

PEDAGOGY

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ACADEMIC MOBILITY AS ONE OF THE KEY PARAMETERS OF THE BOLOGNA PROCESS AND IMPLEMENTATION OF THE PRINCIPLES OF THE BOLOGNA DECLARATION IN THE HIGHER EDUCATION SYSTEM OF THE REPUBLIC OF KAZAKHSTAN

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Abstract

The entry of the Kazakhstan into the European Higher Education Area (EHEA), meaning a new stage of development of higher education in the context of the Bologna process, one of the mandatory parameters of which is academic mobility.

Keywords: the context of the Bologna process, academic mobility, European Mobility Strategy, scientific and methodological basis of academic mobility.

Introduction

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In modern conditions, it becomes increasingly clear that the national system of higher education can not develop outside of global processes and trends and outside calls the world labor market. In this context, the internationalization of education is a deliberate policy of the state. The entry of the Kazakhstan into the European Higher Education Area (EHEA), meaning a new stage of development of higher education in the context of the Bologna process, one of the mandatory parameters of which is academic mobility.

The idea of academic mobility was advanced in 1998, when the education ministers of France, Germany, Great Britain and Italy signed the Sorbonne Declaration. The aim of mobility has been identified to ensure compliance with the requirements of modern professional qualifications in the labor market. And in the Third Bologna Policy Forum in Bucharest on 26-27 April 2012 was adopted the Strategy of the EHEA by 2020 "Mobility for better learning."

The purpose of the academic mobility strategy declared the following positions:

1. Improving the quality of mobility.
2. The internationalization of higher education.
3. Improving employability.
4. To achieve these goals the European Mobility

Strategy identified the implementation of the following measures:

- Pursuit of a more balanced mobility;
- Developing countries in the EHEA new training programs and incentives to promote them;
- Increasing financial support for mobility;
- Development of academic standards in higher education enhances their employment opportunities of graduates;
- Application of quality assurance to promote mobility;
- Reduction of state regulation of training courses;
- Develop awareness of the educational programs. striving for a more balanced mobility;

According with this, in Kazakhstan was adopted the Strategy of the academic mobility in the Republic of Kazakhstan for 2012-2020 and the Action Plan implementation of this Strategy.

This strategy is a policy document which defines the objectives and priorities of academic and cultural internationalization of higher education of Kazakhstan through improvement of instruments of the Bologna process.

In addition, the document clearly marked mobility Mission in the Republic of Kazakhstan. It is to increase the attractiveness of

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Kazakhstan's higher education by providing the quality of education and research programs, the further internationalization, the achievement of a balanced mobility, the development of a multicultural society.

The academic mobility strategy consists of two sections:

1. The purpose and objectives of specifying the target indicators.

2. Measures to implement the objectives.

In the first section, according to the goals set of the Strategy, are designated the most relevant problem at the current time. They are:

1) Quality of external mobility;

2) Quality of stay of foreign teachers, researchers and students in Kazakhstan (incoming mobility);

3) implementation of the principles of multilingual education (learning Kazakh, Russian, English and other foreign languages, training courses and training programs based on the study of language and culture);

4) expansion of direct contacts with foreign partner universities and international organizations.

To solve these problems the developers of the Strategy have identified strategic development trends of academic mobility in Kazakhstan:

1) improving the tools of academic mobility;

2) monitor the academic mobility;

3) to promote academic mobility in higher education institutions of Kazakhstan.

For each of these areas is defined measure.

In our view, an important point in this paper is to identify indicators for the achievement of goals. They are:

- growth of the number of students, academics and researchers, including foreign ones, for all types of academic mobility,

- growth of the number of students and young researchers, and teachers who are fluent in English;

Increase the share of the schools realizing programs of developing the competences to operate in the international environment, virtual and other alternative forms of mobility, educational programs in foreign languages, the voluntary mutual learning, double-diploma education, joint degrees / diplomas with foreign universities, who have signed Memorandums of joint training on integrated educational programs and academic exchange;

- Increasing the share of educational programs in the high

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schools of Kazakhstan in foreign languages;

- creation of a fund to support academic mobility (through public- private partnerships).

In our view, when the indicators was determent the solving of the multilingual education missed and these indicators follows the idea of an English-only.

