech educational environment as a condition of highly effective organization of the educational process, provides financial support for talented scholarship holders, solves employment issues of promising graduates, etc. [18].

According to experts, the result of such cooperation is the rate of socio-economic development of the society as a whole and the growth rate of each consortium participant [18].

For example, let us refer to the EU consortia “Paris Sciences et Lettres University”, implementing interdisciplinary research projects of a group of colleges in Paris, the American consortium “USA Community college consortium” implementing the task of developing cross-country communication at the level of English language school, English language courses, as well as advanced training of specialists. Equally interesting is the experience of the consortium in the field of professional scientific education (“Berlin University Alliance”, in the field of medicine) and multidisciplinary consortiums “University Consortium Internationala” (UCI) including European and Asian universities on double degree programmes [18]. As practice has shown, the tasks set by the consortia are solved quickly and effectively [18]. At the same time, the Republic of Kazakhstan currently has no experience in the implementation of educational consortium, but the need for organization is recognized at all levels.

According to the results of our study, we have identified that the problem of modern Kazakhstan education is the lack of equality in the use of the education system by students, the lack of innovative progress in research activities, the lack of technical and technological base of research projects and the lack of support for the implementation of international mobility of students. At the heart of all these problems is insufficient funding, which can be solved in each case through the implementation of the consortium model in the education system.

In addition, the problematic areas of development identified in the RK President's message are: “underdeveloped infrastructure, low level of automation and digitalization, lack of scientific support and staff shortages” [15]. Hence, the training of in-demand specialists and improving the quality of the education system, “which plays a crucial role in enhancing the nation's potential”, became a specific task [15]. One of the

solutions to the problem is the organization and application of endowment funds, “which are the basis for sustainable financing of science and innovation” abroad [14].

At the heart of all these problems is a lack of funding [15], which can be addressed in each individual case through the implementation of a consortium model in the education system.

However, in order to implement consortium in education, its legal basis has to be approved.

In Kazakhstan law, the notion of consortium is currently introduced in the Civil Code of the Republic of Kazakhstan. Thus, Article 233 consortium is defined as “a temporary voluntary union (association) based on an agreement on joint economic activity, in which legal entities combine certain resources and coordinate efforts to solve specific economic problems”, whose relations are built on a contractual basis, and management — “in accordance with the consortial agreement of consortium participants” [16]. However, this definition is not enough to understand the implementation of consortium in education.

This requires a clear understanding of what a strategic alliance is, how it should work and what criteria it should meet, so that the consortium can be managed to achieve the goal of effective implementation.

Studying the experience of implementing consortia in the education in the countries with a developed education system (such as the U.S., China, EU countries) we can conclude that the purpose of consortia is to finance unique educational projects and unique educational technologies, which have no analogues in the country and the whole world [17]. Such tasks do require large financial investments and assume a significant share of financing risk, but, as participants of risky consortia point out, organization of an educational project in any case gives an increase in the form of activation of innovative development, activation of research needs, building up a wide range of research competences. Ultimately, the development of the education system receives directional growth, outstripping development, breakthrough impulses in the development of the newest spheres and directions of science and technology, which were previously guessed or simply did not exist in science. We believe that it was with the help of consortia that breakthrough projects in astronautics, microbiology, IT, medicine and other areas were implemented. We believe that the principle of lifelong professional training has also been developed because the modern change of information and the development of educational technology are moving at an enormous speed. We believe that the goal criterion of the educational consortium is the idea of a “breakthrough”. Breakthrough in the works of researchers refers to the technology of focusing resources (intellectual and financial), with the help of which the rapid development of a certain sphere is realized. We believe it is possible to use the philosophical method of transition of quantitative (accumulation of resources) into qualitative changes accompanied by rapid growth to explain breakthrough technology.

As the analysis of the implementation of resource accumulation for breakthrough projects has shown, leading universities and research centers of developed countries have developed the parameters of consortium organization (Fig. 2).



