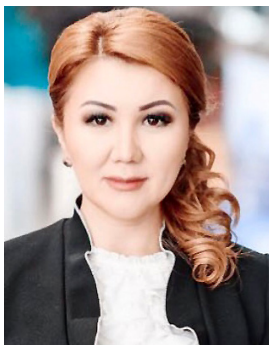




Aiman Azmukhanova



Ainur Konuratova

Factors of effective education (European experience and its application in Kazakhstan)

Abstract. The Republic of Kazakhstan faced the importance and urgency of reforming the system of higher education for a long time in the light of the possible successful integration into the world community. This need led to a number of measures to integrate the higher education system into the world community, including joining the Bologna process, participating in international academic mobility programs for students and graduate students. These reforms have had a positive impact on the education system in the republic, but they also demanded significant transformations and radical restructuring of the education system itself. The article considers both the peculiarities of joining the Republic of Kazakhstan to the Bologna process, and analyzes the intermediate achievements, as well as the internal legislative framework, which has been reconstructed in accordance with the requirements of this process.

Keywords: education, Bologna process, parameters of the Bologna process, criteria for the success of education, strategic development plan

Introduction

Modern education has become one of the most important factors of the nation's competitiveness. It is obvious that the influence and significance of this factor is immeasurably increasing in the context of globalization. The quality of human resources provided by the education system contributes to the improvement of the

country's living standards. In this regard, its main objective should be to improve the level of education and training of specialists. Improvement of the level of education will increase the competitiveness of today's young people; affect the increase in labor productivity [11].

The strategic goal of Kazakhstan in the national concept of the education system, the state program for the education development, in the main directions of the social and economic policy of the government is the integration into the European educational space within the Bologna process. Currently, the Bologna Process unites 46 countries, which graphically illustrate the change in the paradigm of higher education from a person taught - to a person learns productivity [11].

The aims of the Bologna Declaration are the development of a single pan-European labor market for highly qualified workers, free access to European education, and the provision of a comparable system of higher education. Kazakhstani higher education system has declared its intention to join the Bologna process and a number of important legislative measures and documents have already been undertaken that should contribute to the integration of our education system into the European educational space [9].

Methodology

As is known, the new Education Law adopted in 2017 fixed a number of fundamental points that will develop the higher school of the Republic of Kazakhstan in the context of the Bologna process.

It is commonly known that the Bologna Process mainly aims at increasing the access to higher education, further improvement of the quality and attractiveness of the European higher education, expansion of the mobility of students and teachers and ensuring the successful employment of university graduates due to the fact that all academic degrees and other qualifications should be oriented on the labor market. The joining of the Republic of Kazakhstan to the Bologna process gives a new impetus to the modernization of higher professional education, opens up additional opportunities for the participation of Kazakhstani universities in the projects funded by the European Commission, and students and teachers of higher education institutions in academic exchanges with European universities [13].

The goal of the declaration is to establish a European area of higher education, as well as to activate the European system of higher education on a global scale.

The declaration contains six key principles.

1. The adoption of the system of comparable degrees, including through the introduction of the diploma supplement to ensure the employability of European citizens and the international competitiveness of the European higher education system.

2. The adoption of the three-tier system of education: Bachelor, Master and PhD.

3. The introduction of the European system of the credit transfer to support large-scale student mobility (credit system). It also provides the right of students to choose their disciplines. It is recommended to adopt ECTS (European Credit Transfer System) as a basis for this process, making it a funded system capable of operating in the framework of the concept called "life-long learning".

4. Significant development of student mobility (based on the performance of two preceding paragraphs). The enhancement of the mobility of teachers and other staff by the means of set-off of the time period spent while working in the European region. The establishment of standards for transnational education.

5. The promotion of the European cooperation in the field of quality assurance with a view to develop comparable criteria and methodologies.

6. The promotion of necessary European dimensions in the field of higher education, especially in the area of curriculum development, inter-institutional cooperation, mobility schemes and integrated programs of study, as well as practical training and research.

