

M.B. Smyatova*Al-Farabi Kazakh National University, Almaty, Kazakhstan
(E-mail: smarj8@mail.ru)*

Modification of the formation of the educational policy of the Republic of Kazakhstan

Abstract. *The article considers the literature review and theoretical aspects of education policy briefly and provides the elements which the term incorporates. It also determines the history of education policy in order to prove the changes and developments in it. Education policy includes many details about education such as budget, reforms, programs, each education place from kindergarten to universities, policy of young and old Kazakhstan, technology and materials and their effectiveness. The Kazakh were always interested in learning, studying and widening their knowledge, but USSR policy altered plenty of rules, laws and standards in education reforms. That led to advantages and disadvantages of receiving knowledge. However, the knowledge of nations has been improving. The government focused on citizens' literacy, because there was great number of people who could not read or write including young, middle and old ages. Mostly, it concentrated the literacy of younger generation. It did not stop developing and many changes took place after become an independent country. Novel laws, rules and standards were created new education policy which universities were ranked higher, international relationship with other universities was altered, new reforms and programs brought new opportunities to exchange knowledge abroad. Foundation of education has been increased considerably and as number of students rose, the schools were built more.*

Keywords: *education policy, reforms, education institution, government, policy, knowledge, budget, laws, rules, programs, foreign university, student.*

DOI: <https://doi.org/10.32523/2616-6887/2023-145-4-87-95>

Received: 22.03.2022 /Accepted: 10.11.2023

Introduction

Educational policy is an activity of public organization and government. It identifies the operating, developing the educational system and reflecting its content. Educational policy is the activity of government authorities, political parties, community organizations to develop the efficiency education system and its functioning in the direction of reaching the aims of educational policy in accordance with the objectives of the improvement of society and the state. It is a system of connections, relations by which society, and the state, and citizens associate themselves with the school. The main subject of educational policy is the way in which these connections and relations appear their content and development. The most important part of education policy is educational law, and this is not so much laws and instructions as understanding and reflection of existing being. If the development of a child, the formation of his subjectivity for us is the main value, if we see the role of education in giving the individual the opportunity to reveal himself as fully as possible, if the education system is a model of civil society, then we need to

build a school and the content of education in it on productive conflict of personal and social educational needs [1].

Methodology

Particular Web of Policy and Google databases were used in order to analyze literature review. We selected articles related to our topic manually as our research is needed to be considered broadly. Moreover, we referred the book of A.K.Mynbaeva, Sh.T. Taubaeva, A.A. Bulatbayeva and N.Anarbek, titled *Educational Policy, Theories and Concepts, Trends and Development Strategies* as it includes background information about education policy of our country and the concept of it considered deeply and explained wisely. Also, the table from their research was adapted in order to illustrate the topic. In addition, we extracted research papers and articles from Kazakh and Russian websites which were related to our considering issue.

Literature Review

Kazakhstan’s education has been changing and developing for centuries, and Soviet Union’s educational policy had a huge impact on Kazakhstan’s education as well. The main question is that what has been done/doing in education policy? What reforms are/were made to improve the education and its system? How do these changes impact on our country? In order to answer questions above we determine the key directions of the study of educational policy such as what includes education policy, its history and outcomes.

The following diagram, which was created by A.A. Bulatbaeva, A.K. Mynbayeva and N. Anarbek, determined the educational policy versatile and this article considers some of its elements which the country went through many decades [2].

