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The History of the Formation and Development of the Higher Education System in the Republic of Kazakhstan: Main Problems and Prospects

Globalization processes at the present stage have a significant impact not only on the development of the material, technical, scientific, and theoretical foundations of social progress, but also on socio-political and ideological processes and the formation of progressive social consciousness. Over the past decade, Kazakhstan has seen significant changes in the organization of education management, the formation of a regulatory and legal framework, the overcoming of a departmental approach to the management of educational institutions, and the growing role of associations of educational institutions. Kazakh society has developed a new approach to understanding modern education, based on its quality and the introduction of the latest innovative technologies. In this regard, research into the management of the higher education system requires consideration of the experience of educational reforms and, above all, an understanding of the historical experience of its development. The article identifies the problems of managing the Kazakhstani higher education system in the process of reform at various stages of its development. The authors of this article justify the need to develop the management of Kazakhstan's higher education system at the present stage, examine problematic issues, and explore promising areas for the development of Kazakhstan's higher education system. An analysis of the history of development and reform processes in the higher education system of the Republic of Kazakhstan has allowed the authors to identify the main positive characteristics that meet international requirements. The article examines the changes taking place in the higher education system under the influence of globalization processes and identifies its main characteristics at the present stage.

Keywords: Republic of Kazakhstan, history of higher education system, Kazakh higher education system, globalization, education management, reforms, education policy.

Introduction

Throughout the post-Soviet period, Kazakhstan has been undergoing a process of higher education reform. In many respects, these reforms are based on the experience of Western countries. This raises a number of problems, as building Western models on Kazakh soil is a complex process with many unpredictable consequences. Meanwhile, there are countries that share with Russia many years of experience of existing as part of a single state, which are reforming their education systems in conditions similar to those in Russia, and which have already gone through a period of reform and experienced its results firsthand. Kazakhstan is one such country. Its experience undoubtedly deserves the attention of decision-makers in the field of education policy.

The higher education system in Kazakhstan is entering a phase of large-scale transformation, driven by both internal needs and increasing global competition. The most important conditions for the successful development of universities are adaptability, diversity of forms of interaction with business and the state, responsiveness to changes in the labor market, and overcoming systemic inertia. Current changes in universities are largely driven by demographic and socio-economic challenges and the need to strengthen their position in the global education market, as well as the formation of internal centers of innovative growth and scientific potential.

Since gaining independence, Kazakhstan has undertaken systematic and well-thought-out reforms aimed at improving the quality of higher education and its competitiveness on a global scale. Joining the Bologna Process in 2010 was a crucial step in integrating the domestic education system into the international arena. As part of the reforms, control over the licensing of higher education institutions was significantly tightened, and a ban was introduced on the activities of their branches, which made it possible to raise the standards of educational services and reduce institutional fragmentation.

Studying the history of Kazakhstan's higher education system is necessary to understand its role in providing highly qualified personnel, developing the country's economy and social progress, as well as to

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identify employment opportunities and assess the prospects and ratings of Kazakhstan universities in the international arena. Kazakhstan's higher education system is undergoing modernization, focusing on the Bologna Process and the demands of scientific and technological progress. Reforms are being implemented to increase the academic and administrative autonomy of universities, develop infrastructure, support students through grants and scholarships, and introduce innovative educational programs. Particular attention is being paid to internationalization, the development of science, and the training of personnel in the technical, medical, and pedagogical fields.

Currently, there is an objective need in the republic to develop a model for state and public management of the higher education system. On the one hand, this is dictated by the need to respond to the challenges of global changes in the requirements for training specialists, as set out in the Bologna Agreement documents. On the other hand, the program for reforming Kazakhstani education encourages universities to transition to a new education management policy based on a system for improving its quality. At the same time, in the process of integrating Kazakhstan's higher education into the global educational space, it is necessary to find an optimal balance between international educational trends and the need to preserve and develop the national higher education system.