Furthermore, within the framework of the Bologna process, there are a number of mandatory, facultative and recommendatory parameters below listed:

1. Mandatory parameters of the Bologna Process include:

2. A three-tier system of higher education.

3. Academic Credit System (ECTS).

4. Academic mobility of students, faculty and administrative staff of universities.

5. European Diploma Supplement.

6. Quality assurance of higher education.

7. The establishment of the unified European Research Area.

Recommended parameters of the Bologna process contain the following:

1. Social support of low-income students, including the following indicators:

- Annual quotas provided for orphaned children when allocating state educational grants.
 - Local executive bodies annually allocate social educational grants for orphaned children and children left without parental care.
 - The budgets of universities provide with social packages for various groups of students, including students from low-income families.
2. Unified European assessment.
 3. Active involvement of students.
 4. Life-long learning.
- Facultative parameters of the Bologna Process imply:
1. Harmonization of the content of education in areas of training.
 2. Nonlinear areas of students' education, elective courses.
 3. Module system.
 4. Distance education, online courses.
 5. Academic rankings of students and faculty staff.
 6. Harmonization of the content of education in the areas of training.
 7. Non-linear trajectories of students' education, elective courses.
 8. Modular system.
 9. Distance learning, e-learning.
 10. Academic ratings of students and teachers [11].

Thus, according to the methodology of the Bologna Process, in case all the above requirements are met, and the main goal of the program is complied, the country's education system is considered mobile, open and corresponding to the requirements of the program document. Within the framework of this article the analysis on the conformity of the Kazakhstani education system to the requirements of the Bologna Process has been conducted.

Research results

Increasing the effectiveness of educational reforms in modern Kazakhstan can be evident in the system analysis and the consideration of the crucial factors that have an essential influence on higher education. Among them:

1. deepening of integration processes within the Bologna reforms taking into account Kazakhstan's realities;
2. ongoing demographic crisis and the massification of higher education;

3. underdevelopment of the national system of qualifications, lack of quality professional standards in most priority sectors of the economy;
4. transformation of the labor market and imbalance in the structure of demand and supply of demanded specialties and professions;
5. increase in the importance of intellectual potential for sustainable economic development;
6. weak interaction of the system of higher education and the world of work [6].

Having considered these factors and the high dynamics of the changes in the global educational space, it is essential to shift the emphasis from the knowledge-based model to the competence-based approach in higher education, which allows to move from the reproduction of knowledge to interdisciplinary-integrated requirements for the results of education.

Effectiveness and quality in conditions of massification of higher education have become key parameters of socio-economic development. At the same time, effectiveness is generally assessed as a managerial-economic category and quality as multidimensional integral characteristics of the results of educational activity.

Currently there is no generally accepted definition of the concept of "quality". This can be explained due to the fact that different aspects of the term cannot be adequately formalized. In addition, the main stakeholders of the educational process, namely, students and their parents, university professors, employers, the administration of universities, the executive body represented by the Ministry of Education and Science of the Republic of Kazakhstan as subjects of management with different objective functions have different semantic concepts of quality [7].

The problem of defining the concept of "quality of education" is also connected with the ambiguity of the process of education itself. The question remain topical: is education a service or a social good? On the one hand, quality is ensured by the level and content of educational programs, the quality of faculty, the development of the infrastructure of educational and scientific processes. On the other hand, the quality of learning outcomes depends on the level of preparation of entrants and the level of motivation of students for dynamic study.

In higher education, quality can be viewed in two ways: first, as a result of educational activity; second, as a process aimed at achieving the planned results. Therefore, it is necessary to draw a line between the process and the result, differentiating the levels of education and quality requirements from various customers.

The quality as the result has been defined as an integral characteristics that reflects the degree of conformance of the accomplished educational results in compliance with regulatory requirements. This characteristic performs only an orienting function, since the components of the integral characteristic can vary in accordance with the goals of education. In case the labor market requirements are considered as a priority, the set of indicators is transformed into specific professional competencies.

