

New Trends of Updated Educational System in the Republic of Kazakhstan

Orazakynkyzy Farida¹, Kochshanova Gulash², Dalelkyzy Karakat¹, Saparbayeva Nurzhan¹, Ozgambayeva Raikhan³ and Aimbetova Ulbosyn⁴

Abstract---*The conducted research has revealed that although monitoring techniques have been used in the education system widely and for a long time, insufficient account has been taken of opportunities emerging from their direct impact on the effectiveness of education quality. In using monitoring as a tool for assessing higher education quality, various problems arise. Monitoring, in this case, is not a universal tool; but if it is adequate to the existing conditions and its results are correctly used, it can essentially improve the quality of the education process and of its outcomes. The article presents the analysis of the components of monitoring as one of management tools for the higher education (HE) system at macro- and micro- levels. The aim of the article is to identify problems of its organization and implementation in the system of professional education on the whole and in higher educational institutions in particular, as well as to analyze the application prospects of monitoring.*

Keywords---*Updated system, quality, quality in Education, trends.*

I. INTRODUCTION

At present, an objective need has arisen in the republic for the formation of a model of updating of higher education. On the one hand, this is dictated by the need to accept the challenges of global changes in the requirements for training specialists, documented in the documents of the Bologna agreement. On the other hand, the program for reforming Kazakhstan's education stimulates the transition of higher education institutions to a new policy of managing education based on a system for improving its quality. At the same time, in the process of integrating higher education in Kazakhstan into the world educational space, it is necessary to find the optimal balance between international educational trends and the need to preserve and develop the national system of higher education.

The scientific research conducted on the basis of general theoretical approaches, considering the main tendencies of state and economic policy, will allow to reinterpret in a new way, considering the requirements of the time, the specifics of reforming the educational system, to determine the general trend of its improvement and development, including individual concepts on various areas of activity [1].

In today's world, the importance of education as a crucial factor in the formation of a new quality of economy and society is increasing with the growth of the influence of human capital. The education system is able to compete on the international market only if it undergoes system modernization. The most considerable in this respect is the influence of the Bologna process. Its main directions include: creating an open European education space, increasing students', teachers' and

¹ KAZNU named after al Farabi, Almaty, Kazakhstan

² Caspian State university of technology and engineering, 010000, Aktau, Republic of Kazakhstan

³ Kazakh National Women's Teacher Training university, 050010, Almaty, Republic of Kazakhstan

⁴ Academy of Art, Nur-Sultan city, Kazakhstan

*Corresponding Author: Zhanat Bissenbayeva, Almaty, Kazakhstan

researchers' mobility, enhancing the potential for graduate employment, increasing competitiveness and attractiveness of European graduates.

To fulfill these conditions, the participating countries are developing and employing quality management systems in higher education. This work has been going on for decades. In doing it, it is necessary to ensure that the criteria and techniques for quality assurance and for internal and external expert appraisals are mutually acceptable; the assessment results are accessible; comparable systems of accreditation and certification are available; and international partnership is established [2].

Each country, a participant of the Bologna process, has the right to choose a technique for the assessment of quality level.

One of the distinctive features of the contemporary education is its constant changing. As a platform for high-level vital activity, education must respond quickly to changing conditions. The quality of education of a particular individual determines not only the level of his/her life, but also that of his/her family members, colleagues and others interacting with him/her. Continuing the chain, one can understand the desire of the society to participate in the education quality monitoring.

In recent years, the issue of improving higher education quality has gained increasing attention. Particular attention is paid to education quality assessment techniques; to monitoring as a tool for assessing education quality researchers note that education is an institutionalized (formal) process based on which society transmits values, skills and knowledge from one person, group, and community to another. Therefore, participation of public institutions both in defining the criteria and in carrying out education quality monitoring, as well as in the analysis of its results is of interest. The quality assessment in this case is an instrument for obtaining objective and valid information on the condition and outcomes of the educational process. Particularly, the assessment of satisfaction of customers, participants of the educational process, with the way it is organized and with its outcomes allows the administration of a HE institution to make necessary corrections of its activities. However, the effectiveness of such assessment directly depends on the techniques and instruments used [3].

