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**CHARACTERISTICS
OF THE CONCEPT OF «EDUCATION»**

This article is devoted to understanding of the basic ideas about the “Education” concept in a scientific environment in conditions of internationalization. The author focuses on the need for the development of a national model of education, that should combine the international standards and the local standards in a qualitative way. The formation of a new educational paradigm presupposes the solution of a number of basic contradictions between the developing culture and the traditional way of human education, between the integrity of culture and the branch principle of its representation through a variety of subject areas in education. Integration of Kazakhstan into the world educational space (the Bologna process) raises the issue of the unification of the education program on the National Education System. In this regard, the conceptual analysis of education is of great importance: education activity, values and objectives that determine the content and direction of education development. The goals and values of education are defined and updated taking into account the actual demands of the society. For the future of society, the three education goals still remain important: they are personal development, active participation of the individual in the society, and vocational training. Modernization of the national education system should take into account the opportunities and resources of the state, as well as the modern trends in education system.

Key words: education, national model of education, the aim of education, international education.

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«Білім» концептінің сипаттамасы

Аталған мақала түрлі ұлт жағдайындағы ғылыми ортаның «Білім беру» концептісінің негізгі көзқарастарын айқындауға арналған. Автор халықаралық стандарттар мен нормативтердің отандық стандартпен сапалық үйлесім табуына сәйкес білім берудің ұлттық моделін жасау қажеттілігіне баса назар аударады. Жаңа білім беру парадигмасының қалыптасуы білім берудің көптеген пәндік салалары арқылы тұлғаның дамушы мәдени және дәстүрлі білім беру, әрі бүтін мәдениет пен салалық ұстанымдар арасындағы негізгі қарама-қайшылықтар қатарын шешуді ұсынады. Қазақстанға әлемдік білім беру кеңістігінің (Болон үрдісі) енуі Ұлттық білім беру жүйесінің алдына білім беру бағдарламаларын бірыңғайландыру мәселесін қойды. Осыған байланысты білім беруде концептуалдық талдау ерекше өзектілікке ие: білім берудің мазмұны мен даму бағытын анықтайтын білім беру қызметі мен мақсатты құндылықтар. Білім беру мақсаты мен құндылығы қоғамның өзекті мәселелерін есепке ала отырып құрылады және жаңарып отырады. Болашақ қоғам үшін білім беруде өзектілігін жоғалтпайтын үш мақсат маңызды: тұлғаның дамуы, тұлғаның қоғамға белсене араласуы, кәсіби дайындық. Білім берудің ұлттық жүйесін жаңғырту

мемлекет қоры мен мүмкіндігін, сонымен қатар білім беру жүйесіндегі заманауи үрдістерді есепке алып отыруы қажет.

Түйін сөздер: білім беру, білім берудің ұлттық үлгісі, білім беру мақсаты, халықаралық білім беру.

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Характеристики концепта «Образование»

Данная статья посвящена осмыслению основных представлений о концепте «Образование» в научной среде в условиях интернационализации. Автор делает акцент на необходимости выработки национальной модели образования, в которой необходимо качественно сочетать международные стандарты и нормативы с отечественными. Становление новой образовательной парадигмы предполагает решение ряда основных противоречий между развивающейся культурой и традиционным способом образования человека, между целостностью культуры и отраслевым принципом ее представления через множество предметных областей в образовании. Вхождение Казахстана в мировое образовательное пространство (Болонский процесс) ставит перед Национальной системой образования вопрос об унификации программы образования. В связи с этим особую актуальность имеет концептуальный анализ образования: образовательной деятельности, ценностно-целевых установок, определяющих содержание и направление развития образования. Цели и ценности образования выстраиваются и обновляются с учетом актуальных запросов общества. Для будущего общества важны три остающиеся актуальными цели образования: развитие личности, активное участие личности в обществе, профессиональная подготовка. Модернизация национальной системы образования должна учитывать возможности и ресурсы государства, а также современные тенденции в образовательных системах.