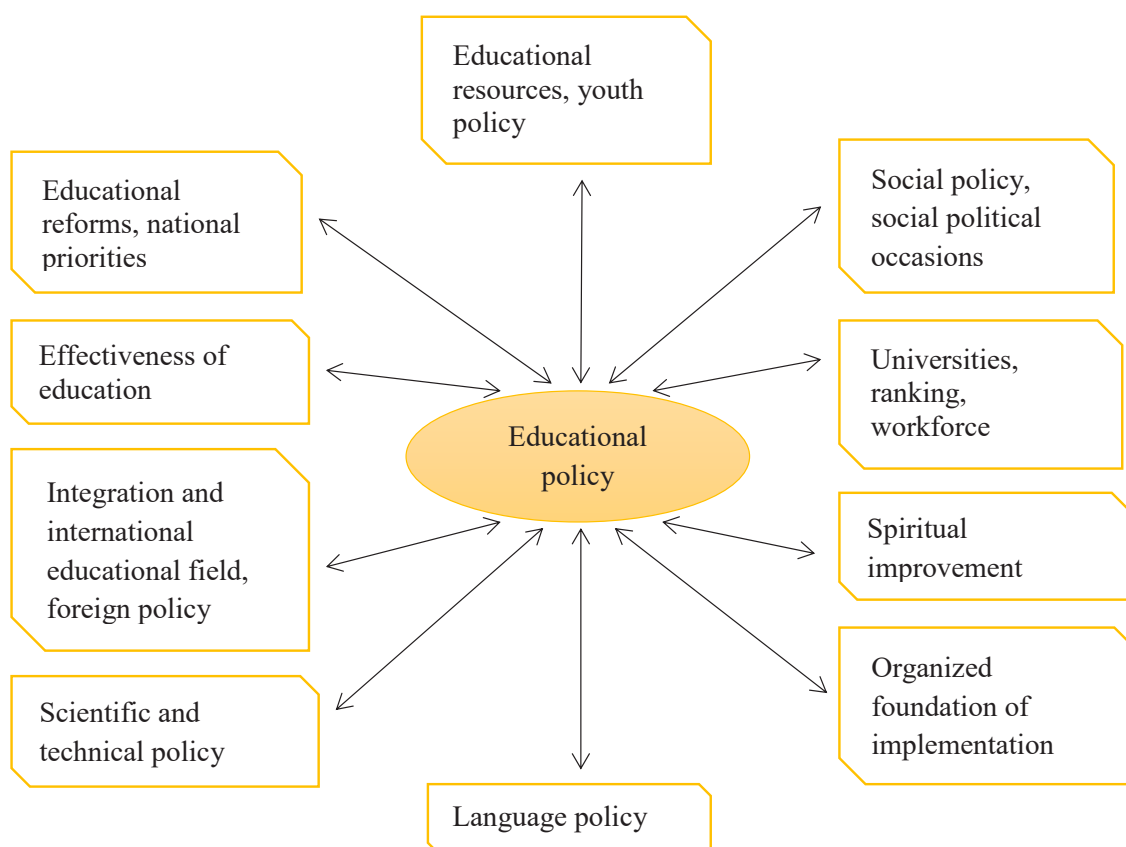


Diagram 1. Concept associogram of “educational policy” by A.A. Bulatbaeva, A.K. Mynbayeva and N. Anarbek

The diagram considers ten components of educational policy including various types of reforms, country's preferences, the impact of knowledge, relationship with other country's educational institutions, science, technology in coaching, language of education, teaching materials, different events including political one, ranking of educational places, providing amateur workers with jobs and mental health of learners and their development.

The educational skills of population were only two percent at the beginning of the previous century, but the percentage of it raised two by 1916. During the period of soviet the knowledge of citizens improved and strengthened much more. Also, the value of knowledge increased time by time. The term of "traditional education" consolidates this tradition. The extended system of preschool, school, university, postgraduate and additional education was built at that time.

All system was stated and education became free for all citizens of the country. It was underlined that Kazakhstan's high educational system was built only during the Soviet Union and improved incredibly well. The educational policy of developing the literacy of citizens, primary and secondary school enabled the country move to the industrial period from the agrarian one in just five decades [2].

Most of the time school materials and resources were needed to be provided by local people and parents. For example, in 1920-30s village habitants invested money to build schools for children and this method was called "Asar" [2]. According to researchers, the Government of Kazakhstan raised the money for public education increasingly. 12 million rubles donated for education in 1928 and the amount of money increased more and more. After four years, about 60 million rubles were given to develop the knowledge of population. The amount of money increased for 7,45 times in 1937 while it reached 682 million rubles in three years. All the money was given to provide students with scholarships, course books, uniforms, sport kits and class materials. Also, learners had opportunity to study and live free in dormitories. Public funds for general education were created; the Komsomol took patronage over it [2].

The Central Committee of the Communist Party of Kazakhstan made a decision "Strengthen the secondary school of Kazakh", which had a huge impact on enhance the technical materials, encouraged the training the teachers for Kazakh schools in 1946. The next year the Ministerial Council of the USSR ordered the Decree "On the development of higher and secondary education in the Kazakh SSR" to reinforce the development of secondary and high school and balance the funding [2]. Therefore, Kazakhstan could eliminate the illiteracy of population, implemented primary school and plan of transiting into seven-year education which was required at the end of 1950s. The level of literacy in the country equaled other well-developed countries such as the USA, England, France, Italy and so forth [3].

