

УДК. 37.013.31.

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Formation and development of the educational system in the Republic of Kazakhstan

***Annotation.** The article deals with the basic concepts of the formation and development of higher education system of the Republic of Kazakhstan. As well as the policies of redistribution of responsibilities of management in higher education system and its gradual decentralization that will not only distribute power and responsibility, but also introduce a more democratic form of government. Expand the autonomy institutions of higher education and ensure active public participation in the management of higher education institutions and the quality of its educational programs.*

One of the fundamental factors is to attract students to identify the competencies of employers, academic communities, graduates. Learning objectives at the same time should be determined in accordance with the professional requirements of the labor market.

Keywords: higher education, market of educational services, reform, student, functions.

Formation and development of the educational system in the Republic of Kazakhstan is based on national traditions and world concepts in the field of education.

The basic concept of the development of higher education of Kazakhstan is the abandonment of the state monopoly on education, resulting in a formed market of educational services in the country, where public and private higher education institutions function on an equal footing [1].

The market of educational services, as well as any other market, is developing on the law of competition. Redistribution of policy management powers in a higher education system and its gradual decentralization has been traced that will not only distribute power and responsibility, but also introduce a more democratic form of government, expand the autonomy of institutions of higher education and ensure active public participation in the management of higher education institutions and the quality of its educational programs.

Following the strategic development plan of the Republic of Kazakhstan till 2010, Ministry of Education and Science of the republic of Kazakhstan has developed a program of modernization of the national system of multilevel education to improve the quality of human resources, meet the needs of the individual and society. The amount of the state budget, necessary to implement the program, according to preliminary estimates, amounted to 330 812.0 mln tenge, including the republican budget that has allocated 175 769,8 mln tenge, and from local budgets – 155 042, 2 mln In the next three years it is planned to increase expenditure on education to 4.1 % of GDP [2].

In accordance with European trends of reform and development of higher education by 2020, Kazakhstan education system will ensure a high quality of knowledge and human capital development, now confirmed by international rating agencies. Formation of intellectual nation and "knowledge economy" requires solving a number of problems:

- increase the prestige and status of teachers;
- modernization of the economic mechanisms of the education system;
- improvement of education management;
- costs on education up to the level of economically developed countries;
- transmission functions of government in a competitive social and professional environment through a network of independent accreditation agencies assessing the quality of higher education.

Trends in Higher Education in Kazakhstan meet time requirements.

By 2015, Kazakhstan's joining the Bologna process will be completed:

- 10 % of the universities will have international specialized accreditation;
- recruiting of masters and doctors will be increased by 10 times and will count to respectively to 12,500 and 2,500.
- professional standards, relevant international standards, will be developed and implemented together with employers

An important feature of the design of the educational process in the European higher education institutions is a clear definition of the competencies that students should acquire in the study of each discipline, module, unit, as well as during the semester, academic year and, in general, at the end of study at undergraduate or master's degree. Focusing on the modular principle and competence can distribute effectively complexity depending on what function is performed by the module in the program structure. This principle will be implemented by Kazakhstani universities in the transition to ECTS credit type of system in 2010– 2011. National Academy of Education after Y. Altynsarin carried out the project "Development and implementation of a system of credits on credit technology on the basis of European Credit Transfer System (ECTS) in the Republic of Kazakhstan" which result was the development of the regulatory framework for this transition.

One of the fundamental factors is to attract students to identify the competencies of employers, academic communities, graduates. Learning objectives at the same time should be determined in accordance with the professional requirements of the labor market.

The forefront of education reform tasks are the problems of resource provision. The reform of the higher education system in addition to the content of education, colleges autonomization involves the formation of the competitive environment and the creation of alternative, non-government, including commercial high schools. They will attract extra-budgetary resources, which is important in conditions of budget deficits at all levels (national, regional, local).

The experience of some European countries, USA and Japan shows that higher education is financed from the state budget; preference in choosing universities entrants are given to public universities. In Austria, Greece, Holland, Denmark, Germany, all higher education institutions are public, with the exception of two or three per cent of the universities belonging to the church, but they receive government subsidies [3]. In the US in the number of high schools of the public sector far exceeds the private: There are 1520 public and 170 private educational institutions of post-secondary education. Public universities enroll 77 % of the students, and there is a steady trend of increasing this figure, due to the high tuition for middle class. In Japan, France preference is also given to public universities.

In the US, since the early 90-ies funds alternative sources of funding are actively involved. State and local appropriations account for 58 % of total revenue for the development of higher education system [4].

In France, from 77 universities, only 5 relate to private (Catholic), but more than a third of specialized high schools are private and are operated by a variety of independent and state institutions, associations, foundations and churches. The highest percentage of private higher education institutions specializing in the field of commerce (45 %), business and management (75 %) [5]. There are 465 institutions of a university rank, 95 of them – national, 36 local and 334 – private; opening of any private university is held with the approval of the central government. In the UK all universities receive government grants in the amount of 62 % of its budget, 12 % – at the expense of tuition, 19 % – for scientific research, and the rest from local authorities [4]. In Canada, the share of government subsidies in the budgets of universities is 70–85 %, the fee for training students is 11 % on government appropriations account for a significant portion of the construction costs of educational institutions. In the Netherlands, universities budget formed at the expense of public expenditure up to 90 % [6, 7].