Ключевые слова: образование, национальная модель образования, цели образования, международное образование.

Introduction

During the transition state of the world political system has greatly increased the struggle for the right to determine value, normative world order component. Competition of values and patterns of social, public and social and economic development is one of the key trends of the new millennium. Today, this kind of leadership is impossible without advancing human development – the basis of the formation of the new knowledge economy. Therefore, many rapidly developing countries (Russia, Brazil, India and China) in the process of transition to an innovative model of economy pay special attention to the modernization and internationalization of national education systems. The most important objective of the national Kazakhstan school is to acquire its place in the international market for education.

Review of the literature

In such conditions, there emerged the need in creating such type of educational institutions in the republic that would represent a brand new model

of schools of high quality – international schools that meet the world educational standards where the educational system is based on the consistent integration of national and international models of education. It complies with the major priorities of the governmental policy in education, namely – international cooperation and interaction.

The concept of an “International School” directly related to the concept of “International Education” implies the observance of the following principles for setting up the educational process:

– development of functional literacy – acquisition of the knowledge, skills, abilities required for the life and activity in the world community;

– development of reflexive self-organization skills – ability of the individual to independently organize his/her own learning activity in the conditions of ever changing technologies, standards, information resources, professional activity environment;

– fostering humanistic fundamentals of the individual – caring and respectful attitude to the mentality of each nation and the surrounding world, respect for human rights regardless of race or religion;

– instilling a sense of civic duty – raising legal awareness, respect for law, responsibility for the preservation and contribution to the national culture and overall human culture.

As the conceptual and functional specifics of international schools are expected to be considered in other sections later on, first and foremost it is necessary to define the essential characteristics of the concept of “education” which finds its synthesized reflection in the conceptual characteristic of the subject of scientific analysis made in this paper – management of the international school educational systems.

Several dominant elements co-exist in the contemporary interpretation of the “education” concept which define the essence and functional purpose of “education”:

Some definitions of the essence and functional purpose of “education”:

– social essence and socializing function of “education”, and a respective definition of “education” as “of a socialization process of the individual which brings about a self-development ability related to the formation of cognitive, activity-related, communicative and world-view competences” [1, p.14];

– anthropological interpretation of “education” as “of a process and outcome of the development and “materialization” of the individual where a culturological component acts as a mechanism of research and reproduction of individual’s culture, and sociological interpretation includes understanding of the individual in education as a social product that is generated through public institutions and forms of social relations” [2, p.62-64];

– social and culturological essence and functional purpose of “education” manifests in its definition as “a continuous process of the social induced individual’s development determined by the cultural existence status, permanent process of implementing the individual’s capabilities, its varying actualization and self-realization in the area of culture and society” [3];

– social and pedagogical essence as well as the purpose of “education” is the most widely spread contemporary interpretation of “education” which implies a purposeful process of training and education in the interests of the individual, society, government accompanied by stating the achievement by the citizen (trainee) of educational levels established by the state (educational qualifications) [4, p.43];

– economic and strategic essence and component of the concept of “education” which is ac-

knowledged as a key and determining degree of national security, economic independence and competitiveness of the country, being a main leverage providing the economic power of the country and innovation perspective of its development enables to understand “education” as an economic category as well;

– integrative definition of the essence of “education” as a socio-culturally determined, based on anthropology and pedagogy, process and result oriented social category aimed at developing the individual in pedagogical and educational process as a socially predetermined product [2, p.262];

– socio-institutional understanding of “education” which is reflected in its consideration as of a socio-cultural institute contributing to the social and cultural functioning and his/her development of the individual, improvement of a society through the processes of purposeful socialization and enculturation of individuals in their dialectical unity [5];

– interpretation of the concept of “education” as a complex multi-level socially significant system where four aspects of the “education” concept are distinguished that are manifested on all the levels of social structure, namely: 1) education as a value; 2) education as a system; 3) education as a process; 4) education as a result [6].