The relevance of studying the case of Kazakhstan is linked to the fact that this country has been able to adapt to global trends in higher education in a relatively short period of time: massification amidst cuts in government spending in this area; the emergence of the private higher education sector; the growth of international educational migration; the intensification of global competition for students; the need for universities to engage in a variety of international activities, etc.

Materials and Methods

The empirical basis of the study consists of legislative acts of the Republic of Kazakhstan relating to the issues under consideration, statistical reference books of the State Committee of the Republic of Kazakhstan on Statistics, and information and analytical compilations that provide an overview of the dynamics of higher education development in Kazakhstan with a description of key achievements and positive changes in this area. An important source is the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029, which aims to increase the accessibility and quality of education, introduce modern educational programs, develop scientific potential, and promote the inclusiveness and digitalization of the higher education system. The Concept plans to increase grants, raise scholarships, create an atlas of new professions to forecast the labor market, and develop conditions for inclusive education.

The theoretical and methodological basis of the study is the provision regarding a concrete-historical approach to the study of social phenomena and the general scientific principle of objectivity, which implies the exclusion of bias in the assessment of facts related to the issue. The main research methods were theoretical and empirical analysis, comparison and contrast of government documents on higher education in Kazakhstan, statistical data, and legislative acts.

Results

One of the main tasks of reforming the higher education system of the Republic of Kazakhstan is the integration into the global educational space. At the same time, the most important condition for the integration of the educational process is bringing the management of the Kazakh higher education system into line with generally accepted international norms and standards.

The national report by the Minister of Education and Science, "On the Development of the Higher Education System of the Republic of Kazakhstan," divides the reforms carried out in the post-Soviet period into four stages: [1].

The first stage (1991–1994) was the establishment of the legislative and regulatory framework for higher education [2]. The main objectives of this stage were to create a network of higher education institutions and update higher education specialties in order to ensure the relative independence of the republic in training personnel and meeting the needs of the labor market. During this period, legal regulation of relations in the field of higher education was carried out. By adopting the Law "On Education" [3] and the Law "On Higher Education," the state provided support to higher education institutions, clearly defining their legal status: According to these laws, public and private higher education institutions may operate in the Republic of Kazakhstan [63, Article 5]. As a result, higher education institutions have been granted the right to independently form their student body and determine their educational activities, taking into account the needs and capabilities of individuals. In addition to full-time and part-time education, external education was intro-

duced [63, Article 11]. The state standard for higher education in the Republic of Kazakhstan, approved in 1994, established the introduction of a multi-level structure of higher education, academic degrees of bachelor and master [4].

At the same time, by the end of the first stage of reform in the management of the higher education system, problems of strategic importance had emerged: an imbalance in the structure of personnel training in terms of specializations; ineffective state regulation, weak national self-regulation of the educational services market, and widespread unfair competition in this market, leading to a decline in the quality of higher education and the devaluation of Kazakhstani university diplomas. The situation that had arisen required amendments to the regulatory framework in order to continue the reform process.

By the time the USSR collapsed, Kazakhstan had a system of capital and regional universities. The largest of these were Kazakh State University, Kazakh Polytechnic Institute, and Kazakh Agricultural Institute. The university in Karaganda, opened in 1972, held a strong position in the republic's higher education system [5; 18]. In 1991, more than 288,000 students were enrolled in 61 universities in Kazakhstan [6; 104].

At the time of the collapse of the USSR, Kazakhstan's higher education system was not autonomous. Specialists in many fields were trained outside the republic. The scientific potential of Kazakhstani universities was insufficient: less than 50% of the teaching staff in higher education had academic degrees and titles, and 45 % of doctors of science were of retirement age [7]. Thus, from the outset, the situation in Kazakh and Russian higher education differed significantly.

The second stage (1995–1998) involved modernizing the higher education management system and updating its content. This period was characterized by the conceptual definition of the development of the higher education system. In 1995, the National Council for State Policy under the President of the Republic of Kazakhstan approved the Concept of State Policy in the Field of Education, issued the Decree of the President of the Republic of Kazakhstan “On Licensing,” and developed a new version of the Classifier of Higher Education Specialties of the Republic of Kazakhstan, which provides for 342 specialties.