Figure 2: Consortium parameters

The listed parameters allow us to state that the cost of financing of such a project is possible only through the organization of the consortium, and the results of its activity are high productivity in the development of patents, high efficiency of the developed technologies, the rapid capture of market share and high return on investment.

In addition to funding, we can see the provision of cross-country cooperation, which confirms the idea of the benefits of team development.

### Conclusions

How can we ensure the prospects of Kazakhstan to participate in the development of the projects of world leaders? We believe the solution should be the development of human capital in Kazakhstan. The fact is that at any stage of the organization of a research project, highly educated personnel are required. Thus, Kazakhstan's education system should focus on solving the problem of effective development of students. In Kazakhstan today at the heart of the education system reform is the development of personality, development of awareness and independence, implementation of project activities in the educational process, upbringing of educational motivation and self-motivation of students.

However, we believe that the most effective is the application of the consortium model for the implementation of scientific and technological projects. Indeed, the consortium allows to solve both internal and external tasks, concentrating and using valuable resources for project development. Thus, the association of producers and consumers of scientific technologies within the consortium ensures the implementation of technologies and the demand for them, while state enterprises act as regulators, provide legal support and strategic planning. Moreover, it is the consortium that covers the risks in the absence of project performance.

The advantages of organizing a consortium are “the development of the infrastructure of scientific, scientific and technical and innovative activities and the development of markets for new products, both final and industrial consumption” [12; 37].

In addition, the science and technology consortium contributes to the development of competence-based education and is directly related to the impact on the development of innovations in the country. The fact is that large consortia also have the authority to develop and approve professional standards.

To summarise, let us point out the positive and negative factors of the consortium (Fig. 3):

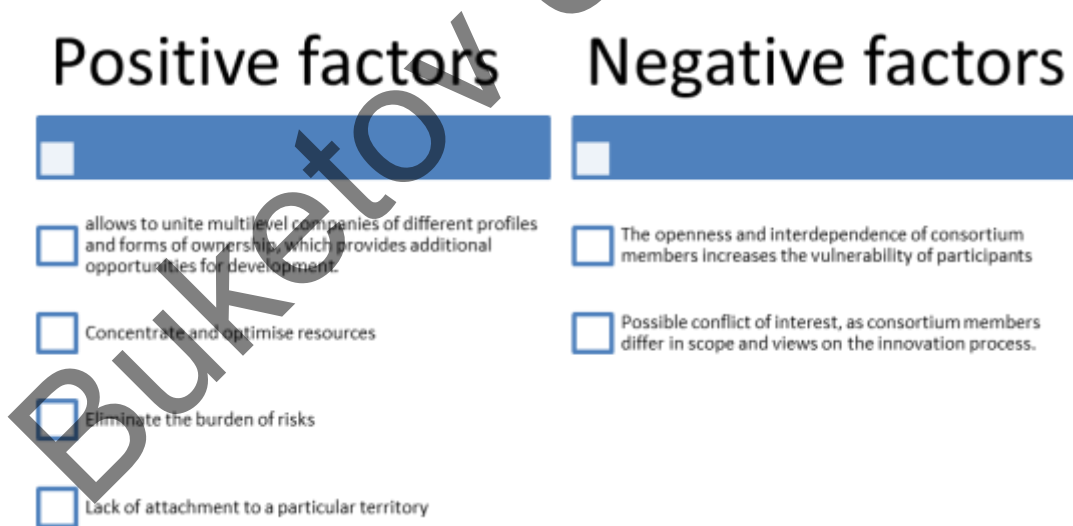


Figure 3: Positive and negative factors of the consortium

In this way, we ensure the integrity of the consortium view.

We view the educational process as a project. If the project is not well thought out, unorganized, has no clear goals and motivation to achieve them, is uncontrolled and unmanageable, then its implementation is impossible. As of today, Kazakhstan education system has enough chances to achieve the goal to enter the top 30 developed countries of the world. The aim of the education process is to obtain a certain educational “product” at the “output”.

