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Questions of development of education in Kazakhstan

The article is devoted to some questions of development of education in Kazakhstan. The author considers the issues of multilingual education and emigration of scientists abroad. Leads the rating of the level of proficiency in English, also leads the statistics intellectual migration.

Keywords: multilingual education, intellectual migration

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Қазақстандық білім берудің өзекті мәселелері

Мақала Қазақстандағы білім берудің бірқатар өзекті мәселелеріне арналады. Автор көптілді білім беру және ғалымдардың шетелде ғылыми тағлымдамадан өту мәселелері қарастырады. Ағылшын тілін меңгеру деңгейіне сараптама жасалынып, сондай-ақ интеллуакталды миграцияға байланысты статистика келтірілген.

Түйін сөздер: көптілді білім беру, интеллектуалды миграция.

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Вопросы развития казахстанского образования

Статья посвящена некоторым вопросам развития казахстанского образования. Автор рассматривает проблемы полиязычного образования и эмиграции ученых за рубеж. Приводит рейтинг уровня владения английским языком, а также статистику интеллектуальной миграции.

Ключевые слова: полиязычное образование, интеллектуальная миграция.

Introduction

The testimony of openness and readiness to compete successfully in the world market of education are important for Kazakh higher education institutions in international ratings. The recognized high quality of training in higher education institutions of Kazakhstan allows universities to declare themselves in such authoritative world ratings as The Academic Ranking of World Universities, QS World University Rankings, etc.

Another important indicator is the process of international and national accreditation of specialties of higher education institutions of Kazakhstan. Today, educational programs of some universities are recognized by the Institute of accreditation, certification and ensuring quality of ACQUIN (Bayroyt, Germany) and the Central Asian quality system of a business education of CAMEQ.

Universities of Kazakhstan consistently come nearer to international standards of education, the international system of protection of scientific theses, and qualification of scientists.

Multi-lingual education – one of the most unique trends of national education – is widely and successfully developed in Kazakhstan. The list of specialties for a bachelor's degree and master's for multi-lingual education constantly extends.

Systematic language training of teachers for carrying out classes in special disciplines in English is carried out.

The idea of equal study of English, along with Kazakh and Russian, received the official name «trinity of languages.» Everything takes root in the system of national education; even semi-official documents flow more distinctly. Experts claim that mass introduction of language for the main

flows of information and scientific knowledge are now formed and will positively affect economic development of the country. However, English language indicators in Kazakhstan are low, even compared with other CIS countries.

Main body

According to English Proficiency Index 2013 (the EF index, formed by the international company

Education First with headquarters in Sweden), a rating of level of proficiency in English, Kazakhstan – with an index 43,47 – ranks 56th place out of 60 countries. The only lower ranking countries were Algeria, Saudi Arabia, and Iraq, all of which are in The Lowest Level of Knowledge group of 17 states. By preparation of a rating from which the countries in which English were excluded, more than 5 million people of able-bodied age were questioned.

Position	Country	Estimate 2013	Level in 2013	Trend line 2007-2013
1	Sweden	68,69	very high	2,43
2	Norway	66,6	very high	-2,49
3	Netherlands	66,19	very high	-1,74
8	Poland	62,25	high	7,63
9	Hungary	60,41	high	9,61
24	South Korea	53,46	medium	-0,73
25	Indonesia	53,44	medium	8,66
26	Japan	53,21	medium	-0,96
27	Ukraine	53,09	medium	
28	Vietnam	52,27	medium	7,95
31	Russia	51,08	low	5,29
32	Italy	50,97	low	1,92
34	China	50,77	low	3,15
35	France	50,53	low	-2,63
36	United Arab Emirates	50,37	low	4,84
38	Brazil	50,07	low	2,8
39	Peru	49,96	low	5,25
40	Mexico	49,91	low	-1,57
41	Turkey	49,52	low	11,86
57	Kazakhstan	43,47	very low	11,73
58	Algeria	43,16	very low	-3,97
59	Saudi Arabia	41,19	very low	-6,86
60	Iraq	38,16	very low	

Russia, though in Low Level of Knowledge group, already overtook Italy and France, having taken 31st place, although a year ago it held the last position among European countries.

The problem of low level of English, which is taught on an obligatory basis at all schools of

the country for the first decade, lies in the area of technique, the linguist Karina Fiyzulina says. «It is apparent even on levels of Kazakh and Russian language knowledge. All sources speak about a bilingualism of Kazakhstan citizens, but I can say that about a third of Kazakhs and the vast majority

of representatives of other nations don't know Kazakh. Half the Kazakh language of Kazakhs can't distinctly express in Russian,» she notes. «These two groups are isolated from each other over all country. And as the problem stands, as is the case with migrants, we can't change anything. To us, it is common that there are no professional linguists and normal teachers» [1].