This stage of reforming the higher education system is the most significant, as during this period the convention was signed in Lisbon and Law No. 202-1 “On the Ratification of the Convention on the Recognition of Qualifications relating to Higher Education in the European Region” of December 13, 1997 [8]. This allows us to assert that the Republic of Kazakhstan has entered a period of integration into the global educational space. At the same time, however, there was a lack of legal regulation in the management of the higher education system. Higher education institutions had been operating in the new socio-economic conditions for too short a time for the diplomas of specific educational institutions and the quality of training of specialists to gain real value in the eyes of employers and the public.

The third stage (1999–2000) involved the decentralization of education funding management and the expansion of academic freedom for educational institutions. At this stage, the principles of admission to higher education institutions underwent radical changes, and a transition was made to the training of specialists with higher education based on state educational orders. Since 1999, a new model for forming the student body has been introduced by providing applicants with state educational grants and state educational loans on a competitive basis. During this period, the Republic of Kazakhstan made the transition from the principle of “financing the object of education” to the principle of “financing the subject of education”. Grant and loan funds are received by the student, not the higher educational institution. This system of providing state grants and loans, as well as the practice of centralized organization and state certification, was borrowed from the experience of developed countries. At the same time, it was established that entrance exams to state universities would be conducted using a unified technology by specialized centers for comprehensive testing. In the new model for organizing entrance exams, technological operations are divided between two independent organizations that do not interact with each other. Admission of students to higher education institutions is carried out in several stages:

- All applicants wishing to obtain higher education undergo testing. Those who pass the tests are issued a state certificate;
- Based on the test results, the Republican Commission awards educational grants to those who have scored the highest number of points, or grants them the right to receive a state educational loan. At the same time, applicants who have won an educational scholarship or received the right to a state educational loan have the opportunity to study at any university in the country that offers training in their chosen specialty;
- Higher education institutions form their student body on the basis of a competition of state certificates. Additional exams are held only in those higher education institutions that train personnel in creative specialties [9].

It should be noted that this approach has made it possible to increase the objectivity of assessing applicants' knowledge and to select the most gifted and prepared young people. At the same time, however, the system of grants and loans made the level of accessibility of higher education heavily dependent on the current socio-economic situation in the country, which led to a significant reduction in the number of students studying at the expense of the budget.

Stage 4 covers the period from 2001 to 2011, the stage of strategic development of the higher education system. During this period, the main directions for the progressive development of higher education were defined, as the initial stage had been completed, which served as the basis for determining strategic goals and main directions for further reform and development of the higher education system, for the formation of a new national model whose management was to ensure interaction between the state and society in the interests of dynamic development, as well as a focus on meeting the needs of individuals and society [10]. At the same time, it was a difficult period of establishing market relations in the republic, which did not always have a positive impact on the higher education system. Thus, the State Program "Education," approved by Decree of the President of the Republic of Kazakhstan, details and develops the provisions of the Law "On Education," primarily in terms of innovative reforms, the educational system, and the introduction of new teaching technologies. It is the first comprehensive review of all aspects of a holistic, continuous education system. The program defines the main directions for the development of the education system for the period up to 2005. It covers the main aspects of preschool education and training, secondary general education, primary, secondary, higher and postgraduate professional education, assesses the current state of education in the country, outlines prospects, and defines priorities for the further development of the education system and outlines specific measures for achieving the goals set for each level of education.