When assessing the quality as an educational process (most often with accreditation), the complex of the components is taken into account: the quality of teaching, the quality of educational programs and teaching staff, the level of research, material and technical resources, the level of informatization, the development of the quality management system, and etc. Thus, the concept of “quality of education” has a complex character, combining the parameters of all components of education, conditions and the results of the educational process. Above-mentioned characteristic should be envisaged as a dotted designation for this complex parametric concept, which requires deep methodological research.

All existing types of control primarily aim at identifying poor quality education and developing quality improvement tools. In this paper, the stimulation of intra-university quality management systems and independent accreditation is under the discourse. In the context of globalization and the transition to a single educational space, the educational services market is undergoing changes. An unfavorable demographic situation strengthens attention to quality evaluation procedures that need to be transformed into an integral part of an intra-university quality culture.

Accreditation in Kazakhstan started in 2001. The procedure, named as the state accreditation, was conducted by the Ministry of Education and Science of the Republic of Kazakhstan on the basis of the declarative principle: universities provided information in accordance with 27 statistical indicators. Later, this procedure was criticized, which resulted in nearly eight-year suspension within Kazakhstan [5].

In 2009-2010, the National Accreditation Center of the Ministry of Education and Science of the Republic of Kazakhstan launched the institutional accreditation of universities in Kazakhstan.

A new stage in the accreditation of universities began in 2011. Amendments to the Law of the Republic of Kazakhstan “On Education”, approval of the State Program for the Development of Education of the

Republic of Kazakhstan for 2011-2020 allowed to transfer the process of independent accreditation to a competitive environment. The National Register of Accreditation Bodies was approved, which included two Kazakhstani agencies - IQAA and IAAR and four foreign ones - ASIIN and ACQUIN (Germany), AQA (Austria), ABET (USA). Institutional accreditation is carried out only by Kazakhstan agencies, and specialized (programmatic) accreditation of educational programs - any of the mentioned above.

Since 2015, state certification has been completely replaced by institutional and specialized accreditation for universities, and the state bodies in the form of licensable inspections have done state control. These decisions seem to be strategically correct in the context of the globalization of education [3].

It is essential to admit the recognition mechanism of the achievements of educational institutions of the Republic of Kazakhstan in the field of quality assurance on the basis of standards and recommendations of independent accreditation agencies. Accreditation becomes the focus of new relations, an instrument of competition, as higher education institutions can provide the society and employers with additional quality assurance training. In other words, the accreditation process at the legislative level is defined as the core element of the regulation of the educational services market. Thus, the state partly withdraws from the monopoly of the quality assessment.

The universities and the scientific and pedagogical community actively supported the institute of accreditation as a new model of an independent evaluation of the quality of education. Since 2012, over 300 educational programs have been accredited through the IAAR, over 20 Kazakhstani universities have been successfully accredited on institutional level. Over 40 universities were accredited through NCAA, more than 500 educational programs underwent the procedure of specialized accreditation.

The processes of accreditation initiated in Kazakhstan represent a socio-professional evaluation of the quality of education, with essential differences being independence, objectivity and publicity. Such an approach to quality assurance raises the confidence of higher education institutions, contributes to the increase of their competitive advantages - desirability for applicants and the relevance of their graduates to employers.

The autonomy of the universities within the framework of the Bologna process is implemented in the Kazakhstani graduate school by refusing in 2012 from the State Educational Standard (SES) of specialties and the development of educational programs with a high level of academic freedom. Instead of SES specialties, two SES were approved by the decree of the government of the RK (SES of undergraduate program and post-graduate program) were brought into force. These standards are of a framework principle, and do not take into account the specifics of a particular profession. They do not describe the qualification characteristics of the graduate with a description of the functions of professional activity, requirements for professional competencies. On top of that, it lacks concentrated exposition of the content of the educational program in the cycles of disciplines. In other words, there is no object for exercising state control. Hence, it seems logical to reject the procedure for state certification since 2015 [2].

Moreover, the education quality assurance in the Republic of Kazakhstan is regularly conducted due to participation in the Bologna process, according certain criteria, including the implementation of the first and second cycle programs, access to the next cycle, the introduction of qualifications frameworks, a credit system comparable to ECTS, the official transcript, the development of the external quality assurance system, the participation of students in the external quality assurance system, the level of international participation in external quality assurance, acknowledgement of prior learning. When analyzing these achievements for 2009-2012, the Republic of Kazakhstan demonstrated rather high results, since the achievement of the most criteria is either at the implementation stage, or needs further development where only four parameters are missing or undeveloped.