We should mentioned the problems of development of the Russian language as a source of scientific information, as a language of international communication, not only in Kazakhstan but also far beyond its borders. The developers did not forget to point out the necessity a commensurate teaching Kazakh, Russian, English and other foreign languages, based on study not only language, but culture. In addition, would not hurt to determine the indicators the share of Kazakh students returning home after completing their studies abroad.

In general , the solution of these problems in Strategy will contribute to the achievement of the following results:

1. By 2020, 20% of students of Kazakh students to be mobile , which will lead to a balanced mobility in the EHEA.

- 2 . By 2020, 5% of all students enrolled in Kazakhstan will get pre-qualified outside the EHEA .

- 3 . Formed the methodological , legal , scientific and methodological basis of academic mobility by improving the tools of the Bologna process.

4. Secured a guarantee of quality, openness and transparency of higher education in Kazakhstan.

5. It continually monitors the academic mobility, promoting the exchange of quality information of individual, institutional, the social mobility programs.

6. Universities of Kazakhstan integrated in the European research area.

7. Lowering the barrier and obstacles of mobility due to subjective factors.

8. Formed the Kazakhstan model of mobility, focused on the import-export of educational services.

Realization of the measures specified in the Strategy indicates successful solutions of the problems of mobility in Kazakhstan. In particular, many high schools of Kazakhstan have developed its own strategies of academic mobility and internationalization. For example, many universities have developed and implement joint educational programs. This allows for the development of academic mobility, not only students, but also teachers.

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Participation in this process is to improve the competitiveness of our universities Kazakhstani educational services, the recognition of highly qualified scientists and teachers.

In order to intensify academic mobility Kazakhstan government provides financial support for mobility. The given approach in the implementation academic mobility is unique, as in most countries of the world there is no such practice. That is, the financial issues on academic mobility students decide for themselves.

The international mobility of our students coincides with the streams, according which are moving students from other countries. Kazakhstan students are targeted at both the country's long - established in the education market - the U.S., Britain, France, Germany and other countries of the European and on the new leaders to attract foreign students - Malaysia, Indonesia , China and South Korea. Additional impetus to this process gives the participation of professors and academic staff in international programs such as Erasmus Mundus, Tempus, DAAD.

In actual practice, higher education, we are seeing all of the above positive innovation. However, there are still a lot of problems, especially with the knowledge of foreign languages. This is a serious barrier for the majority of our students and teachers. Therefore believe that we should not only increase the motivation of foreign language learning representatives of universities, but to increase the flow of foreign students and teachers in our schools.

Clearly, that this requires to improve the quality of educational services of our universities. Actually therein lays the main idea of academic mobility.

But first, we offer the following below:

Actually this is the main idea of academic mobility.

But first, we propose the following below:

1) Widely promoted the idea of academic mobility in the academic and social environment (not only students, but their parents do not even have a general idea of the strategy of academic mobility adopted in Kazakhstan);

2) To include a section "Bologna Process" (for future teachers the knowledge of the actual problems of modern education is perennially value) in the preparation of job *training programs*.

For the introduction of the parameters of the Bologna process in the Kazakhstan universities defines the main directions and priorities of the modernization of higher education in Kazakhstan.

Currently under targeted, consistent work on the approximation the Kazakhstan system of higher education with the

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educational systems of countries participating in the Bologna process.

First of all, it involves the introduction of the Bologna process parameters in the actual practice of higher education. In general, the parameters of the Bologna process consist of three groups:

- 1) Mandatory;
- 2) Recommendatory;
- 3) Facultative.

Among the first group are the following:

- A three-level system of higher education.
- Academic credits ECTS.
- Academic mobility of students, pedagogics, administrative

staff.

- European Diploma Supplement.
- Monitoring the quality of higher education.
- Creation of a single European Research Area.

As you know, all universities in Kazakhstan (with the exception of non-civic and some specialties of medical schools) are training in accordance with the three-level model (Bachelor - Master - PhD) according credit technology of training.

The problems here are related primarily to the fact that not always adhered to the basic principles of the credit technology of training. For example, the selection of elective courses is made formally, without students wishes, as in compiling the catalog of disciplines involved only teachers, convinced of the need for their courses. In other words, only are taken into account the interests of the faculty departments. Regarding academic credits ECTS. Their use is spelled out in the new Rules of the educational process for credit technology of training, where in addition to this option, there are:

- a) The organization of academic mobility by Kazakhstan's model of the type of credit transfer ECTS;
- b) The modular design of educational programs.