Many significant changes happened such as building novel kind of secondary school which was called "a boarding school" in the mid of 1950s. An industrial training also built in combination with industrial practice and eight-year necessarily schools were administrated. Moreover, students had to study eleven years in secondary educational institutions. The changes continued taking place in next three decades including transiting into general secondary education from traditional education system. It was the major priority of the educational policy of the Soviet Union. The following decrees must be mentioned:

1966 - "On measures to further improve the secondary general education school".

1972 - "On the completion of the transition to universal secondary education and on the further development of the general education school".

1973 - "On measures to further improve the work of the rural general education school" and "Fundamentals of the legislation of the USSR and the Union republics on public education".

1977 - "On the further improvement of education, education of students in general education schools and their preparation for work" [3].

Moreover, Kazakhstan achieved the enormous number of success in several years after independence of the country and before:

✓ the educational system of Kazakhstan was transformed from agrarian civilization into a developed one in 50 years;

- ✓ developing the literacy of habitants;
- ✓ transition to general secondary schools;
- ✓ forming of rules of national education and the value of knowledge;
- ✓ inclusion to Russian and other’s culture;
- ✓ consolidation of community;
- ✓ advanced of industry, agriculture, science and building Kazakh intelligence;
- ✓ beginning of the women’s activity in social and the development of society;
- ✓ dividing the soviet education and religion.

A branched education infrastructure was built as a social-economical basement to expand the country and its population.

Findings and Discussion

However, building the Soviet educational system permitted the consolidation of the communist ideology in the mass consciousness, encouraged to replace traditional national style of the Kazakhs. Moreover, the worldview in coaching the population through political view was limited for a while. The personal abilities of the young learners were not developed and knowledge limited identifying the human as a Kazakh nation. Kazakhstan began developing in its independent path in 1991 with dissonance between theoretical and practical education. It was a didactic weakness for system of teaching. In addition, the considerations of national and ethno-pedagogical characteristics in training were considerably low. The priority of reproductive training methodology also was in this list [4].