A new state policy in the field of education began to take shape in 2000. This policy was not only focused on social demand; its content was increasingly influenced by the needs of the educational institutions themselves, as well as by individual reform processes taking place in the republic. Thus, for the development of the higher education system, during the period (2000–2009) a number of strategic documents were adopted: the State Program "Education"; the Law of the Republic of Kazakhstan "On Education" of 2007; State Program for the Development of Technical and Vocational Education for 2008–2012; State Program for the Development of Science in the Republic of Kazakhstan for 2007–2012; State Program for the Development of Education in the Republic of Kazakhstan for 2005–2010; Program "Children of Kazakhstan" for 2007–2011; Concept for the Development of Education until 2015, which defined the basic principles of state policy in the field of education: equal rights for all to receive a quality education; priority development of the education system; accessibility of education at all levels for the population, taking into account intellectual development, psychophysiological and individual characteristics of each person; continuity of the education process that ensures continuity between its levels [63, Article 10]. In addition, the Concept for the Development of Education defines the principles for the formation of a national model of multi-level continuous education, integrated into the global educational space and meeting the needs of the individual and society [11].

An analysis of these documents showed that the legal framework for higher education reforms generally complies with international requirements. However, a detailed analysis reveals a number of imperfections in certain regulatory provisions. Thus, the Law of the Republic of Kazakhstan "On Education", adopted in 2007, defines the governing bodies of the education system, which include the Government of the Republic of Kazakhstan, the Ministry of Education and Science of the Republic of Kazakhstan, local representative and executive bodies, local executive bodies of districts and akims of districts, cities, and counties [12].

The author's analysis of statistical documents revealed the following:

1. The sphere of higher education is characterized by a trend toward an increase in the number of students, graduates, higher education institutions, and state educational orders (Table 1).

Table 1

Dynamics of the number of students, graduates, higher education institutions, and state educational orders [13]

Indicator	Years			
	2006	2007	2008	2009
Number of university students per 10,000 people	347	440	510	512
Number of students admitted to universities, thousand people	155.7	183.2	207.0	182.4
University graduates, thousand people.	73.8	102.7	154.2	178.5
State educational order:				
bachelor's degree	25265	26465	31210	33190
master's degree	2526	2526	2500	2500
doctoral degree PhD	-	-	100	100

Thus, an increase in the number of students characterizes the accessibility of higher education. Changes in the structure of university admissions have significantly affected the number of students enrolled in educational programs.

2. The classification of specialties is harmonized with the International Standard Classification of Education and complies with the main provisions of the Bologna Declaration. Based on this, state mandatory education standards (SMES) have been developed, which represent a set of state norms — requirements for the level of education and training of graduates.

3. The structure of the educational program consists of general education and professional disciplines. General education training of specialists is aimed at developing general education and social and personal competencies. Professional training is aimed at developing general professional and special competencies, each of which determines the list of disciplines grouped into cycles: a cycle of general education disciplines; a cycle of basic disciplines; cycle of specialized disciplines and other types of student academic work (internships, military training) [14].

4. At the higher education level, the Kazakh model complies with the requirements of the Bologna Process, namely, basic and specialized components are studied for at least three years, and the American model — two stages of two years each.

Joining the Bologna Process in 2010 was a crucial step towards integrating the domestic education system into the international arena. As part of the reforms, control over the licensing of higher education institutions was significantly tightened, and a ban was introduced on the activities of their branches, which made it possible to raise the standards of educational services and reduce institutional fragmentation.

Stage 5 (the current stage, which began in 2011) — Legislative changes adopted in 2018 provided universities with greater academic and administrative autonomy, which became a key factor in improving their efficiency. Twenty-seven state universities were transformed into non-profit joint-stock companies, which contributed to increased transparency in management and accountability. The creation of an independent Academic Integrity League was another significant achievement, strengthening the culture of transparency and trust in the educational environment. The abolition of distance learning from 2019 and the tightening of admission rules for grant-based education have become important tools in the fight for quality staff training. These steps, along with other reforms, demonstrate a targeted state policy aimed at creating a modern, innovative, and competitive higher education system that meets international standards.