At this stage, the objective of the education development project in Kazakhstan has been defined as the leadership of core universities for training in-demand specialists; the growth of grants by attracting funds. The President and the Government have outlined the directions for the development of education. To date, Kazakhstan has developed target (competence) standards for the development of a modern specialist, and a model of educational consortium organization is being developed. The consortium model is effective, innovative, allows achieving breakthrough goals of education, science and technology development. The consortium is created for a specific purpose, the same way as education, it is focused on creating a competitive product for new markets, and it is a “power centre” of concentration of scientific, technological, intellectual and financial resources. Such a power centre is able to organize international cooperation and exchange experience with any “players”.

The model of educational consortium will solve the problems of quality assurance and innovative development in education; the concentration of resources on the basis of the consortium will create a platform for the implementation of breakthrough technologies in education and science of the Republic of Kazakhstan, will take a place in the top countries of the world.

### References

- 1 Педагогическая энциклопедия: [В 4-х т.]. — Т. 3 / под ред. Ю.В. Меркурьевой // Business & Economics. — 2017.
- 2 Вербицкая Н.О. Учебный процесс: информация, анализ, управление / Н.О. Вербицкая, В.Ю. Бодряков. — М., 2018. — 128 с.
- 3 Сагинтаева А.Б. Разработка образовательных программ: локальные ответы на глобальные вызовы высшего образования: моногр. / А.Б. Сагинтаева, А.А. Мусина, А.Г. Сулейменова, Р.Т. Каратабанов, Б.К. Куракбаев, Д.Е. Пристли. — Нур-Султан: Высш. шк. образования Назарбаев Университета, 2021. — 236 с.
- 4 Таубаева Ш.Т. Дидактикадағы инновация: оқу құр. / Ш.Т. Таубаева, И.О. Максұтова // Алматы: Қарасай, 2020. — 368 б.
- 5 Большая Российская энциклопедия / Науч.-ред. сов.: Ю.С. Осипов и др.; отв. ред. С.Л. Кравец. — М.: Науч. изд-во «Большая российская энциклопедия», 2005. — С. 122.
- 6 Евстафьева Ю.В. К становлению научно-технологических консорциумов в российской экономике / Ю.В. Евстафьева // Рос. экон. журн. — 2019. — № 6. — С. 34–51.
- 7 Плешакова А.Ю. Педагогическая компаративистика идентичности профессионального образования: методология, теория, практика: дисс. ... д-ра пед. наук. 13.00.01 — «Общая педагогика, история педагогики и образования» / А.Ю. Плешакова. — Уфа, 2021. — 503 с.
- 8 Платонова Р.И. Формирование консорциумов в высшем образовании как стратегическая задача / Р.И. Платонова, Т.Н. Петрова // Вестн. Северо-восточного федерального университета им. М.К. Аммосова. — 2021. — № 4. — С. 84–91.
- 9 Эксперты назвали четыре причины для создания консорциумов бизнеса и университетов. — [Электронный ресурс]. — Режим доступа: <https://ioe.hse.ru/news/314804859.html>.
- 10 Овчинникова А.В. Научно-образовательные консорциумы: сбалансированное развитие науки и высшей школы в условиях неэкономии / А.В. Овчинникова, Т.Н. Тополева // Вестн. НГИЭИ. — 2021. — № 9 (124). — [Электронный ресурс]. — Режим доступа: <https://cyberleninka.ru/article/n/nauchno-obrazovatelnye-konsortiumy-sbalansirovannoe-razvitie-nauki-i-vysshey-shkoly-v-usloviyah-neekonomiki>.
- 11 Послание Главы государства К.–Ж. Токаева народу Казахстана. «Справедливое государство. Единая нация. Благополучное общество». — [Электронный ресурс]. — Режим доступа: <https://www.akorda.kz/ru/poslanie-glavy-gosudarstva-kasym-zhomarta-tokaeva-narodu-kazahstana-181130>.
- 12 Гражданский кодекс Республики Казахстан от 27 декабря 1994 г. — [Электронный ресурс]. — Режим доступа: [https://adilet.zan.kz/rus/docs/K940001000\\_k941000.htm](https://adilet.zan.kz/rus/docs/K940001000_k941000.htm)
- 13 Вень Минмин. Наука, образование и бизнес: зарубежный и отечественный опыт интеграционного взаимодействия / Вень Минмин, Г.В. Петрук // АНИ: экономика и управление. — 2017. — № 2 (19). — [Электронный ресурс]. — Режим доступа: <https://cyberleninka.ru/article/n/nauka-obrazovanie-i-biznes-zarubezhnyy-i-otechestvennyy-opyt-integratsionnogo-vzaimodeystviya>.
- 14 Хуторской А.В. Индивидуальная образовательная траектория в эвристическом обучении / А.В. Хуторской // Вестн. Института образования человека. — 2014. — № 2. — С. 1–11. — [Электронный ресурс]. — Режим доступа: <http://idosinstitute.ru/journal/2014/200/>
- 15 Константинова Л.В. Тенденции развития высшего образования в мире и в России. Аналитический доклад-дайджест / Л.В. Константинова, Е.В. Шубенкова, Н.Н. Гагиев, Е.А. Смирнова, А.М. Петров, Р.А. Искандерян и др. // Российский экономический университет им. Г.В. Плеханова. Научно-исследовательский институт развития образования. — М., 2021. — [Электронный ресурс]. — Режим доступа: [https://www.rea.ru/ru/org/managements/Nauchno-issledovatel'skij-institut-razvitiya-obrazovaniya/Pages/analiticheskie\\_materialy.aspx](https://www.rea.ru/ru/org/managements/Nauchno-issledovatel'skij-institut-razvitiya-obrazovaniya/Pages/analiticheskie_materialy.aspx)

