SOCIAL AND CULTURAL PROBLEMS OF HIGHER EDUCATION IN KAZAKHSTAN

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In the lecture of the President of the Republic of Kazakhstan N.A. Nazarbayev in the L.N. Gumilyov Eurasian National University that took place on May, 26, 2006 "To the knowledge of economics through innovations and education it was noticed, that nations compete not only by goods and services, but by the systems of social values and the system of education".

Right now we are at the way of modernization of education to achieve the level of the world standards.

Higher education in Kazakhstan is in the complex system of cultural interaction of Kazakhstan cooperation. Complication of interrelations in the system of higher education is sharpened by extrapolation of economic, political Social phenomena. Influence of processes of world educational space is becoming more essential.

It is known from the history of education development, that at the end of XIX century in European countries two main models of higher educational were formed. Orientation on preparation of specialists, professionals is characteristic for German model.

The primary feature of this model is based on "enlightening" activity; meaning the mastering (gaining) required knowledge, skills and abilities.

So called liberal model has its own features in anglo-saxon countries: here importance of development of personality is important.

In the system of higher education in Kazakhstan which is historically based on German model ideology of training to the end of XX century has the primary influence on statement of educational process. At the same time in the soviet and postsoviet educational system distinct differentiation of sciences is formed, it carried out demarcation not only between theoretical and applied levels, but between private sciences.

Profound specialization in some sciences resulted in unclaimed graduates of higher education institutions not only by formal signs of disparity of education of filled position, but also, that theoretical aspect of knowledge wasn’t able to coincide with realities of social practice.

Speech educational system prepared the specialists "expert" who presented peculiar "bucket" of consciousness. Besides the quality of education is estimated by quantity of acquired knowledge during the process of education.

Modern social and cultural content of education gives the way of its development, but it is also the dominating component supplying: firstly, topicality and demand of proposed knowledge and educational programs: secondly, including the architectonics of modern Kazakhstan education into the social-cultural, problems and, practice; thirdly, development of behavior, activity relations as of the person individually, as socium in general (1,16).

Education builds in the common program of all - round development all the
sections of educational range: family, preschool, secondary - special, high, postgraduate education. The more effective process of social Institute of constant education is organized, the more successful the modern society and Kazakhstan culture develops. In Kazakhstan the role and importance of education system, human resources as criteria of the level of social development, economical power, and national safety of the country increase. Changes in the system of social relations influence education, depending from its mobility, adequate response to the realities of a new historical stage and conformity to the demands of personality and society. Emanating from above mentioned, the national system of multilevel education on base, of priorities of the Strategic plan of development of the Republic of Kazakhstan have been modernizing until 2010 for increasing of the quality of preparation of human resources, satisfaction of demands of personality and society. In the state program of development in RK for the period of 2005-2010 it is noticed, that in conditions of quick-changing world and increase of the stream of information fundamental subject knowledge is compulsory, but not the sufficient purpose of education.

Those who are educating are to acquire that knowledge, habits and skills, on which the system of Kazakhstan and education aims. It is more important and difficult to set to educating persons themselves the skills to search, analyze, structurize and to effectively use information for maximum self-realization and useful participation in the life of society.

At present Kazakhstan educational system is developing in the condition of absolute methodological base structure and content, not allowing it to take important place in the world education system.

The lack of the unified system of direction of education on regional level, the lack of permanent members of staff in the departments of education fail the effeciency of education management.

Already at the beginning of "perestroika" in the system of higher education one of the main contradictions was the disparity of formed technology of training, directed mainly to mastering of knowledge, but not to development of independence, problem thinking, creative activity and demand of society and man in development of his intellect and personality.

At existing technology of education cognitive ability of the man contradicts the volume of information and increasing number of subjects.

As a result higher education system faced the dilemma: to carry out selection of total sum of knowledge, to work through minimal necessary disciplines, i.e. to study the bases of scientific knowledge, or to prepare specialists of narrow profile within the limits of development branch of industry (2.115).

All these facts mainly determined the main contours of pedagogy of high school of KZ at modem stage.

It is characterized by formation of a new school of values, i.e. individualization and humanitarization of education formation of technology, directed to cognitive activity.

Analysis of development of higher and postgraduate education system of leading countries testify that three leveled model of specialists is the most popular and
acknowledged bachelor - master's degree - Ph.D. (Doctor of Philosophy based on credit system of education). This model is used in the Universities of the USA and in most countries of Europe. It is the most adaptable and effective supplies academic mobility and demanding of graduates in the rapid conditions of labour market. The new model of student's contingent formation has been introduced by carrying out complex and united national testing and giving state educational grants on the competitive basis.

It is necessary to notice, that in general for the European cultural-historical tradition of education development combination of unified tendency (education as transmission of cultural standards) and tendency of differentiation education as formation and development of the man in accordance with definite ideal).

At the same time the contemporary practice of education system of the East testifies, that expansion of creative ideal of educating, a great attention to self-realization of inner potential of man results in ignorance of society stability and integrity of culture. Tide of youth actions, student's strikes, e.g. in France in 2005 and 2006 can prove that. Analysis of modern education conceptions from the positions of their developing opportunities testifies, that the area of personal freedom in the field of education can be realized effectively only under condition of its provision by correspondent possibilities. Approach from the position of reproduction and development of culture allows speaking about necessity of presence of both tendencies in modern system of higher education in Kazakhstan.

It is education that allows the man to judge if his activity corresponds activities of cultural standards, models; if it responses to those or other ideals.

At the same time both these tendencies oppose education with preparation. "Preparation" is connected with mass training of staff the man is included in it as a polished up material, "education" supposes free self-determination of its participants, unique of their vital trajectories, reflex attitude to existing ways of life and activity, transition from role, partial existence to personal one.

However higher education and preparation suppose each other.

New possibilities of education appear entering all more complicated and numerous structures of life and activity. And on the contrary preparation for more complicated and differentiated activity requires deeper education.

Therefore, namely higher education and preparation are different educational processes in their origin, but not alternative, but supplementary to each other.

So in the Law of the Republic of Kazakhstan from 7th of time, 1999 N389 - 1 with posterior changes and additions "About Education", the term “education" is determined as "permanent process of education and upbringing, which aim is achievement of high level of moral, intellectual, cultural and physical development of professional competence of society members". The term "preparation" is absent in the list of terms.

The features of development of civilization, culture and education create preconditions of crisis occurrence in social and cultural sphere - education of our country is limited only by "transition of cultural experience" and not able to realize its tasks.

Many positive functions of education are wasted and therefore, educational
institutions don't realize their main important function. Frequently specialized secondary and higher education institutions graduate specialists with low level of professional preparation., with careless identity, with incomplete communicative culture, fragmentary discursive consciousness, low ability to think logically, systemically, constructively to interpret the rich matter of symbols, meaning images, signs of home and world culture.

The man must be educated not only by general cultural experience, but as a person, who is ready to create and analyze culture. To develop the person who is able to constitute oneself in this world, where different subcultures crossed tightly and at the same time to from the ability not to loose own cultural identification.

The modern rhythms of social life are very high, the National Institute of Education must quickly to adopt to demands of the new century and be ready for hard competition. Our possible success in improvement of higher education system depends on rational approach in solving different realities of the whole education and society.

**Literature:**


“Integration of science and education aimed at enhancing the level of specialists training is a decisive factor of stable development of state” – materials of international scientific and practical conference/ Shakarim Semipalatinsk State University – 2006 – 512.