«Now, professionals and educated people are necessary to Kazakhstan. But education, in my opinion, is not simply to consume knowledge of any foreign language and certain disciplines. I understand education in a broad sense – the classical value of this word – as intelligence» [2].

As Sofya Rayeva, the director of the State children's library of Sapargali Begalin noted, «It just what doesn't suffice for our school programs, which has a huge overload of information and at the same time shortage of educational disciplines. You see, there is a lot of blank theory which is never useful, and disciplines of applied character aren't present. Thus, our children don't know classical music, or painting at all. What there is of a healthy mentality of the person, that does by the intellectual.

Our school tries to copy the western educational programs, but what does it lead to? Somehow, the representative of Macmillan publishing house from Great Britain came to us and was surprised that the Kazakhstan children are similar to their children – listen to the same music as their foreign contemporaries, read the same books...

But where is our national originality?

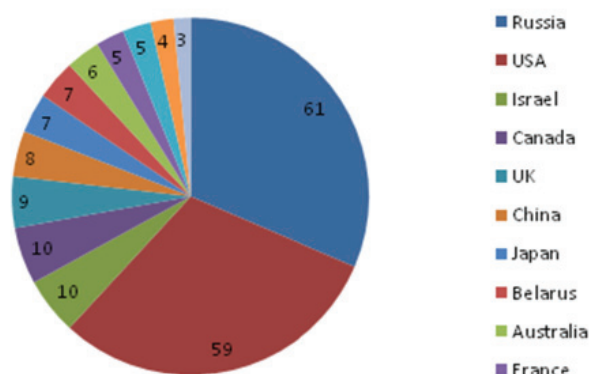
We again come to the cultural code of the nation. It is impossible to forget that as a nation we exist on a juncture of Asia and Europe. The richest baggage of the past should be used. We taught the children to the slogan «Give!» but didn't teach «Work». Why doesn't the same Ministry of Education publish the list of the professions necessary to the country? For example, they won't declare: dear children and parents, our higher education institutions already

turn out so many financiers that in the next years on their labor market there will be a surplus. Therefore, such and such experts are necessary to the country.

In theory, the head of state speaks about the need «to change accents of curricula, having including programs for training in practical skills and obtaining practical qualification.» For this purpose, Kazakh higher education institutions the perspective model of corporate partnership with the companies which assumes broad participation of employers in training of specialists is introduced. It happens, first of all, through the coordinated correcting of contents of training programs of disciplines and all types the practitioner, introduction of the elective courses, new subjects of a practical orientation to a bias on formation of the skills necessary for the modern expert. Thus, opportunities for strengthening and expanding the practical components of the educational process and scientific research are open and realized.

Being guided by an appeal of the President «not to be limited to improvement of the training programs and actively to develop the research activity,» Kazakh universities seek to develop not only as the center of qualitative and demanded knowledge, but also as a productive source of innovations in science, meeting the requirements of a present industrial and innovative stage of development of society. At universities, a number of recognized schools of sciences functions, the modern scientific infrastructure is organized: scientific research institute, scientific centers, laboratories, and commercialization office.

Can we try to return to the country the scientists who have gone abroad? Now, 232 Kazakhstan scientists work abroad. Of that, 61 work in Russia, 59 in the USA, 10 in Israel, 10 in Canada, nine in Great Britain, eight in China, seven in Japan, seven in Belarus, six in Australia, five in France, five in the Czech Republic, four in Switzerland, and three in South Korea. Kazakh scientists also work in such countries as Azerbaijan, Hungary, Lithuania, Sweden, Australia, Germany, and Italy.



Results

The emigration of scientists abroad is a problem. There are no comprehensive statistics on this issue. Why is this happening? For many scientists and highly qualified personnel in the science sector, departure abroad is often the only chance to save professional interest and qualifications, to solve their financial and social problems.

Intellectual migration in an atmosphere of globalization is quite a natural phenomenon. The formation of a common labor market in the 1960s was recognized as one of the main tasks of creating

the economy of the European Union. «There are about 150 million people who are considered permanent migrant workers, of whom about three million are skilled migrants, including students. In the EU, intellectual migration in the last five years has increased by 40 percent. Thus, the external intellectual migration is not only a problem of Kazakhstan».

The Ministry of Education and Science says that «when society is opened, between the states there are no restrictions; in any country, there is no strong scientific group consisting only of citizens of that country... Kazakhstan will continue to work on the return of scientists who are located abroad» [3].

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