16 Платон. Собрание сочинений: [В 4-х т.] / Платон; под общ. ред. Л.Ф. Лосева, В.Ф. Асмуса, А.А. Тахо-Годи. — Т. 2. — М.: Мысль, 1993. — 528 с.

17 Сырымбетова Л.С. Казахстанская модель трехязычного образования (методологические подходы, принципы и основные стратегии обучения трем языкам) / Л.С. Сырымбетова, Р.М. Жумашев, Д. Ныгметулы, С.А. Шункеева, Б.А. Жетписбаева // Вестн. НГПУ. — 2017. — № 4. — [Электронный ресурс]. — Режим доступа: <https://cyberleninka.ru/article/n/kazahstanskaya-modeltrehyazychnogo-obrazovaniya-metodologicheskie-podhody-printsipy-i-osnovnye-strategii-obucheniya-trem-yazykam>

18 Вербицкий А.А. Активное обучение в высшей школе: контекстный подход / А.А. Вербицкий. — М.: Высш. шк., 1991. — 204 с.; Вербицкий А.А. Личностный и компетентностный подходы в образовании. Теория контекстного обучения: извлечения из моногр. / А.А. Вербицкий, О.Г. Ларионова // Инновации в профессиональной школе. — 2013. — № 1. — 36 с.