As a result, 70-89% of students are enrolled in the first and second cycle programs according to the Bologna principles. The first cycle is represented by several programs (less than 25%) that must be completed in order to get an access to the second cycle programs. Second cycle programs must be completed to be transferred to the third cycle programs. ECTS credits are distributed for all components in more than 75% of higher education programs, which allow the students to transfer and accumulate credits and credit units based on learning outcomes or loans are allocated to all components of programs his education with ECTS credit system, which allows to transfer and accumulate credits. These criteria are at the implementation stage in the Republic. While diploma

transcripts are issued free of charge in a widely distributed European language to some students or for some programs, i.e. on demand, and not automatically, the quality assurance system is implemented at the national level. Quality assurance agencies have not been evaluated for compliance with ESG. The quality control system is applicable to all educational organizations and/or programs and covers many of the main issues, which corresponds to the required refinement. Finally, the level structure, level descriptors (learning outcomes), and the number of credits have been conformed upon, students participate in one quality assurance control procedure or do not participate at all, there are no procedures for recognizing prior learning at the national or institutional/program level, which either were not developed or are absent [1].

Therefore, during 2009-2012 high results were observed from participation in the Bologna process, which led to the fact that the education system of the Republic of Kazakhstan has been highly developed, but still needs to be improved.

Next, the analysis of the achievements of the Republic of Kazakhstan in the Bologna process during 2012-2014. The criteria system was extended by one criterion, which has become very important in the conditions of the impending second wave of the World Economic Crisis and helpful for students from poor families.

Furthermore, the level of achievements in 2012-2014 significantly increased. There is no criterion that is missing or not developed, but three criteria require revision, while the two criteria are fully implemented, and five are at the implementation stage. Briefly describe the fully implemented criteria.

Completely implemented are the criteria for the first and second cycle programs, as well as the level of openness of the quality assurance system. Ninety percent of students are enrolled in the first and second cycle programs according to the Bologna principles. All educational institutions and programs can be accredited by foreign quality assurance agencies in order to fulfill their external quality assurance obligations, while meeting national requirements.

At the implementation stage, as mentioned above, there are three criteria which cover an access to the next cycle, the introduction of qualification frameworks, Kazakhstani credit system comparable to ECTS, a transcript to the diploma, the development of an external quality assurance system. The following data indicate that there are several (less than 25%) of the first cycle programs that do not provide an access to

the second cycle programs and several second cycle programs that do not give free access to third cycle programs, the NRC has been legislated or at the political level. Concerning the given case consultations or discussions at the national level were organized. Stakeholders agreed to coordinate the NSC; ECTS credits are distributed across all components in over 75% of higher education programs, which allow to transfer and accumulate credits and credit units based on the results of training. Otherwise the loans are allocated among all components of higher education programs using the ECTS credit system, which allow to transfer and accumulate loans. In addition the diploma transcript are issued free of charge in a widely distributed European language to some students or for some programs, i.e. on demand, and not automatically, the quality assurance system is implemented at the national level [1].

Among the criteria that need improvement are the following criteria were indicated for helping students from low-income families: the participation of students in the external quality assurance system, and the portability of state grants and loans for external mobility.

Thus, such progress in the development of the Kazakhstani education system is very high, since there are already very high intermediate results, consisting in the implementation of two criteria and the continuing implementation of the five criteria, as well as the complete absence of undeveloped or missing criteria. In spite of the second wave of the economic crisis, Kazakhstan managed to make a significant breakthrough in the education system and bring it closer to meet high international standards. Definitely, the development of the Republic within the framework of the Bologna process continues and, taking into consideration such high achievements in a short 5-year period, it will be systematic, with the achievement of high and brilliant results.