All these four aspects are interrelated and, in the aggregate, constitute an integral concept of “education” in the definition of “education” by B.S. Gershunskiy. The consideration of education as a value includes state, social and personal values, being in essence a process of movement from goals to a pre-planned result. According to B.S. Gershunskiy, education as a system is an element of a social system, and at the same time it has subsystems in the form of pedagogical systems, etc.

M.M. Potashnik defines “education” depending on the context [7]:

– as a social event, “an attribute and eternal companion of the mankind on its entire historical journey”;

– a significant value;

– a social and state function in relation to its citizens and at the same time a function of citizens in relation to their own personal development, a society and state;

– a complex hierarchic system that includes all the levels;

– a sphere of social life activity;

– an activity that contemplates interaction of educators and those who are educated;

– a process;

– educational process outcomes.

Contemporary interpretations of the concept of “education” decline the classic theory of understanding “education” as “an ascent to the predetermined model” and focus “education” on the main value – the individual and development processes [8].

Methods and materials

The followings were used as the research methods: general theoretical methods of analysis and comparative studies. The comparative approach enables to conduct comparative analysis of concept,

to define continuity, and controversy in the process of their existence. Apart from theoretical arrangements we have studied the impact of modern tendencies in education on the effectiveness of current policy in higher education as well as formation of national education model.

Results and discussion

In all the above definitions of “education”, with all differences of initial dominant elements, it is emphasized that the following characteristics are mandatory (Figure 1)

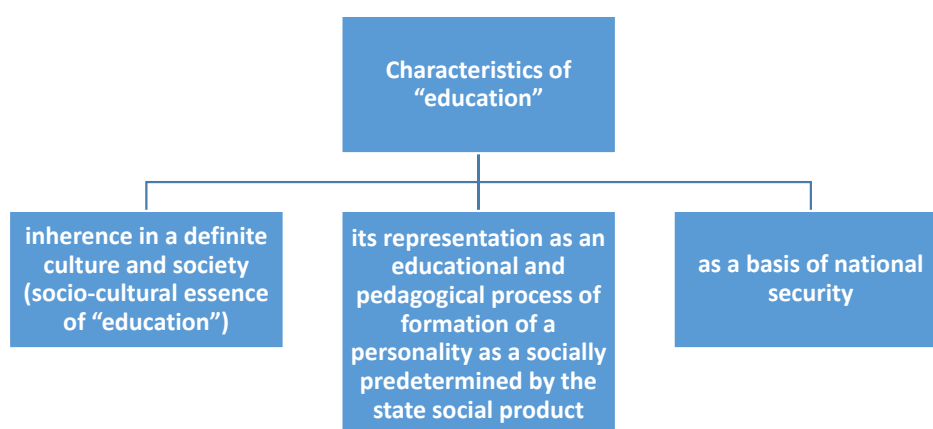


Figure 1 – mandatory characteristics

The fact that the intellectual potential of the nation is created by an educational system becomes a determining factor of progressive development of this country, in the first place, it sets out conditions for the significant peculiarity of educational policy of many countries where education is acknowledged as a sphere of national interests, one of the key factors that guarantee the protection of national security.

Therefore, “education” as a social category in the conceptual and world-view basis expresses the nation identifying specifics of each society and is aimed at solving the objectives of a society and the state in achieving (Table 1).

Table 1 – The aim of “Education”

“Education” is aimed at	
1) personal and state educational requirements	2) international quality standards determined by the interests and goals of the country

Considering the basic ideas of the “Education” concept, we can say that the main educational goal is changing, now it states not only in knowledge education, but in the provision of conditions for personal self-determination and self-realization. The criterion for the implementation of the new educational model becomes the surpassing reflection or degree of “knowledge of the future”. In the new educational paradigm the student becomes the subject of cognitive activity, and not the object of pedagogical influence. Dialogue relations between the teacher and the learner determines the basic forms of the educational process organization. The result comes out as an active, creative activity of the student, much more excelling the simple reproduction.