The general trend is to increase the share of expenditure on education, paid from private sources, due to the development of the system of individual targeted scholarships and provision of funds for the whole period of training on the principles of repayment and interest payment, ie, education loans. Funding for higher education from the state budget is still not comparable in terms of other sources [8]. Analysis of available data shows the growth of Kazakhstan's expenditures on education. To develop modern education, training and retraining, economic conditions adequate to the real annual state budget expenditures gradually increases. Comparing the share of education MES according to budget expenditures in 2004 was amounted to 3.5 % of GDP or 195.6 billion KZT, in 2007 the figure was 3.7% of GDP or 480.7 billion tenge, in 2008 year it reached 641.0 bln. tenge or 4.0 % of GDP [9].

The transition from a centralized, administrative-driven economic system to a market economy has changed the conditions for the functioning and development of higher education system, forms and methods of state regulation of education.

The development of market relations led to the formation of the education market, a new system of relations between the subjects of educational activities, the diversification of sources of resource mobilization, resulting in formation of a new management system.

As the initial methodological prerequisites identifying generic nature of the education market, the idea that the basis of its functioning are common to all market structures laws is formed, the content of which is determined by the specificity of relations in the sphere of education, reflects the degree of their maturity and changes in the forms of manifestation in concrete – cultural conditions [10, 11].

At present, foreign countries, as well as in Kazakhstan formed a market for higher education services, which offers a wide range of future entrants of universities in different directions, with different specialties, conditions of competitive selection, training methods and the cost of services. Thus, in Kazakhstan in 2010, more than 10.5 thousand foreign students from 45 countries studied. At the same time, more than 25 thousand Kazakhstanis study in 30 countries around the world. There is a competition between the universities can determine the possibility of the existence of the university and will close those that will not be in demand for school graduates. The subjects of the market of educational services are participants of production, services, consumption and regulation of the title market. The material carrier services, a user in the process of labor and are individual (student) as the subject of the market. Personalized support, user and final consumer of educational services implement the choice of specialty, place and form of training, funding sources. Relationship to other subjects of the market is formed by taking into account the preferences of the personified subject [12].

As the educational services market entities businesses and organizations, including governments should be allocated. Named entities act as intermediate consumers of educational services, which form the organized demand and present it on the market. The functions of intermediate consumers of educational services include: informing educational institutions and individuals on the current demand; establishing requirements for the

quality of educational services from the perspective of professional and job requirements; definition of work place graduates; total or partial reimbursement, compensation for services rendered.

Higher education institutions play the role of the subjects that form the proposal, providing educational services. In education, the state as a subject of educational services market is intended to fulfill the following specific functions: performs duties of education as a guarantee of the unity of the cultural and educational space, accessibility and adaptability, autonomy of educational institutions; State establishes the list of professions, specialties, carries out certification, accreditation and funding of educational institutions; the competence of the management bodies includes information support of educational institutions, the function of training and retraining, development of alternative educational institutions, aimed at meeting the needs of regions and areas for specialists; securing the property rights to the final product of a vocational school for the subjects of the property: for a person it is knowledge and technology; for universities – high-tech products.

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ТҮЙІН**Н.Б. Рудица, PhD,****Д.Х. Тинезбаева***Инновациялық Еуразия университеті (Павлодар қ.)***Қазақстан Республикасының білім беру жүйесінің дамуы мен құрылымы**

Берілген мақалада Қазақстан Республикасының жоғары білім беру жүйесінің құрылымы мен дамуының басты концепциялары қарастырылады. Жоғары білім беру жүйесінің басқармасының саясатын жүйеленуін қарастырады және уақыт өте өзгеріске ұшырайды. Ол басқарудың жаңа әдістері және жауапкершілікке көңіл бөлуді қарастырады. Басқарудың демократиялық жолдары, жоғары оқу орындарында үлкен өзгеріске ұшырайды. Жоғары оқу орындары субъект болып келеді, сонымен қатар білім берудің жаңа жолдары ашылады.

Ең негізгі ашынаулы факторлар ретінде жұмыс берушілер, академиялық қоғамдастықтар, түлектерді компоненттік түрде идентификациялау негізге алынады. Есесіне жұмыс беру аясында кәсіби тұрғыдан алғанда жоғары нәтижеге жетімен қатар, оны қамтамасыз ету керек.

Түйін сөздер: жоғары білім беру, білім беруде қызмет атқару орны, реформа, студент, қызмет атқару.

РЕЗЮМЕ**Н.Б. Рудица, PhD,****Д.Х. Тинезбаева***Евразийский Инновационный Университет (г. Павлодар)***Формирование и развитие образовательной системы в Республике Казахстан**

В представленной статье рассматриваются основные концепции формирования и развития системы высшего образования Республики Казахстан, а также политика перераспределения полномочий управления системой высшего образования и его постепенная децентрализация, что позволит не только распределить власть и ответственность, но и ввести более демократические формы управления, расширить автономию высших учебных заведений и обеспечить активное участие общественности в управлении вузами и качеством его образовательных программ.

Одним из основополагающих факторов является привлечение для идентификации компетенций обучающихся работодателей, академических сообществ, выпускников. Цели обучения при этом должны определяться в русле профессиональных требований, предъявляемых рынком труда.

Ключевые слова: высшее образование, рынок образовательных услуг, реформа, студент, функции.