Discussion of results

The experience of joining the Bologna Process in Kazakhstan and other CIS countries shows that there are two extreme points of view on this issue. A significant part of higher education employees believe that Soviet higher education is the best in the world, and current reforms have a strategic goal to destroy it completely. The second group adheres to the point of view that higher education is archaic and is subject to total reform. The implementation of the norms, requirements and recommendations of the Bologna Process can be achieved through the effective solution of all academic problems.

Both of these points of view seem extreme, and preconceived interpretations of the essence and meaning of the Bologna process. It is essential to distinguish the ideology of radical reform of higher education in all directions from the pragmatic task of ensuring the conformity of Kazakh higher education institutions with the architecture of the European system of higher education on the basis of flexible and, in many respects, recommendatory principles of the Bologna process.

Definitely, the Act of joining Kazakhstan to the Bologna process does not mean that higher education will automatically become “European” in its content, structure, technologies of training, resource provision, etc. However, it is impossible to underestimate the role of Kazakhstan’s joining to the Bologna process for the modernization of the national system of higher education.

It is worth noting that there is no alternative for joining Kazakhstan to the Bologna process. Refusal of this would mean the triumph of the policy of isolationism and the isolation of the national higher school from the current trends in the development of the global scientific and educational space. Education as a process of mastering the personality of the achievements of the world scientific-intellectual, artistic-aesthetic and spiritual-moral culture in principle does not recognize national-state borders. At the same time, it would be ingenuous and inconsiderate to see in the various models of organizational and methodological unification, the introduction of uniform criteria, norms and indicators of the effectiveness of university education a method of reorganizing the national system of higher education that has been protested and requires only practical implementation.

Zhumagulov stated that there is a number of risks and threats that higher education system of the Republic would face in the process of its integration into the world educational space, taking into account full participation in the Bologna process: “Joining of Kazakhstan to the Bologna Process while copying the content of educational programs without consideration of the specifics, social conditions, national traditions can lead to the loss of national and regional specifics, and as a result, the loss of competitive advantages; outflow of specialists and the shortage of human resources. Therefore, we must relate any reforms in the field of education to the needs of our state and national interests” [4].

The analysis and consideration of the specifics of the political, economic, social and cultural status and the development tendencies of modern Kazakhstani society, scientifically based understanding of stra-

tegic national interests as the basis for adapting the higher education system of Kazakhstan to the requirements of the Bologna process is clearly a task beyond the competence not only the leadership of the university, but also the Ministry of Education and Science. In this regard, a number of issues arise that need to be put right now - in the context of the fait accompli of the full-scale inclusion of Kazakhstan in the Bologna process.

One of the very complex problems our republic faced in the process of joining the education system to the Bologna process was the introduction of a multi-level education. It is assumed that the introduction of multi-level higher education would meet the following challenge: the first cycle (bachelor's degree) will satisfy the massive social demand for higher education, and the preparation of masters and doctors will contribute to the formation of professional elite. At the same time, it is worth taking into account that the general, basic knowledge, formed by the students in the framework of bachelor's degree training, and the specialized knowledge required for masters and doctors programs are two qualitatively different types of knowledge that require diversified teaching methods.

Probably one of the promising practical measures to upgrade the status of a bachelor's degree as a full-fledged higher education is not a mechanical copying of the 3 + 2 + 3 scheme, but a longer training in the bachelor's degree, which is prescribed in the Bologna process. In the case of Kazakhstan, the standard study period of bachelor programme is 4 years, and master's program it varies between 1 and 2 years. In addition, in a number of disciplines of the sciences and humanities (theoretical Physics, Chemistry, Mathematics, Philosophy etc.), teaching can not be divided into bachelor's and master's degrees.

The next serious problem is the credit-module education system. The European-style credit system, in particular, European Credit Transfer and Accumulation System (ECTS), recommended as a basic one, quite effectively solves the problems of individualization of training and evaluation of its results. At the same time, this has implications for the atomization of the student group, the spread of selfish attitudes in the student environment. In this respect, the statement of M. Lusseau, President of the University of Tours (France), is evidentiary: "Students should be able to master and activate their knowledge as isolated and disconnected cognitive sets" [4].