А.А. Ахметов, А.Н. Кошербаева, С. Чевикбаш

## Қазақстандық білім берудегі консорциумның даму ерекшеліктері: келешегі және үрдістері

Мақалада педагогикадағы консорциум ұғымы қарастырылған. Авторлар консорциум ұғымын зерттеген, бұл ұғымның зерттеушілердің аналитикалық әзірлемелерінде, сондай-ақ шетелдік білім беру жүйелерінің тәжірибесінде, практик-мамандар мен сарапшылардың жұмыстарында қалай зерттелгені анықталған. Инновациялық білім беру жүйесі бар көшбасшы елдердің құрамына кіру міндетін шешу үшін Қазақстан шетелдік әріптестерінің әзірлемелеріне сүйенуі қажет екендігі айқындалған. Қазақстан Республикасында білім беру жүйесін одан әрі дамыту бағыттарын негіздеу мәселесі бойынша талдамалық шолу ұсыну осы мақаланың міндетін дәлелдейді. Болжам бойынша, қазақстандық білім беруді инновациялық дамыту саласында консорциум моделі белгілі бір тиімділікке ие деп санаймыз, ол қазіргі заманғы білім беру сапасын дамытуды басқару арнасында консорциум моделін қолданып, осы модельді Қазақстан Республикасында іске асыру мүмкіндігін талдауды өзектендіреді. «Сарапшылардың зерттеулеріндегі педагогикаға қатысты консорциум ұғымы» деген мәселе зерттелді. Орыс тілді кеңістіктегі педагогикада «консорциум» ұғымының жеткіліксіз дамуы, қазақстандық қазіргі ғылымда осы мәселенің ғылыми дамуының болмауы анықталды. Қазақстан Республикасы көшбасшы елдердің қатарына кіру мақсатында білім беру жүйесін инновациялық тұрғыдан дамытуға ұмтылады. Қытай мен АҚШ сияқты дамыған көшбасшы елдердегі ғылым мен білім беруді инновациялық дамытудың заманауи тәжірибесі — дәстүрлі даму модельдерінің қазіргі кездегі белгісіздігі мен тұрақсыздығы жағдайында даму қарқынын арттыруға мүмкіндік беретін «серпінді» деп сипатталатын консорциум моделін пайдаланудың айтарлықтай тиімділігі туралы қорытынды жасауға мүмкіндік береді. Консорциум моделін қолдану, шет елдерде білім мен ғылымды дамыту тәжірибесі көрсеткендей, қазақстандық білім беруді дамыту жолында мүмкіндік болып табылады.

*Кілт сөздер:* консорциум, білім берудегі консорциум, білім беру консорциумының моделі, білім беру консорциумының шетелдік тәжірибесі, білім беруде консорциумды енгізу, консорциум параметрлері, консорциумды ұйымдастыру, Қазақстанда білім беруде консорциумды енгізу мүмкіндіктері.

А.А. Ахметов, А.Н. Кошербаева, С. Чевикбаш

## Особенности развития консорциума в казахстанском образовании: тенденции и перспективы

В статье рассмотрено понятие консорциума в педагогике. Авторами изучено понятие консорциума, выявлено, каким образом данный феномен исследован в аналитических разработках исследователей, а также в практике зарубежных образовательных систем, в работах аналитиков и специалистов-практиков. Ими определено, что для решения задачи — войти в состав стран-лидеров с инновационной образовательной системой — Казахстану необходимо опираться на разработки зарубежных коллег. Это определило задачу данной статьи: представить аналитический обзор по проблеме обоснования направлений дальнейшего развития образовательной системы в Республике Казахстан. Полагаем, что в сфере инновационного развития казахстанского образования определенной эффективностью обладает модель консорциума, что актуализировало анализ применения модели консорциума в русле управления развитием качества современного образования, анализа возможности реализации данной модели в Республике Казахстан. Исследованы вопросы: понятие консорциума применительно к педагогике в исследованиях аналитиков. Выявлена недостаточная разработанность понятия «консорциум» в педагогике в русскоязычном пространстве, отсутствие научной разработанности данного вопроса в казахстанской современной науке. Республика Казахстан стремится к инновационному развитию системы образования с целью вхождения в страны-лидеры. Современная практика инновационного развития науки и образования в развитых странах-лидерах, таких как Китай и США, позволяют сделать

вывод о значительной эффективности использования модели консорциума, характеризующихся как «прорывные», что позволяет наращивать темпы развития в условиях современной неопределенности и неустойчивости традиционных моделей развития. Применение модели консорциума, как показала практика развития образования и науки в зарубежных странах, является возможностью на пути развития казахстанского образования.

*Ключевые слова:* консорциум, образовательный консорциум, модель образовательного консорциума, зарубежный опыт образовательного консорциума, внедрение консорциума в образовании, параметры консорциума, организация консорциума, возможности внедрения консорциума в образовании в Казахстане.