The current system of state control of higher education quality includes procedures of licensing, certification and state accreditation. In particular, one of the indicators of higher education institution activities reflects the availability and effectiveness of the HE institution internal system of education quality control. Diversity of learning forms and directions cause a variety of evaluation criteria and measurement scales. Currently, Higher Educational institutions apply different models of internal systems of quality assurance for training professionals. The most widely used are the following three concepts: evaluation method for managing the quality of higher educational institution activities (SWOT-analysis); a concept based on the principles of total quality management (TQM); and a concept based on the requirements of international quality standards

The internal system of quality assurance of preparing professionals implies contemporary authors regard performing monitoring that as a systematic procedure of collecting data on the most important factors of the implementation of education process, as well as a way of creating a data bank of research results. Current web-technologies allow us to promptly obtain the needed information (by the Internet testing, online surveys, forums, etc.) [4].

The resulting digital data readily lend themselves to comprehensive treatment, including methods of statistical analysis. Despite the obvious importance of monitoring studies in the education system, today, neither uniform requirements for their organization and application, nor general criteria for the assessment of education quality are available. Very often, possibilities of direct influence of monitoring as a tool, as a method on the quality of education are not taken into

consideration either. It should be noted that monitoring not only allows education quality assessment, but also has a certain influence on it. The indirect impact is determined by the fact that subsequent management decisions depend on monitoring results. The direct influence is provided by the technologies of carrying out the monitoring techniques and its subject area. Thus, for example, if students systematically assess teachers' work, they begin correcting their actions according to the criteria used for their assessment. That is, one can say that monitoring results are an instrument for correcting the activities of educational institution employees. On the other hand, the conditions under which monitoring is organized and performed can have an impact on students' learning activities.

It is obvious that the internal system of quality assessment of higher education should be based on monitoring techniques, considering personality and psychological characteristics of participants. A monitoring procedure, its organizational-methodological and other aspects should be based on the results of research and successful and international experience. Thus, discrepancy is observed between the increasing demand for using modern techniques of education quality assessment (both at the level of the HE institution and at the level of the country as a whole) and the insufficient integrity of the system of ideas on the application of the system monitoring as an instrument for assessing the quality of education [5].

This paper tackles the subject of quality management in the educational system as a cybernetic system and proposes a model of quality within the development cycle of university products. It has been shown that the competitiveness of universities in the condition of their globalization and gradation depends more and more on the quality of university management [6].

The quality of education is an ensemble of characteristics of a study program and of its supplier through which the customers' expectations and requirements of quality standards are fulfilled. The products of higher education have an impact on the quality of trade companies and of public organizations. The economic and political (legislative) forces exert pressure on the higher education system in order to adapt to the new social and economic environment. If the hypothesis that we live in a consumption society of superior education is accepted, many of the traditional concepts concerning the university quality will have to be changed. The use of concepts of quality in the higher education was promoted by the success of implementing some quality strategies in the industry and services and by the need of promoting a "revolutionary thinking" in university management [7].

II. METHODS

Based on the foregoing, the purpose of the research has been to study the structure of education quality monitoring as an integral system of interrelated components, which would allow us to reveal the existing problems of its organization and implementation; as well as to identify possible prospects for its development.

Researchers consider monitoring of education from different perspectives:

- as an instrument of education management (Sallis, 2002);
- as an instrument of education qualimetry (Avanesov, 2007);
- as an instrument of assessment of the effectiveness of education quality management (Seymour, 1993).

In the literature there is no consensus about the functions of monitoring. Adaptive, diagnostic, analytical valency, predictive and other functions are mentioned. However, the authors are unanimous in the view that on the basis of the

monitoring results, management decisions are made that allow improvement of the learning process, i.e., it acts as a feedback mechanism between the society and the HE institution. Proceeding from the above, we will assume monitoring in education to be a complex system of continual observations, assessment and prediction of changes of the educational environment or some of its elements under the influence of external and internal impacts. The following methodological approaches were applied in the course of the research:

- system approach allowing determination of the place of monitoring in the educational system of the HE institution and of the country as a whole.
- personality and activity approach, proceeding from which, one should select monitoring techniques and conditions of its application, considering personality features of the student and of other participants of educational process;
- multi-subject (dialogical) approach applied for taking into consideration characteristics of the role and consequences of the interaction of the educational process subjects during monitoring;
- structural and functional approach defining monitoring as a component of the system of education qua;
- technological approach that provides an opportunity to assess the effectiveness of applying the current techniques in developing the HE institution monitoring system and its application.

