

UDC 378. 1:37. 014

N.B. Ruditsa, PhD Doctor, acting Professor
Innovative University of Eurasia (Pavlodar)

Education and modern society of Kazakhstan

***Annotation.** In this article the analysis of genesis of views of education as system of communications of elements, functions and the purposes is considered. The essence of the modern national doctrine of formation of the Republic of Kazakhstan as sovereign, independent state is also stated.*

***Key words:** literacy, education, professional competence, culture, mentality.*

In recent years, researchers' attention once again focused on the problem of education. Traditional sense as a «system of educational public and private institutions, which differ in the level and profile with common invariant qualities such as flexibility, dynamism, variability, adaptability, stability, predictability, continuity and integrity» [1, p. 36]. Apparently out of date and in need of serious revision. Scientific breakthrough here is the emergence and development of philosophy of education, which scientists of its origins (B.Gershunsky, G.Zborovsky, F.Mihaylov etc.) define as «an independent area of scientific knowledge, the subject of which are the laws of functioning and development of education in all its aspects – the value-targeted, systemic, procedural and effective» [2, p.13]. This position is generally consistent with our understanding of a systematic approach to education, as it brings together the philosophical and sociological approaches.

Analysis of existing domestic and foreign scientific literature views and approaches to the phenomenon of education shows their versatility and inconsistency. Thus, a number of scientists shared N.Berdyayev's position that education – Is multi-faceted social phenomenon, sphere of transmission, learning and processing of knowledge and social experience and that teaching is the main content of education [3, p. 26]. Other researchers are accept the position of B. Beam-Bud, who focuses on the role of education in social reproduction and socialization and outputting its content of them. According to him, education – «is a specific sector of public life, a necessary condition for social reproduction. On the basis of the formation of the personality is formed and developed, its basic qualities, its socialization» [4, p.17].

A large group of authors (eg, V. Golubev, G.Gorchanova etc.) consider the phenomenon of education from the point of goal-setting, determinism of the content of education level of the objective needs of society, personal orientation. [5, p. 37]. They point out that education is the condition of scientific knowledge of the world and its laws, the implementation of the objective needs of society in a constant accumulation and updating of knowledge. The level of education, according to this group of scientists, advocates a measure of civilization and culture of any society, an important indicator of progressive development: on the one hand, the social structure, expressing the prevailing social relations, determines the levels, the pace and content of education, on the other hand, the development of professional education has a decisive impact on the social structure, changing the ratio between the number of social groups. This highly skilled personnel are formed as a result of education [6, p.18]. On the basis of these two positions, education can be defined as the process and the result of acquiring knowledge, worldview, ethics, creative talents and abilities, so that education becomes an individual identity. Thus, they summarize, «education is the process and the result of the formation of the individual – the individual included in the system of social relations, determined the attitude towards society and labor. This is the purpose of education at the levels and stages of development of society» [7, p.136].

At the same time, we should not forget about the problem pointed by some authors. The point is that education by its very nature – it is also a process of movement from the objectives to the result, the process of subject-object and subject-subject interaction teaching and student [8, p. 46]. The specificity of this process is, as the Dnieprov E.D. notes, to focus on substantive and organizational aspects [9, p. 45].

The above point of view on the issue of education convincingly prove its versatility, richness of forms of expression vectors and development [10, p. 87]. In our view, education is also advisable to consider not only as a value, or the process, but also as a result of fixing the fact of appropriation of the state, society or individual all the values produced in the course of educational activities and the need for the individual and society [11, p. 49]. The result of the functioning of the educational sphere can be evaluated directly on the pedagogical level as assessed the knowledge, at the level of intellectual, cultural, moral, mental state and potential of the society, the state, civilization as a whole. The integrity of the results of education at any level can be measured by the criteria in a hierarchical educational ladder: Literacy – Education – Professional competence – culture – mentality [12, p. 92].

The above mentioned is particularly important from the standpoint of the present day, when the institute of education is included in the system of market relations. In the context of the development of the education market education itself is «a service feature of which is that their consumer must have a set of qualities: a certain level of knowledge and skills; subjective need for the service is not sufficient for its sales and delivery» [12, p. 16].

A feature of educational services in the field of professional training is a mandatory state or socially-state control over the quality of their production-consumption. In recent decades, in the development of education

systems in post-Soviet countries, including the Republic of Kazakhstan, revealed two opposing yet interrelated trends. On the one hand, education is becoming increasingly important, it determines the level of strategy and development of the society, the state, the individual; On the other hand, the formation of a sociosystem reformed, modernized [10, p. 54]. Reforms in the education system directly influence the objective processes of the evolution of society and find their reflection in the compulsory national educational doctrines of our countries.