According to the State Programme of Development of Higher Education, the share of elective subjects in national higher education institutions will increase to 65% in Bachelor's degree programmes, 85% in Master's degree programmes and 95% in Doctoral degree programmes by 2020. Meanwhile, according to the well-known definition, the student is "a creature accustomed to looking for the easiest ways". The system of credits and problem-thematic modules, giving more freedom to students in the choice and sequence of study courses, provokes students to choose not those disciplines that are most important and significant for their professional and general cultural training, but those that are easier, or whose teachers are less demanding. This deforms both the motivation to choose subjects and the students' perception of the quality of teaching (integrity, demandingness and professional competence of teachers).

Translated with www.DeepL.com/Translator (free version) In accordance with the State Program for the Higher Education Development, the share of elective subjects in universities of Kazakhstan will increase up to 65% in the bachelor program by 2020, up to 85% in the master's program and 95% in doctoral studies. Meanwhile, according to a well-known definition, a student is "a being who has become accustomed to seek the simplest ways". The system of credits and problem-thematic modules, giving more freedom to the students in selection and sequencing the development of training courses, provokes students to choose the disciplines that are crucial and important for their professional and general cultural training, but those that are lighter, or teachers who are less demanding. Thus, both the motivation for the selection of academic disciplines and the students' perception of the quality of teaching (integrity, exactingness, professional competence of teachers) are violated.

Furthermore, the most challenging topic is the increased mobility of students and faculty. Bologna agreements stipulate that a student must study a semester or academic year in a foreign university. Cross-border mobility of students and teachers (including in the framework of academic exchange) should be provided with appropriate financial resources, organizational and institutional factors. Kazakhstani universities are not fully ready for this. However the corresponding steps are being taken. For example, in 2015, 200 million KZT were allocated to the program of academic mobility from the budget. Furthermore, one of the "pitfalls" of the mobility principle is the problem of "brain drain", the danger of massive outflow of the most qualified specialists abroad for a long period or for permanent residence.

Recognition of qualifications is also a very large problem in the framework of the Bologna Charter. So far, the principle of convertibility of diplomas to graduates of local universities does not exist. Here it takes a long and painstaking work on international accreditation of national educational programs. To date, only three Kazakhstani universities have international accreditation: Kazakh Leading Academy of Architecture and Civil Engineering with a degree in architecture, South Kazakhstan State University (seven educational programs) and Kazakh-British Technical University (engineering programs of a specialized British Marine Engineering Institute, science and technology).

The final and one of the most serious problems is ensuring the autonomy of universities. Independence and autonomy of the universities is the cornerstone of the Bologna Charter. This document notes, "Independence and autonomy of universities give confidence that the system of higher education and research will continuously adapt to the changing needs, demands of society and to the need for the development of scientific knowledge" [8].

A general conclusion from the analysis can be formulated as follows: joining Kazakhstan to the Bologna Process is a positive and non-alternative step. "In the broad sense of the word, the Bologna process is part of a general scenario in which people, ideas and information move freely across state boundaries" [8].

The Bologna process proclaimed the principle of orientation of education on European values. At the same time, Kazakhstan's participation in the Bologna process should make full use of the opportunities afforded by the Bologna Agreement itself to preserve the national traditions of higher education. Including, first and foremost, the tradition of ensuring the fundamentalism of higher university education, not subject to market conditions.

It is obvious that the Kazakhstani higher school is gradually integrating into the European educational space. State institutions and universities actively study the best practice of foreign universities in joining the Bologna Process. It should be noted that the experience of each individual country is unique, including Kazakhstan. In this regard, it is worth focusing on some of the problematic issues that prevent the active implementation of the national system of higher education in the European educational space.

In the sphere of education in Kazakhstan, there are a lot of control and supervisory procedures: state certification which is conducted once

in five years (since 2015 it has been cancelled); accreditation - institutional and specialized; international accreditation of educational programs; scheduled monitoring of compliance with the law and licensing requirements which is conducted once in five years; external evaluation of educational achievements annually. Such an excessively developed control system is not available in any country in the world.