## References

- 1 Merkureva, Yu.V. (Ed.). (2017). Pedagogicheskaja entsiklopediia: [V 4 tomakh]. Tom 3 [Pedagogical encyclopedia. In 4 volumes. Volume 3]. *Business & Economics* [in Russian].
- 2 Verbitskaya, N.O. & Bodryakov, V.Yu. (2018). Uchebnyi protsess: informatsiia, analiz, upravlenie [Educational process: information, analysis, management]. Moscow [in Russian].
- 3 Sagintaeva, A.B., Musina, A.A., Sulejmenova, A.G., Karatabanov, R.T., Kurakbaev, B.K., & Priestli, D.E. (2021). Razrabotka obrazovatelnykh programm: lokalnye otvety na globalnye vyzovy vysshego obrazovaniia [Development of educational programmes: local responses to global challenges of higher education]. Nur-Sultan: Vysshaia shkola obrazovaniia Nazarbaev Universiteta [in Russian].
- 4 Taubayeva, Sh.T. & Maksutova, I.O. (2020). Didaktikadagy innovatsia: oqu quraly [Innovation in didactics. Educational tool]. Almaty: Qarasai [in Kazakh].
- 5 Osipov, Yu.S. et al. (Eds.) (2005). Bolshaja Rossiiskaia entsiklopediia [The Great Russian Encyclopedia]. Moscow [in Russian].
- 6 Evstafeva, Yu.V. (2019). K stanovleniiu nauchno-tehnologicheskikh konsortsiumov v rossiiskoi ekonomike [Towards the formation of scientific and technological consortiums in the Russian economy]. *Rossiiskii ekonomicheskii zhurnal — Russian Economic Journal*, 6, 34–51 [in Russian].
- 7 Pleshakova, A.Yu. (2021). Pedagogicheskaja komparativistika identichnosti professionalnogo obrazovaniia: metodologija, teoriia, praktika [Pedagogical comparativism of professional education identity: methodology, theory, practice]. *Doctor's thesis*. Ufa [in Russian].
- 8 Platonova, R.I. & Petrova, T.N. (2021). Formirovanie konsortsiumov v vysshem obrazovanii kak strategicheskaja zadacha [Formation of consortia in higher education as a strategic task]. *Vestnik Severo-vostochnogo federalnogo universiteta imeni M.K. Ammosova — Bulletin of the North-Eastern Federal University named after M.K. Ammosov*, 4, 84–91 [in Russian].
- 9 Eksperty nazvali chetyre prichiny dlia sozdaniia konsortsiumov biznesa i universitetov [Experts named four reasons for creating consortiums of business and universities]. Retrieved from <https://ioe.hse.ru/news/314804859.html> [in Russian].
- 10 Ovchinnikova, A.V. & Topoleva, T.N. (2021). Nauchno-obrazovatelnye konsortsiумы: sbalansirovannoe razvitie nauki i vysshei shkoly v usloviiakh neoeconomiki [Scientific and educational consortia: balanced development of science and higher education in the conditions of neo-economics]. *Vestnik Nizhegorodskogo gosudarstvennogo inzhenerno-ekonomicheskogo universiteta — Bulletin of the Nizhegorodsk State University of Engineering and Economics*, 9(124). Retrieved from <https://cyberleninka.ru/article/n/nauchno-obrazovatelnye-konsortsiумы-sbalansirovannoe-razvitie-nauki-i-vysshey-shkoly-v-usloviyah-neoeconomiki> [in Russian].
- 11 Poslanie Glavy gosudarstva K.–Zh. Tokaeva narodu Kazakhstana. “Spravedlivoie gosudarstvo. Edinaia natsiia. Blagopoluchnoe obshchestvo” [Address of the Head of state Kassym-Jomart Tokayev to the people of Kazakhstan. A just state. A united nation. Prosperous society]. [www.akorda.kz](http://www.akorda.kz). Retrieved from <https://www.akorda.kz/ru/poslanie-glavy-gosudarstva-kasym-zhomart-tokaeva-narodu-kazahstana-181130> [in Russian].
- 12 Grazhdanskii kodeks Respubliki Kazakhstan ot 27 dekabria 1994 goda [Civil Code of the Republic of Kazakhstan of December 27, 1994]. [adilet.zan.kz](http://adilet.zan.kz). Retrieved from [https://adilet.zan.kz/rus/docs/K940001000\\_k941000.htm](https://adilet.zan.kz/rus/docs/K940001000_k941000.htm) [in Russian].
- 13 Ven, Minmin & Petruk, G.V. (2017). Nauka, obrazovanie i biznes: zarubezhnyi i otechestvennyi opyt integratsionnogo vzaimodeistviia [Science, education and business: foreign and domestic experience of integration interaction]. *ANI: ekonomika i upravlenie — ANI: economics and management*, 2 (19) [in Russian].
- 14 Khutorskoy, A.V. (2014). Individualnaia obrazovatelnaia traektorii v evristicheskom obuchenii [Individual educational trajectory in heuristic learning]. *Vestnik Instituta obrazovaniia cheloveka — Bulletin of the Institute of Human Education*, 2, 1-11. Retrieved from <http://eidoss-institute.ru/journal/2014/200/> [in Russian].
- 15 Konstantinova, L.V., Shubenkova, E.V., Gagiev, N.N., Smirnova, E.A., Petrov, A.M., Iskanderian, R.A. et al. (2021). Tendentsii razvitiia vysshego obrazovaniia v mire i v Rossii. Analiticheskii doklad-daidzhest [Trends in the development of higher education in the world and in Russia]. *Rossiiskii ekonomicheskii universitet imeni G.V. Plekhanova. Nauchno-issledovatel'skii institut razvitiia obrazovaniia — Plekhanov Russian University of Economics. Research Institute of Education Development*. Retrieved from [https://www.rea.ru/ru/org/managements/Nauchno-issledovatel'skij-institut-razvitiia-obrazovaniia/Pages/analiticheskie\\_materialy.aspx](https://www.rea.ru/ru/org/managements/Nauchno-issledovatel'skij-institut-razvitiia-obrazovaniia/Pages/analiticheskie_materialy.aspx) [in Russian].