The underlying idea of the doctrine of national higher school of the Republic of Kazakhstan today appears that higher education has all the features of the systems. Moreover, the arsenal of these symptoms, the system properties, is various enough, and primarily includes:

- Integrity;
- Connectivity, ensuring the integrity of this;
- The dynamics of the various processes (social, political, economic, demographic, and others.);
- Stochastic (deviation above the specified processes on the specified average parameters);
- Non-linear processes (lack of certain functional dependencies between them);
- Synergy (uncontrollable effects);
- The relative isolation;
- Openness (interaction with the environment);
- The pursuit of self-organization;
- The presence of a self-governing mechanism, the elements of which are interrelated and interdependent and supplemented by the mechanism of external control;
- Adaptability to the different factors (internal and external);
- Sustainability;
- Subordination of a common goal, etc.

The unity of the system properties of higher education of the republic allows to define it as the most important social institution of Kazakhstani society, called to formulate and solve a number of urgent and pressing tasks:

- The historical continuity of generations,
- Preservation, promotion and development of national culture,
- Respect for the historical and cultural heritage of the peoples of Kazakhstan;
- Education of the Patriots, the legal citizens of a democratic state capable of socialization in terms of civil society, respect the rights and freedoms of the individual with high morals and exhibiting national and religious tolerance,
- Respect for the language, traditions and culture of other nations;
- Building a culture of peace and interpersonal relations, a holistic understanding of the world and the modern scientific worldview;
- Versatile and timely development of children and young people, their creativity and work motivation;
- Develop skills of self-education, self-realization;
- Development of culture of interethnic relations;
- Formation of an active lifestyle and professional positions;
- Learning the basic principles of building a professional career skills and behavior on the labor market;
- The organization of educational process taking into account the modern achievements of science;
- Systematic renewal of all aspects of education, reflecting the changes in culture, economy, science, engineering and technology;
- The continuity of education throughout a person's life;
- Variety of types and kinds of educational institutions and the variability of educational programs providing individualization of education, personality-oriented education and training;
- Continuity of the levels and stages of education;
- Create programs implementing information technologies in education and the development of open education;
- Academic mobility of students;
- Development of national traditions in working with gifted children and youth;
- The participation of teachers in research activities;
- Preparation of highly educated people and highly skilled specialists capable of professional development and professional mobility in a society of information and the development of new technologies;
- Education of a healthy lifestyle, children's and youth sports development;
- Countering negative social processes;
- Environmental education forming a careful attitude of the population towards nature and others.

The variety of approaches to the definition of education is due to the essence of education, studied at the level of the phenomenon; the above definitions are not mutually exclusive, in fact complementary, allowing to reveal the essence of education.

The increased scientific interest in the problems of education in the Republic of Kazakhstan is quite understandable, because its current content is one of the criteria of social and economic progress, mediated by the level of development of material production and socio-cultural environment, the integration trends in the

framework of the Customs Union (Russia – Kazakhstan – Belarus – Armenia). Therefore, the faster and better national system of vocational education is to respond to the ongoing processes in the world of globalization and internationalization of the educational environment [13, p. 116], To approach the level of knowledge and training to international standards and to shape the learning process comprehensively developed personality, possessing rich intellectual –Interested in art, spiritual, aesthetic, moral and physical potential, the higher will be not only the pace of economic growth in the country, but also the promotion of the last on the path of democratization of all aspects of Kazakh society.

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ТҮЙІН

*Н.Б. Рудица, доктор PhD, қауымдастырылған профессор
Инновациялық Еуразия университеті (Павлодар қ.)*

Заманауи Қазақстандық қоғам және білім

Бұл мақалада білімге деген пікірлері, генезистік талдау арқылы элементтік, функционалдық және мақсаттық түрде байланыс жүйелері қарастырылады. Сондай – ақ Қазақстан Республикасының егеменді, тәуелсіз мемлекет ретінде, қазіргі ұлттық білім доктринасының мәні баяндалады.

Түйінді сөздер: сауаттылық, білімділік, кәсіби құзіреттілік, мәдениет, діл.

РЕЗЮМЕ

*Н.Б.Рудица, доктор PhD, ассоциированный профессор
Инновационный Евразийский Университет (г. Павлодар)*

Современное казахстанское общество и образование

В данной статье рассматривается анализ генезиса взглядов на образование как систему связей элементов, функций и целей. Также изложена суть современной национальной доктрины образования Республики Казахстан как суверенного, независимого государства.

Ключевые слова: грамотность, образованность, профессиональная компетентность, культура, менталитет