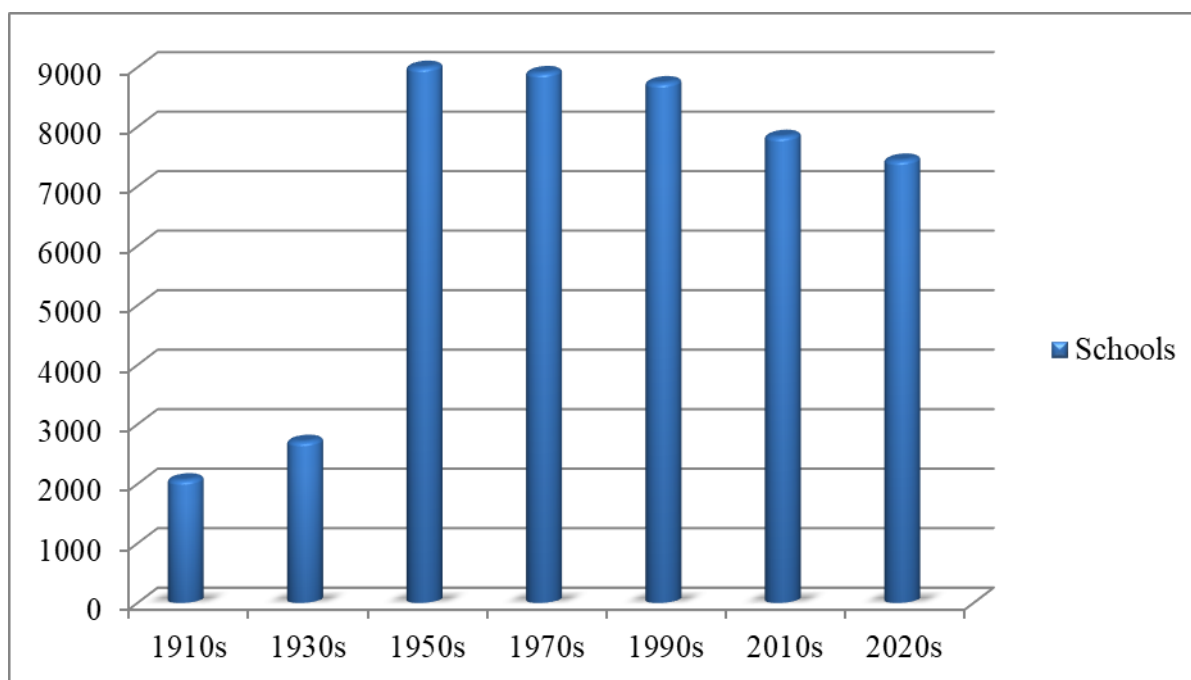


Diagram 2. Number of schools in Kazakhstan between 1910 and 2020

The diagram above illustrates the number of schools in Kazakhstan from the beginning of previous century to present day. There were considerable changes in more than hundred years. In early 20th century approximately 2000 schools existed and it was the lowest number of school. As a result, the majority of children did not have opportunity to receive education. After twenty years nearly more than 700 schools compare to previous decades opened their doors to young learners, but still the literacy of population was lower, which means most people were not able to read or write.

In the middle of 20th century, the number of schools reached its peak with about 9000. However, most of them were in Russian and Kazakh schools mostly located in the villages or countryside. Unfortunately, nearly hundreds of education places were closed after two decades. Even though it has continued till present days, more and more children started to be educated. The biggest change happened in 2010 when about 900 hundred schools were shut down compare to 1990s. The Republic of Kazakhstan has approximately 7,5 thousand schools educating. Overall, Kazakhstan and its citizens experienced tough times throughout decades; the knowledge of children is increasing.

What about universities? In the beginning of 20th century the country did not have any universities until 1928. In this year the first university in Kazakhstan was opened. In next thirteen years nineteen more universities were built and it was significant success for me. About 26 educational institutions had been working by the mid of the century and two more opened in next decade. The number of universities reached 44 in 1971, but students still were going to study in Uzbekistan, Russia or other countries. In the next five years five universities were added to the list of Kazakhstan's educational institution. Finally, their number increased to 55 in 1981 and stays still up to now.

Government decided to take children to school from age of 6 in 1980s. The number of Kazakh schools decreased sharply meanwhile the Russian ones rose considerably. After a new reform of education in 1984, the country emphasized quality of resources and technology at schools. However, the parents needed kindergartens

The 16th of December, 1991 was a big day for new independent country and its educational system. During the period of independence of the Republic of Kazakhstan, a big step was taken in the country to reform the educational system It began altering dramatically after that: more schools, colleges and universities were built, modern technology and materials were brought and students were educated by new methodology. The concept of the development of education is a document that defines the overall strategy, main directions, priorities, tasks of the state policy in the field of education and the mechanisms for their implementation, as a fundamental component of the formation and strengthening of state independence, the progressive development of the country.

Reforming the levels of education system during independent years of the nation could be divided into several stages:

1991-1994

"Building of the legal and normative law for higher education"

1995-1998

"Modernization of the high education system and updating its content"

1999-2000

"Decentralization of governance and funding the education, giving academic freedoms of educational organizations"

2001-2004

"Amendments in the strategic improvement of the system of secondary and high education"

2005-2010

"Seeking for best ways to adapt the high education system to the conditions of an economy field based on the "Concept for the Development of the Education System of the Republic of Kazakhstan until 2015""

2011 to the present

"Creating national model of education based on innovative development, integrated into the world's educational field and providing coaching for employees who are competitive in the global workforce" [5]

Kazakhstan was accessed to the Bologna Declaration by the final decision during the second forum of European ministers of education in Budapest in 2010. Also, the very first Central Asian country which was recognized as a full member of the European educational field was the

Republic of Kazakhstan. Our country participated as the 47th member of the Bologna process. All 46 signatories of Bologna Declaration supported the idea of joining Kazakhstan indifferently [6].

“The strategy-2050” has determined novel rules for the educational policy of the country. The section on education “Knowledge and professional abilities are the main guidelines for the new system of education, coaching and retraining” is divided into several stages and mini paragraphs [7]. Every paragraph has its own direction and a special programme is improved for the progress of education in each direction in the country. For example, one of the directions of the international standard in the field of education is the “Student Exchange Program”, which has been actively developing in Kazakhstan since its independence.