To increase the accessibility of higher and postgraduate education, from 2019 to 2022, the number of bachelor's degree grants increased by 1.7 times, master's degree grants by 1.8 times, and doctoral degree grants by 3.7 times. The share of state orders for technical training programs has been increased to 60 %. Overall, state spending on education in 2022 has almost doubled compared to 2010, reaching 4.5 trillion tenge. Data for 2023-2024 show an increase in the volume of state orders for training personnel with higher and postgraduate education, which amounted to 93,952 grants in 2024 (bachelor's degree — 77,844, master's degree — 13,189, doctoral programs — 2,919) with a total funding of 228.6 billion tenge. A total of 94,250 grants have been allocated for the 2024-2025 academic year. Of these, about 79,000 are for bachelor's degrees, more than 13,000 are for master's degrees, and 2,919 are for doctoral degrees [15].

In 2023 Government of Kazakhstan has adopted a resolution approving the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029. The document states that the higher education system and science are set to undergo another stage of transformation, with a focus on key elements that will increase their competitiveness. The main emphasis is placed on the further evolutionary development of existing mechanisms, taking into account continuous monitoring and analysis, as well as targeted reinforcement with international experience. The document also provides for the improvement of the science management system with the transition to a new model. As expected, as a result of the implementation of the document, the coverage of the population with higher education will be: — 2023 — 63 %, 2024 — 64 %, 2025 — 66 %, 2026 — 6 %, 2027 — 71 %, 2028 — 73 %, 2029 — 75 %. The percentage of employed graduates in the first year after graduation will be: — 2023 — 72 %, 2024 — 74 %, 2025 — 75 %, 2026 — 76 %, 2027 — 77 %, 2028 — 78 %, 2029 — 79 % [16].

In the coming years, Kazakhstan's higher and postgraduate education system will face serious demographic challenges. The country's population is expected to grow significantly: if in 2021 the population was 18.8 million, and in 2022 — 19.5 million, by 2030 it will reach 21.5 million, and by 2050 — 27.7 million. By 2029, the number of school graduates is expected to double, which will inevitably lead to overcrowding

in educational institutions, a shortage of places at universities and in student accommodation, as well as a shortage of qualified teachers. These factors will require significant investment in higher education infrastructure, including the modernization of laboratory facilities and the construction of new educational complexes. It is expected that annual spending on higher education will reach 1.3 trillion tenge by 2030 and 3.1 trillion tenge by 2040. Over 18 years, the total amount of funding could reach approximately 29.1 trillion tenge [15; 23].

Discussion

Thus, with the attainment of independence, Kazakhstan faced the need to reform its higher education system. While in Soviet times the country's higher education institutions focused on specialized technical training and had limited opportunities for scientific research, independent Kazakhstan needed a higher education system that corresponded to modern realities.

Researchers M.Yu. Kim and E.F. Troitskii, examining the main trends in the development of the higher education system in the Republic of Kazakhstan, note that the higher education system of the Republic of Kazakhstan is undergoing a process of transformation. The main vector of development of Kazakh universities is related to internationalization, which is fully in line with modern requirements. In this regard, Kazakhstan actively uses international and national rankings to position and promote its universities. Attention is paid to this at the highest government level. Having set the goal of entering the top world rankings, Kazakhstani universities are actively studying foreign experience and developing and implementing their own development strategies [17; 65]. According to de Wit H., Kazakhstan is still experiencing difficulties in reforming higher education. For example, the country's attempts to achieve universal higher education are complicated by the population growth that has continued since the early 2000s. In addition, massification is often accompanied by a decline in the quality of higher education. Post-Soviet countries, including Kazakhstan, have tried to solve this problem by implementing the Bologna Principles. In some cases, these reforms were superficial and limited to retouching the higher education system. At the same time, real internationalization does not involve the mechanical copying of international standards, but rather the transformation of "the tasks, functions, and methods of implementing higher education with the aim of improving the quality of teaching and research" [18; 25].

Despite Kazakhstan's difficulties in reforming higher education, today we can see active attempts by the country to follow global trends in internationalization. One of these is the expansion of global student mobility, which in 2021 already covered almost 6.4 million people. Although Kazakhstan is still more of a sending country than a receiving country for students, it is trying to encourage its citizens to return after receiving higher education abroad, for example, through the Bolashak program. The country is also pursuing a policy of regionalization in higher education. Kazakhstan not only joined the European Higher Education Area in 2010, but also initiated the creation of a similar project in 2021 — the Central Asian Higher Education Area [19; 71].