The preparatory stage of the work consisted in the selection and analysis of literature on the organization and conditions of using the internal education quality assessment system based on monitoring techniques. The studied material allowed us to specify the subject area and objectives of the research. At the next stage sociological methods (analysis of documents, sociological questioning in the form of questionnaires and interviews) were applied. At that stage a questionnaire survey of students (180 respondents) and teachers (24 respondents) was carried out. The respondents were recruited in a number of HE institutions of various regions where HE institution internal education quality monitoring has been applied for a long time [10].

III. RESULTS

Analysis of the collected material has revealed a number of factors affecting the quality of education. It also displayed that the duration of the process makes it necessary to include all the components of the educational process in monitoring and to take into consideration the competence assessment not only of the student but also of the applicant, as well as of the graduate.

During the statistical analysis and summarizing of the data, a number of problems that characterize the perception of monitoring as a component of the institution internal assessment of education quality by the staff and students of HE institutions have been revealed.

To date, traditional monitoring components are a score-rating system of students' achievements, the information system of data collection, electronic informational and educational environment. Despite the overall positive attitude to the application of these tools for assessing and improving education quality, the respondents indicated a number of problems associated with their use.

IV. DISCUSSION

The reform of the Kazakhstani education was carried out with the understanding that "a qualitative reform of education in the conditions of dynamic socioeconomic changes in society is possible only if there is a detailed strategy that considers both the actual situation in the education sector, the growing tendencies and existing relations, both and possible ways for the future development of society and the state. Such a strategy was to become the basis for the development of a flexible tactical program of actions, constantly adapting to rapidly changing real conditions".

As a result of the implementation of the Concept, the Kazakhstani education system should ensure: improving the management of the education system:

- transition to the principle of "education for all throughout life";
- accessibility and continuity of all levels of education;
- high-grade, competitive, education focused on the result.

As a result of socio-economic reforms carried out in Kazakhstan, including in higher education, in recent years there have been some positive trends, such as:

- democratization of higher education and decentralization of governance;
- diversification of the network and the structure of higher education institutions;
- creation of a new legislative and regulatory framework;
- the introduction of new state standards for higher education;

The urgency of modernization of the education system of Kazakhstan is conditioned by the vital importance of the social function - the generation and translation of knowledge, which education as a social institution fulfills in the modern social division of labor. The maximum success in the modernization of Kazakhstan's education system may be achieved only if all the government's policy guidelines laid down in educational policy will be able to absorb the maximum possible from the positive potential accumulated by the world experience in the field of the organization of education systems. The national education system throughout the world experiencing all the difficulties of globalization. And that is why many countries, especially Central Asia, face the acute problem of how to modify their educational system. The basic tendencies of the modern world began to influence and educational policy. Education began to be regarded as one of the most important areas of social policy, since in the modern world the economic successes of states are determined by their education systems, the education of citizens, the competitiveness of specialists [11].

V. CONCLUSION

The system of higher education for today is a sphere of interaction of interests of the state and society in the person of their institutions and citizens, which implies the obligatory participation of subjects of educational legal relations in management and the possibility to influence the functioning and development of the higher education system, and also to bear responsibility for creating the conditions necessary for implementation of the system of higher education of their social

and educational functions. The educational space of the Republic of Kazakhstan includes regional higher education, which is a system that is subject to the influence of regional economic, demographic, scientific and technical, natural resource and regulatory processes. At the same time, the management of the regional higher education system is aimed at raising the level of professional knowledge and skills of the regional population through a combination of multilevel vocational training, continuity and integration of educational structures with the corresponding economic and social needs of regional labor markets.

Describing the current situation in the management of the higher education system, it should be noted: universities have a greater degree of autonomy in the management of their activities and freedom in determining educational policies, the focus of specialization in the activities of universities has changed, and a competitive environment has been created.

The priority task of reforming the system of higher education in the Republic of Kazakhstan is to integrate into the global educational space by bringing the Kazakhstani system of higher education in line with generally recognized international norms and standards. This entailed significant changes in the organizational and structural plans, updating the content of education and improving the quality of training specialists in accordance with the current socio-economic and political conditions of the development of the republic and the progressive experience of highly developed countries.

The university managers must learn what it means to incorporate the quality in the product and services they deliver, attracting, recruiting the best high school

graduates, acquiring quality materials, controlling the educational and support processes with all their attention, elaborating experiments, simulations in order to avoid the problems, the possible perturbations, scientifically substantiating both the long term and short-term decisions, using as effectively as possible the human resources, while reducing the costs and emphasizing the costs of university quality. We need the managers' quality- for each decision undertaken-rational managers who substantiate the decisions, the prevention and the environment, considering the future consequences on the needs, client, the user, and the society.

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