The program gives opportunities to raise undergraduate students’ level of knowledge, to join master students the practice of scientific work abroad, to receive educators’ new training methodology and deepen their knowledge. Moreover, it has been already working in our universities. KIMEP, the leader of higher education both in Kazakhstan and among the countries of Central Asia is a suitable example for it. This university is considered as an International university and gives opportunities to more than 140 students to receive education in the USA, Canada, Europe and South Asia annually. They usually study for one or two semesters. Also, the university welcomes over 350 overseas learners each year with exchange program. KIMEP cooperates with 70 universities on the student exchange program [8].

Another key program to improve nation’s knowledge is “Bolashak” international scholarship. It gives students wonderful chance to study in well-developed foreign countries on different exchange programs in such specialties as economics, international relations, foreign philology, military affairs, management, computer science, and computer technology. Thus, as a result of reforms and transformations in Kazakhstan, a modern system of general (secondary), secondary specialized; higher education has emerged, consisting of the state and non-state sectors, corresponding mainly to international standards.

In order to increase higher education in Kazakhstan to a new international level, constant and stable investments in the field of education and science are needed, which will help to maximize the opportunities for training competitive domestic personnel. In addition, government has been increasing the budgeting since Independence Day. Considering the last eight years foundation for education in Kazakhstan, it is seen that the country continues paying attention for investigating the future of young generation.

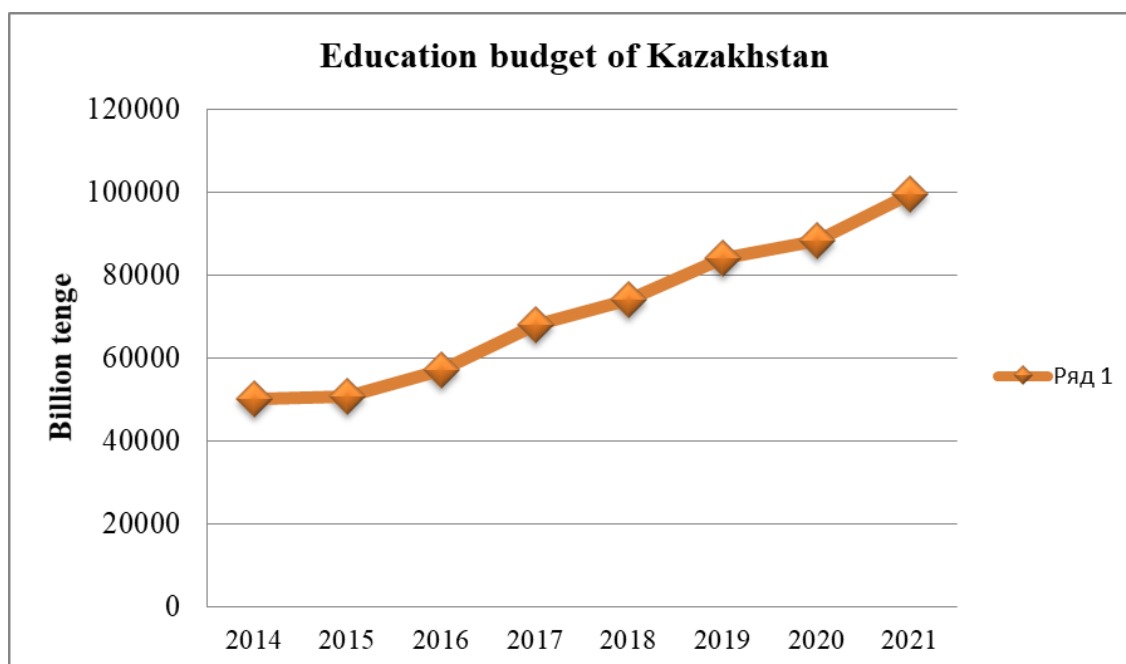


Diagram 3. The amount of budgeting for education from 2014 to 2021

The diagram illustrates the amount of money the government spent for educating the population from 2014 to 2021. According to the given information, the sum of money has been increasing since then. It started with about 50 billion tenge and stayed almost the same in 2015. However, the amount of money reached approximately 57 billion in the next year and 9 more in 2017. Kazakhstan spent nearly 80 billion tenge after two years and 8-10 more billion tenge each year until 2021.