The socio-political crisis that shook Kazakhstan in January 2022 marked the beginning of a new stage in the country's political development. The period of power transition ended with the transfer of power to President K. -Zh. Tokayev and the removal of the first president, N. Nazarbayev, from power. The establishment of a "New Kazakhstan," a "Fair Kazakhstan," and a "Second Republic" was announced. In September 2023, K. -Zh. Tokayev proclaimed a transition to a "new economic policy." The ideas of focusing on the development of "human capital" and the spheres of education and science became one of the leitmotifs of both Tokayev's election campaign in the fall of 2022 and his Messages to the People of Kazakhstan in 2022 and 2023. The realization that Kazakhstan's own resources were insufficient to simultaneously address the tasks of modernizing and expanding the higher education system prompted the country's leadership to intensify its course toward the internal and external internationalization of higher education. Kazakhstan began to rapidly open branches of Western universities in the country.

On September 1, 2022, North Kazakhstan University (SKU) was transferred to the Arizona State University for a period of 10 years. According to a resolution of the Kazakh government, "the faculty of the University of Arizona" must comprise "at least 30 % of the total faculty" of SKU [20]. In February 2023, a branch of the British University of Heriot-Watt was opened at the Aktobe Regional University. In June 2023, a ceremony was held in Aktau to mark the start of construction of the Kazakhstan-German Institute for Sus-

tainable Engineering, timed to coincide with the visit to Kazakhstan of German President F. -W. Steinmeier [21].

By increasing its imports of education, Kazakhstan effectively made an ambitious bid to transition to an “import-export” model of education in 2022–2023. A course was set to transform the country into a “hub of academic mobility.” The concept for the development of higher education and science for 2023–2029, approved by the country’s government in April 2023, provides for the opening of foreign branches of Kazakhstani universities, the development of scholarship programs to attract foreign students, the creation of the Central Asian Higher Education Space (CAHES) and the Network University of the Organization of Turkic States. By 2029, it is planned to increase the share of foreign students, which in Kazakhstan in the 2023/24 academic year accounted for 4.4 % of the student body, to 10 % [16].

In 2022, Kazakhstan made a rapid transition to the third stage of internationalization of its higher education system. A course was set to distance Kazakhstan from Russia in the field of educational cooperation, to implement a model of “import-export” model of higher education, and competition with Russia for applicants from Central Asian countries. The number of Kazakhstani students studying in Russia began to decline. In fact, there has been a shift in the focus of the state policy of internationalization of the higher education system. The new policy is aimed at attracting foreign students to Kazakhstan, rather than sending Kazakhstani students to study abroad [19; 83].

Conclusions

The priority task of reforming the higher education system of the Republic of Kazakhstan is to integrate it into the global educational space by bringing the management of the Kazakh higher education system into line with generally accepted international norms and standards. This has led to significant changes in organizational and structural plans, updating the content of education, and improving the quality of training specialists in accordance with the modern socio-economic and political conditions of the republic’s development and the progressive experience of highly developed countries. The new state policy in the field of education has led to the adoption of a number of strategic documents and regulatory acts aimed at consolidating the results of the reforms and further improving the management of the higher education system. The educational space of the Republic of Kazakhstan includes regional higher education, which is a system influenced by regional economic, demographic, scientific, technical, natural resource, and regulatory processes.

At the same time, the management of the regional higher education system is focused on improving the professional knowledge and skills of the regional population through a combination of multi-level professional training, continuity, and integration of educational structures with the relevant economic and social needs of regional labor markets.

Overall, there has been an improvement in the quality of higher education and scientific research, as well as the development of international scientific cooperation. Changes have also been made to the Concept for the Development of Higher Education and Science for 2023–2029, aimed at improving their quality and effectiveness. The volume of state orders for the training of personnel with higher and postgraduate education is increasing. Work is underway to open branches of foreign universities.