The problem of ensuring the quality of education become complex due to the expansion of bureaucracy. The head of state highlighted at one of the meetings with the heads of ministries and departments that formal paperwork is obvious in educational institutions. Endless planned and unscheduled inspections, in many respects duplicating each other, distract teachers from pedagogical and scientific work and fix “double standards”. It is necessary to minimize these control and verification procedures. In this regard, the rejection of state certification needs to be regarded as a logical continuation of the democratization of higher education initiated in the country.

MES RK should tighten the procedure for issuing licenses and post-licensing control. Institutions that provide poor-quality education must leave the market of educational services. Planned inspections for compliance with licensing requirements and compliance with legislation should be implemented on the basis of a radically updated legal framework, eliminating long-outdated standards. The right methodology of licensing verification and control should become an alternative to the historical procedure of state certification.

President Nursultan Nazarbayev in his message to the people “Strategy” Kazakhstan - 2050” set the objective of developing the national system of qualifications and creating an independent system of confirming the qualifications of specialists. The state should not simultaneously provide educational services and assess their quality [10].

Conclusion

The industrial-innovative stage of Kazakhstan’s development is accompanied by the change in the structure of the economy and the increase in demand for skilled labor. There is a qualitative gap between supply and demand. Qualification of employees does not fully satisfy employers, and the education system continues to develop in autonomous logic, which does not correlate with labor market requirements.

The main vector of modernization of higher education should be the development of social partnership of universities and professional

associations of employers in the design of professional standards and practical-oriented educational programs based on the graduate's competence model. Professional standards should become a "road map" for each profession.

The lack of high-quality professional standards in many areas and professions constrains the development of competence-oriented educational program. In addition it does not allow to ensure the interfacing of procedures for final certification of graduates and certification of bachelor's qualifications. In this issue, there is a lack of consolidation of employers by industry and weak interaction between universities and employers. Additional efforts are required for inter-sectoral coordination in the development of the legal and regulatory framework for the social partnership "university-employer" in the context of the development of the national system of qualifications.

The low effectiveness of educational reforms has become a byword. Budgetary funding for higher education at around 0.4 percent of GDP is negligible compared to OECD countries (2.2 percent). This is the reason for the low level of faculty payment, the shortage of highly qualified scientific and pedagogical workers, widely practiced intercourse, which is associated with a loss in the quality of education. Normative and legal risks are caused by a frequent change of educational priorities, the lack of consistency in reforms. On a systemic basis, there is a change of education ministers (in the last twenty years, twelve heads of this department have been replaced), and the matter of modernization remains "more alive than all living" [3].

Established more than a quarter of a century ago, the ratios of the ratio of staff to teaching staff and the contingent of students have long been outdated. A high annual load of the teacher (850-900 hours) does not contribute to improving the quality of teaching. This load (about three times higher than that of a foreign professor) does not leave time for research and teaching and methodical work. In foreign universities, future bachelors do not study such a voluminous cycle of general educational disciplines (sociology, political science, basics of law, history, languages, philosophy, the fundamentals of life safety and others). In this regard, the State Program for the Development of Education for 2011-2020 was planning to reduce the share of general education disciplines from 25 to 15 percent due to the transfer of a number of high school disciplines in the curriculum of school profile education. However, such a transformation did not happen.

Today, when evaluating the effectiveness of the universities, the following criteria applied, namely, the number of foreign students, scholars invited from abroad, students leaving the country for the academic period, etc. All these criteria assessments have been borrowed from the practice of foreign accreditation agencies. Undoubtedly, they contribute to the formation of a common space for higher education, the acquisition of international experience in the field of educational process organization and quality control. However, the expediency of their introduction into the practice of the Kazakh higher school requires in-depth analysis and additional research.

The organizational and methodical measures for the development of the national quality assessment system in the direction of a significant update of the regulatory framework and the improvement of the licensing control mechanism and independent accreditation should be recognized as topical.

The findings of our research are quite convincing, and thus the following conclusions can be drawn: the Kazakhstani higher school is ready for integration into the European educational space. However, general constructive efforts and campaigns are required, both from the state bodies and from the universities.

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