16 Platon (1993). *Sobranie sochinenii: [V 4-kh tomakh]* [Collected works. Vols. 1-4. Vol. 2]. A.F. Losev (Ed.). Moscow: Mysl [in Russian].

17 Syrymbetova, L.S., Zhumashev, R.M., Nygmetuly, D., Shunkeeva, S.A., & Zhetpisbaeva, B.A. (2017). Kazakhstanskaia model trekhiazychnogo obrazovaniia (metodologicheskie podkhody, printsipy i osnovnye strategii obucheniia trem yazykam [Kazakh model of trilingual education (methodological approaches, principles and main strategies for teaching three languages)]. *Vestnik Novosibirskogo gosudarstvennogo pedagogicheskogo universiteta — Bulletin of the Novosibirsk State Pedagogical University*. Retrieved from <https://cyberleninka.ru/article/n/kazahstanskaya-model-trehyazychnogo-obrazovaniya-metodologicheskie-podhodyprintsipy-i-osnovnye-strategii-obucheniya-trem-yazykam> [in Russian].

18 Verbitsky, A.A. (1991). Aktivnoe obuchenie v vysshei shkole: kontekstnyi podkhod [Active learning in higher education: a contextual approach]; Verbitsky, A.A. & Larionova, O.G. (2013). Lichnostnyi i kompetentnostnyi podkhody v obrazovanii. Teoriia kontekstnogo obucheniia [Personal and competency-based approaches in education. Contextual learning theory]. *Innovatsii v professionalnoi shkole — Innovation in vocational school*. Moscow [in Russian].

Букетов Университет