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Қазақстан Республикасындағы жоғары білім беру жүйесінің қалыптасу және даму тарихы: негізгі мәселелері және келешегі

Қазіргі кезеңдегі жаһандану процестері әлеуметтік прогрестің материалдық-техникалық және ғылыми-теориялық негіздерінің дамуына ғана емес, сонымен қатар әлеуметтік-саяси және идеологиялық процестерге, прогрессивті қоғамдық сананың қалыптасуына үлкен әсер етеді. Соңғы онжылдықта Қазақстанда білім беруді басқаруды ұйымдастыруда айтарлықтай өзгерістер болды, нормативтік-құқықтық база қалыптастырылды, білім беру мекемелерін басқаруға ведомстволық көзқарас еңсерілді, оқу орындары қауымдастықтарының рөлі артып келеді. Қазақстан қоғамында оның сапасына және жаңа инновациялық технологияларды енгізуге негізделген заманауи білім беруді түсінудің жаңа тәсілі қалыптасты. Осыған байланысты, жоғары білім беру жүйесін басқару мәселесін зерттеу білім беру реформаларын жүргізу тәжірибесін қарастыру және, ең алдымен, оның дамуының тарихи тәжірибесін түсіну қажеттілігін болжайды. Мақалада қалыптасудың әртүрлі кезеңдеріндегі реформалау процесінде қазақстандық жоғары білім беру жүйесін басқару мәселелері анықталды. Авторлар мақалада қазіргі кезеңде қазақстандық жоғары білім беру жүйесін басқаруды дамыту қажеттілігін негіздеді, қазақстандық жоғары білім беру жүйесін дамытудың проблемалық мәселелері мен перспективалық бағыттарын зерттеген. Қазақстан Республикасының Жоғары білім беру жүйесінің даму тарихы мен реформалау процестерін талдау авторларға халықаралық талаптарға сәйкес келетін негізгі оң сипаттамаларды анықтауға мүмкіндік берді. Жаһандану процестерінің әсерінен жоғары білім беру жүйесінде болып жатқан өзгерістер қарастырылады және оның қазіргі кезеңдегі негізгі сипаттамасы анықталады.

Кілт сөздер: Қазақстан Республикасы, жоғары білім беру жүйесінің тарихы, қазақстандық жоғары білім беру жүйесі, жаһандану, білім беруді басқару, реформалар, білім беру саясаты.

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История становления и развития системы высшего образования в Республике Казахстан: основные проблемы и перспективы

Процессы глобализации на современном этапе оказывают большое воздействие не только на развитие материально-технических и научно-теоретических основ общественного прогресса, но и на социально-политические и идеологические процессы, формирование прогрессивного общественного сознания. За последнее десятилетие в Казахстане произошли значительные сдвиги в организации управления образованием, сформирована нормативно-правовая база, преодолевается ведомственный подход к управлению образовательными учреждениями, возрастает роль ассоциаций учебных учреждений. В казахстанском обществе сформировался новый подход к пониманию современного образования, основанный на его качестве и внедрении новейших инновационных технологий. В связи с этим, исследование проблемы управления системой высшего образования предполагает необходимость рассмотрения опыта проведения образовательных реформ и, прежде всего, осмысления исторического опыта его развития. В статье выявлены проблемы управления казахстанской системы высшего образования в процессе реформирования на различных этапах становления. Авторами данной статьи обоснованы необходимость развития управления казахстанской системой высшего образования на современном этапе, исследуются проблемные вопросы и перспективные направления развития казахстанской системы высшего образования. Анализ истории развития и процессов реформирования системы высшего образования Республики Казахстан позволил авторам выявить основные положительные характеристики, соответствующие международным требованиям. Рассматриваются происходящие изменения в системе высшего образования под воздействием процессов глобализации и выявляется его основная характеристика на современном этапе.

Ключевые слова: Республика Казахстан, история системы высшего образования, казахстанская система высшего образования, глобализация, управления образованием, реформы, образовательная политика

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