Conclusion

Overall, educational policy is a significant concept which is utilized in the context of the implementation of the basic constitutional laws of population in the Republic of Kazakhstan, the formation of an important education system includes each novel requirement. Educating as a socio-economic category is more comprehended as a field of educational services. From ancient periods our nation was passionate about self-developing and the process was increasing gradually. However, it had fluctuated during the Soviet Union because of certain laws, rules and standards by the government, budgeting problems or less attention to village schools and their learners.

References

1. Anthropological activity and cultural approaches, Thesaurus, 2005. Available at: <https://didacts.ru/termin/obrazovatel'naja-politika.html> (accessed 13.02.2023).
2. A.K. Mynbaeva, Sh.T. Taubaeva, A.A. Bulatbayeva, N. Anarbek, Educational Policy, Theories and Concepts, Trends and Development Strategies, Almaty "Kazakh University", 2014. – 258 p.
3. Culture of Kazakhstan in the 20–30s. 20th century Controversies and problems. Available at: <http://www.tarih-begalinka.kz/ru/history/collectivization/history/> (accessed 13.02.2023).
4. Khrapchenkov G.M., Khrapchenkov V.G. History of school and pedagogical thought of Kazakhstan. – Almaty, 1998. – 168 p.
5. Tleugabylova K.S., Curator's hour on the topic: "State policy in the field of education - a policy that ensures the future of Kazakhstan." 2020.
6. Shpak A.V., Kadochnikova E.L., North-Kazakhstan State University. M. Kozybayeva, On the issue of introducing the European model of the ECTS credit netting system in Kazakhstan, the date is unknown, 2020. – P. 19.
7. A. Tuyakova, G.A. Menilbaev, Some issues of the educational policy of the Republic of Kazakhstan in the light of the 2050 strategy, Bulletin of KazNPU, 2016 – P. 22.
8. Zakon.kz KIMEP International Corner in the center of Almaty July 11, 2014. Available at: http://www.zakon.kz/top_news/223976-kimjep-mezhdunarodnyjj-ugolok-v-centre.html (accessed 13.02.2023).
9. Sorbonne-Kazakhstan Institute 2014, official page of the university. Available at: <http://sorbonne.kaznpu.kz/ru/6/page> (accessed 13.02.2023).
10. G.K. Balakhmetova, Stages of formation of the education system of the Republic of Kazakhstan, Bulletin of KazNPU, 2011. – P. 22.
11. Altynzer Dauletbaeva, Post-war education in the Kazakh SSR, Qazaqstan Tarihy, 2017. – P. 15.

М.Б. Смятова

Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан

Қазақстан Республикасының Білім беру саясатының қалыптасуын модификациялау

Аңдатпа. Мақалада әдебиеттерге шолу және білім беру саясатының теориялық аспектілері қысқаша қарастырылып, терминнің құрамына кіретін элементтер қарастырылған. Сондай-ақ білім беру саясатындағы өзгерістер мен дамуларды дәлелдеу үшін оның тарихын анықтайды. Білім беру

саясаты бюджет, реформалар, бағдарламалар, балабақшадан жоғары оқу орындарына дейінгі әрбір білім беру орны, жас және кәрі Қазақстанның саясаты, технологиялар мен материалдар және олардың тиімділігі сияқты көптеген мәліметтерді қамтиды. Қазақ қашанда оқуға, оқуға және білімін кеңейтуге мүдделі болды, бірақ КСРО саясаты білім беру реформаларында көптеген ережелерді, заңдарды және стандарттарды өзгертті. Бұл білім алудың артықшылықтары мен кемшіліктеріне әкелді. Дегенмен, ұлттардың білімі жетілдірілді. Үкімет азаматтардың сауаттылығына баса назар аударды, өйткені оқуды және жазуды білмейтіндер көп болды, оның ішінде жастар, орта және кәрілер. Ол негізінен жас ұрпақтың сауаттылығын шоғырландырды. Дамуын тоқтатқан жоқ, тәуелсіз ел болғаннан кейін де көптеген өзгерістер болды. Жаңа заңдар, ережелер мен стандарттар жаңа білім беру саясаты жасалды, университеттер жоғары орынға шықты, басқа университеттермен халықаралық байланыстар өзгерді, жаңа реформалар мен бағдарламалар шетелде білім алмасуға жаңа мүмкіндіктер әкелді. Білім іргетасы айтарлықтай ұлғайып, оқушылар саны көбейген сайын мектептер көптеп салынды.