But there was a problem in the aspect of the use of ECTS in the organization of the academic mobility of foreign students are often not the same periods of study at different universities, consequently, the amount of loans disbursed mobile students while studying abroad, in addition, not always "work" proposed recalculating formula loans.

The most successful is the introduction of Kazakh universities such parameter of the Bologna process, such as the academic mobility of students, teachers and administrative staff. This

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is due primarily to the unprecedented practice of government support of the academic mobility: government funding of training of Kazakh students in foreign universities and attracting foreign teachers to read guest lectures in Kazakh universities.

However, in our opinion, it has become to produce a parasitical relationship to the mobility of the high schools: the majority of them are not very active in finding alternative sources of funding mobility of its students and faculty.

As for the European Diploma Supplement (Diploma Supplement), many universities of Kazakhstan did not even have the overall presentation. However, there are schools which already issue such Annex at the request of its graduates.

In the aspect of the introduction of the next required parameter of the Bologna process in Kazakhstan has been successful trend. So, to ensure the quality of the higher education institution accreditation improved. Under the new Law of the Republic of Kazakhstan "On Education", the accreditation will be carried out only by the accreditation agencies, which will be included in the National Register of accreditation bodies. Therefore, already established National Accreditation Board, National Register of accreditation bodies, which included 2 and 4 Kazakhstani foreign agencies from the U.S., Germany and Austria.

We believe, it should solve the problem of the development of fundamentally new criteria for accreditation of higher education institutions as well as individual educational programs. The current membership criteria for assessing the quality of higher education have become obsolete because it does not reflect the totality of the parameters of the Bologna process. The Bologna process is now defines the main vectors of development of higher education in Kazakhstan.

This applies to issues ranking and rating of universities in Kazakhstan.

An important component of higher education in the context of the required parameters of the Bologna process is the formation of a common research area.

It is well known that the new law "On Science" are introduced such innovative institutions as the National Research Council with the participation of prominent local and foreign scientists, National Center for State scientific and technical expertise, the system of grant and basic research funding.

However, we believe that the quality of research conducted by high school scientists do not fully meet the requirements of international standards.

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Should also not forget the considerable potential of many schools of Kazakhstan. Therefore, the mechanical transfer of recommendations of international bodies in this field, in particular, the stringent requirements for publications in journals with impact factor: how they are possible, and are suitable for many studies of socio-humanitarian direction.

Hardly this demand will increase the number of «far-fetched » rating in a research area, for example, Kazakh Philology, Kazakh literature. The question, of course, not certain: for the formation of a successful national image of these research areas are of utmost importance.

In general, the Kazakh universities in the context of integration processes acquire a positive experience in dealing with the problems associated with the implementation of the required parameters of the Bologna process. A similar trend is observed in the implementation of some of the parameters of the number of recommendation and extracurricular.

By the recommendation of the Bologna process parameters are:

- Unified European assessment.
- The active involvement of students.
- Social support for low-income students.
- Education for life.

By the optional parameters of the Bologna process are:

• Harmonization of the content of education in the areas of training.

• Non-linear trajectory of student learning, the courses of their choice.

- Modular system.
- Distance learning, e-learning courses.
- The academic rankings of students and teachers.

Of the above, the most important, in our view, is the introduction of such parameters as the active involvement of students. That its implementation will contribute to the successful solution of the key problems of modern higher education.

In this case, students should be involved in all of the structures: the development of educational programs, assessing the quality of higher education (in the procedures and internal and external, including foreign, assessing the quality of education), the choice of non-linear learning paths, the definition of academic rankings of students and teachers, the formation of university education policies in general.

Objectives of education reform and expansion of the

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educational spaces are considered today as part of a national strategy.

The prospect of the development of modern national education system is one of the priority topics for reflection and discussion in the college environment. A wide range of views on this social phenomenon, multiple aspects of the problem, the diversity of research interests contribute to the formation of different educational models, the identification and prospects for the modernization of higher education. Thus, one of the leading trends in higher education today is the Bologna process.

For the general promotion of the basic ideas of this international trend of higher education is necessary to study political goals of the Bologna forums, explaining tools and mechanisms for the implementation of the principles of the Bologna Declaration.

Material end methods.

The most effective, in our opinion, the method and means of such advocacy may be the introduction of a working curriculum undergraduate majors and graduate of a special course on the implementation of the Bologna process. In this regard, we propose a tentative program of the elective course "Bologna process".

Course objective: the promotion of the agreed principles of the Bologna Process in the Republic of Kazakhstan.