The formation of a new educational paradigm presupposes the solution of a number of basic contradictions between the developing culture and the traditional way of human education, between the integrity of culture and the branch-wise principle of its representation through a variety of subject areas in education. The traditional educational sys-

tem is based on the transfer of cumulated knowledge, alienated from the dynamics of the culture development, alienated from the life of the individual and society. It does not take into account the growing need for the lifelong development of a human being in a dynamically changing modern world.

One of the world's leading trends aimed at solving these contradictions is the transition to lifelong, open education that forms the basis of the informa-

tion society and can be viewed as a rational synthesis of all known forms of education. The implementation of the principles of an open education leads to qualitative changes in all elements of the pedagogical system, including the nature of knowledge itself, the forms and methods of the organization of education, the role of teachers and students in the educational process. Accordingly the essential features and functions of the new educational system are changing (Table 2)

Table 2 – Essential functions of the new educational system

Essential functions of the new educational system are:				
fundamentalization	humanitarization	informatization	ecologization	futurization

In the 21st century arises the new image of science and a new rationalism outlying from an enlightenment concept. The new ways of scientific knowledge genesis (alternative science) and new forms of knowledge are appearing today. It is impossible not take into account the flow of time and the imminent reestimation of values.

The education of a modern person has come out from the boundaries of educational institutions and has become the property of the media, groups of first-hand entourage, id est., of different environments. Today education is the “natural environment» that is designed to help a child, an adolescent, a young man in his formation, knowledge and cultural norms mastering. Each person and each new generation opens this world anew, tries to study it, learn culture [9 p. 428]. A.T. Kulsarieva and Sh.A. Ibzharova while examining the question of postmodern paradigm of education, come to the conclusion that “the theory of education should become more open and free” [10 p. 20-23]. To comprehend, understand what is happening there is no need to invent new know-how. We just need to revise the old ideas, concepts, thoughts, still relevant today. We are rethinking the ancient culture and today we are proposing to enter the “cipher of classical Paidei” into the modern educational management systems. This thesis seems us relevant and important, because education separated from the classical roots, turns into failure and inefficiency. Obviously, it is necessary to find a reasonable correlation between the needs of the education systems stipulated by the modern world and the traditions embedded in the education system in an “axial time”, by the Paidei of Socrates, Plato and Aristotle [11, 12].

Thus, the globalization processes of Kazakhstan's integration into the world educational space (the Bologna process) raise the issue of the unification of the education program for the national education system. In this connection, the conceptual analysis of education is of special relevance: educational activity, values and objectives that determine the content and the direction of education development. The goals and values of education are built and updated taking into account the actual demands of society. For the future of society, there exist three important educational goals that remain relevant, they are: personal development, person's active participation in the development of society, and vocational training. Moreover, the preparation of a person for a profession should not obscure the most important goal of education such as the successful identification and encouragement of the individual abilities. These important goals of education are not separate from each other. Social and technical changes contribute to their further interdependence and complementarity. The role of personality and adaptability to social life is great for the professional success. Society needs people who are not only disclose and develop their own personality, but also ready and able to take responsibility for others.

Conclusion

Today, the national model of education is still undergoing transformations, that should qualitatively re-orient both students and educational institutions in a new direction. We can state one thing that it is possible to educate a person in different

ways and pursue different educational goals. Of a special interest stays the issue about the interrelation of communication in-between these emerging types of pedagogical practice. In a different way should sound the problem of scientific service and management. But it is better to talk not about the scientific services, but about intellectual, managerial. Of course, you need certain knowledge, certain ideas, but which ones? We can talk about two directions of the development of education management: from

below, when educational institutions clearly represent the tasks facing them, and, from above, when the government regulates and controls this process. In any case, the modernization of the national education system should take into account the facilities and resources of the state, as well as the system of integrated relations, the intellectual tools that will be used for different purposes: for the integration, for transition from one type of practice to another, for design, for grounding and etc.

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