Түйін сөздер: білім беру саясаты, реформалар, білім беру мекемесі, үкімет, саясат, білім, бюджет, заңдар, ережелер, бағдарламалар, шетел университеті, студент.

М.В. Смятова

Казахский национальный университет им. аль-Фараби, Алматы, Казахстан

Модификация становления образовательной политики Республики Казахстан

Аннотация. В статье кратко рассматриваются обзор литературы и теоретические аспекты образовательной политики, а также приводятся элементы, которые включает в себя этот термин. Он также определяет историю образовательной политики, чтобы доказать изменения и события в ней. Политика в области образования включает в себя множество деталей об образовании, таких, как бюджет, реформы, программы, каждое учебное заведение от детского сада до университетов, политика молодого и старого Казахстана, технологии и материалы и их эффективность. Казахи всегда были заинтересованы в том, чтобы учиться, учиться и расширять свои знания, но политика СССР изменила множество правил, законов и стандартов в реформах образования. Это привело к преимуществам и недостаткам получения знаний. Однако знание народов совершенствовалось. Правительство уделяло большое внимание грамотности граждан, потому что было огромное количество людей, не умеющих читать и писать, в том числе в молодом, среднем и пожилом возрасте. В основном он концентрировал грамотность подрастающего поколения. Она не остановилась в своем развитии, и многие изменения произошли после того, как она стала независимой страной. Были созданы новые законы, правила и стандарты, новая образовательная политика, университеты получили более высокий рейтинг, изменились международные отношения с другими университетами, новые реформы и программы открыли новые возможности для обмена знаниями за границей. Фонд образования был значительно увеличен, и по мере роста числа учащихся строилось больше школ.

Ключевые слова: образовательная политика, реформы, образовательное учреждение, правительство, политика, знания, бюджет, законы, правила, программы, зарубежный вуз, студент.

References

1. Anthropological activity and cultural approaches, Thesaurus, 2005. Available at: <https://didacts.ru/termin/obrazovatel'naja-politika.html> (accessed 13.02.2023).
2. A.K. Mynbaeva, Sh.T. Taubaeva, A.A. Bulatbayeva, N. Anarbek, Educational Policy, Theories and Concepts, Trends and Development Strategies, (Almaty, "Kazakh University", 2014, 258 p.).
3. Culture of Kazakhstan in the 20–30s. 20th century Controversies and problems. Available at: <http://www.tarih-begalinka.kz/ru/history/collectivization/history/> (accessed 13.02.2023).
4. Khrapchenkov G.M., Khrapchenkov V.G. History of school and pedagogical thought of Kazakhstan. (Almaty, 1998, 168 p.).
5. Tleugabylova K.S., Curator's hour on the topic: "State policy in the field of education - a policy that ensures the future of Kazakhstan." 2020.

6. Shpak A.V., Kadochnikova E.L., North-Kazakhstan State University. M. Kozybayeva, On the issue of introducing the European model of the ECTS credit netting system in Kazakhstan, the date is unknown, 2020. P. 19.
7. A. Tuyakova, G.A. Menilbaev, Some issues of the educational policy of the Republic of Kazakhstan in the light of the 2050 strategy, Bulletin of KazNPU, 2016. P. 22.
8. Zakon.kz KIMEP International Corner in the center of Almaty July 11, 2014. Available at: http://www.zakon.kz/top_news/223976-kimjep-mezhdunarodnyjj-ugolok-v-centre.html (accessed 13.02.2023).
9. Sorbonne-Kazakhstan Institute 2014, official page of the university. Available at: <http://sorbonne.kaznpu.kz/ru/6/page> (accessed 13.02.2023).
10. G.K. Balakhmetova, Stages of formation of the education system of the Republic of Kazakhstan, Bulletin of KazNPU, 2011. P. 22.
11. Altynzer Dauletbaeva, Post-war education in the Kazakh SSR, Qazaqstan Tarihy, 2017. P 15.

Information about the author:

Smyatova Marzhan Besenlevkyzy – PhD student, Faculty of Philosophy and Political Science, Department of Political Science and Political Technologies, Al-Farabi Kazakh National University, Almaty, Kazakhstan.

Смятова Маржан Бесенлеқызы – Әл-Фараби атындағы ҚазҰУ, Философия және саясаттану факультеті, саясаттану және саяси технологиялар кафедрасының докторанты, Алматы қ., Қазақстан Республикасы.