Main part.

Objectives of the course:

1) Give a detailed knowledge of the tools of the Bologna process;

2) To work out the skills using tools of the Bologna process in real educational process of high school.

Form classes: lectures, seminars, independent work.

Form of control: protection Matalan, testing.

Plan of subjects of the elective course

№	Topical name	Number of hours		
		Lec- ture	Semi- nar	Prac- tice
1	Introduction A summary of the topics: <ul style="list-style-type: none">• general notion of the Bologna process• A brief history of the Bologna Process• A description of the structural reforms in higher education	2	1	1

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2	<p>The parameters of the Bologna Process</p> <p>A summary of the topics:</p> <p>Mandatory parameters:</p> <ul style="list-style-type: none"> • A three-level system of higher education. • Academic credits ECTS. • Academic mobility of students, faculty and administrative staff. • European Diploma Supplement. • Monitoring the quality of higher education. • Creation of a single European Research Area. <p>Recommendation parameters:</p> <ul style="list-style-type: none"> • Unified European assessment. • The active involvement of students. • Social support for low-income students. • Education over a lifetime. <p>Optional parameters:</p> <ul style="list-style-type: none"> • Harmonization of the content of education in the areas of training. • Non-linear trajectory of student learning, the courses of their choice. • Modular system. • Distance learning, e-learning courses. • The academic rankings of students and teachers. 	2	2	2
3	<p>The Bologna process in documents</p> <p>A summary of the topics:</p> <ul style="list-style-type: none"> • Magna Carta of European Universities. • Sorbonne Declaration • The Bologna Conference in 1999. • The Bologna Declaration • Prague Communiqué of the Berlin Communiqué • Bergen Communiqué • The London Communiqué • Leuven Communiqué • The Budapest-Vienna Declaration on the establishment of the European Higher Education Area • The Bucharest communiqué • Agreement of the Bologna Policy Forum 2009 • Agreement of the Third Forum of the policy of the Bologna process, 	2	2	2

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	Bucharest, April 27, 2012 • Agreement of the Bologna Policy Forum Vienna, 12 March 2012 • Strategy of the EHEA by 2020 "Mobility for better learning"			
4	Qualifications system and the Bologna process A summary of the topics: • The Lisbon Convention on the Recognition of Qualifications • The National Qualifications Framework • Sector Qualifications Framework • Professional standards • Independent system of qualification • Review of national qualifications systems of foreign countries	2	2	2
5	Credit technology learning in the context of the Bologna process A summary of the topics: • The general concept of ECTS • Background of the ECTS • Kazakhstan's model of ECTS	2	2	2
6	Learning outcomes in the context of the Bologna process A summary of the topics: • The results of training and descriptors of qualifications frameworks • New approaches to planning learning outcomes • Measuring the results of training • Recognition of learning outcomes • Modular educational programs based on learning outcomes	2	2	2
7	The European Diploma Supplement (Diploma Supplement) Summary of the topics: • The idea of creating a European Diploma Supplement (Diploma Supplement) • The history of the European Diploma Supplement (Diploma Supplement) • The rules and principles of the European Diploma Supplement (Diploma Supplement) • The structure of the European	1	2	2

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	Diploma Supplement (Diploma Supplement)			
	• Explanatory note of the European Diploma Supplement (Diploma Supplement)			
8	System of quality assurance for higher education in the context of the Bologna process Summary of the topics: • Concept of the National System of Education Quality Assessment (NSEQA) • Modernization of the National System of Education Quality Assessment (NSEQA) • The system of independent assessment of the quality of higher education in the Republic of Kazakhstan • International standards and recommendations in the field of quality assurance in higher education	2	2	2
	Total	30	15	15

Conclusions

Of course, we have proposed an elective course program may be modified, must be adjusted according to the specific conditions of the educational process of a university. Much depends on the instructor of the course. However, it is difficult to overestimate the significance and educational value of the ideas initiated by us. Its implementation can be carried out in the framework of high school and other university disciplines. For example: "Education", "Philosophy of Education", "Curriculum of Higher Education".

Moreover, in the study of the course of pedagogy appropriate to the content of educational material designed to meet the challenges of succession at all levels of education. In particular, the use of credit technology in schools and colleges, etc.

In writing this article draws upon the official site of the Center of the Bologna process and the academic mobility of the Ministry of Education and Science of the Republic of Kazakhstan.

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