

EDUCATIONAL POLICY IN CENTRAL ASIAN REGION

Abdyrakhmanov Tolobek Abylovich¹, Ergeshov Erzhan², Mukhamet kalieva Gulnar³, Academy Kainar⁴, Sargazin Zhanibek⁵, Bissenbayeva Zhanat⁶

¹Doctor of historical sciences, professor Kyrgyz State university named after I. Arbayev.

^{2,3,4,5,6}Post graduate student Kyrgyz State university named after I. Arbayev.

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Abstract

This article examines the development of the educational systems of the Central Asian states and their independence.

Each of the countries has formed its own way of developing education—from an orientation (sometimes not too well thought out) to Western standards to a pronounced desire to limit external influence.

The educational systems of the Central Asian countries need serious reform, primarily aimed at modernizing the technical base and educational literature, training modern personnel, and introducing international mechanisms and standards.

In addition, this article discusses the main characteristics of the development of education systems in Central Asia.

You can also see the whole picture and the dynamics of the development of the education system and the level of literacy in the countries of Central Asia

Introduction

After gaining independence in the early 1990s, five Central Asian countries—Kazakhstan, Turkmenistan, Kyrgyzstan, Tajikistan and Uzbekistan – began an independent path of development of educational systems.

Education determines the position of the state in the modern world and the person in society. It is the key to the dynamic development of productive forces, science, technology, culture, strengthening the national security system.

The study of the problems of state educational policy is due not only to the need for further theoretical research of the topic, but also has a pronounced practical orientation. Namely: to develop and propose measures that would help not only return to the previous heights in education, but also unleash the potential of education as a decisive factor in ensuring the national security of the country.

Moreover, the problem of providing qualified specialists with the accelerated socio-economic growth of the country, the expanded reproduction of the intellectual national resource is only one of the integral tasks of the education system in strengthening the country's security. The list of such tasks is much wider, since we are talking not only about vocational training, but also about the comprehensive education of the younger generation of Russians who are called upon to defend the country's interests in the rapidly changing world of the 21st century.

Among the most important factors that ensure and maintain at a high level the state of national security, in addition to economic, political and military potential, the system of cultural and educational institutions should be highlighted. They play an ever-increasing role in strengthening the modern economy and defense potential, ensuring high sustainability of the country's development and its competitiveness in the long term.

Most of the developed countries of the world have developed a new approach to the strategy for the development of education in their state educational policy, which meets the prospects of post-industrial civilization and is determined by the movement of sources and driving forces of socio-economic progress from the material to the intellectual sphere. Under the influence of this fundamental shift, the role and structure of education changed: it becomes not a derivative, but a determining factor of social growth, no longer satisfies social needs, but forms future social opportunities. It is this position of states in their educational policy that allows them not only to preserve and ensure national security today, but also to create its preconditions for tomorrow.

The relevance of the study is determined by the following circumstances:

- first, the need to comprehend those social shifts that have led to the strengthening of the role of education in the modern world, as well as in ensuring the national security of the state. All these changes are reflected in the educational policy of the states; therefore, it is important to carry out its comparative political analysis;

- secondly, the importance of analyzing the changes in education that have been reflected in the Russian state educational policy. Analyzing this policy, we have to admit that it does not differ in consistency, sufficient efficiency, does not create the groundwork that would ensure national security in the future. At the same time, this policy could rely on the deep historical traditions of the domestic education system, on its recognized achievements: in the 20th century, took a leading position in all areas of fundamental science, and significantly enriched world culture.

The focus on Western-style educational systems has become a kind of credo for the development of the education sector in Kazakhstan, which is actively involved in the Bologna process, has Western-style educational institutions on its territory, and also finances student exchange programs with other countries [1].

At that time, education played an ideological and economic role: it helped to achieve the goals and meet the needs of the planned economy. The duration of compulsory education was ten years, followed by one or two years of secondary special education, often vocational. Most of the students were focused on specialized professional programs, the content of which was developed and offered by state-owned enterprises. In accordance with these programs, a significant part of the graduates of educational institutions were employed [2].

It is worth noting that access to higher education was strictly controlled, with the content of higher education programs emphasizing the engineering and technical needs of the country's economy, and a limited number of programs were available in the humanities and social sciences. [3]

Discussion

Under these conditions, almost all Central Asian countries allowed the establishment of private schools and universities, which mostly encouraged tuition fees. At the same time, not only was there no formal division into for-profit and non-profit educational institutions (which ultimately led to the spread of corrupt education systems), but also no legislative mechanisms were developed to regulate the cash flows of such schools or universities.

Over time, in some countries (for example, in Kyrgyzstan or Kazakhstan), there have been trends towards the transition to international standards in the field of education: they began to open representative offices of foreign universities on their territory, introduce student exchange programs, etc. However, as will be shown below, such processes also carry certain risks. [4]

Thus, the main goal of the Central Asian countries was to bring their own educational systems in line with the new conditions, that is, first of all, to move away from central planning and switch to market relations.

Since independence, the educational systems of the countries under consideration have undergone a significant transformation, which has resulted, in particular, in a markedly increased intake of students in higher education institutions [5].

Nevertheless, it soon became apparent that there had been no fundamental changes in the teaching and management system of the institutes. In addition, the newly established (private) institutions were not yet able to guarantee the necessary quality of education. At the same time, there was a rapid aging of the teaching staff in state schools, which, in turn, carried the threat of separation from the world educational systems and standards [6].

Among other things, the problematic issues of the educational systems of Central Asia to this day are the availability of education (especially in rural and remote areas, where the network of schools is not always developed and electricity supply is periodically interrupted), the rapid aging of the teaching staff, as well as the lack of updating of educational materials. All this suggests that the educational systems of the Central Asian countries need a comprehensive reform aimed at overcoming the above-mentioned difficulties and further integration into the world educational practices.

Kazakhstan. The main characteristic and, perhaps, the disadvantage of the school education system in Kazakhstan is the prevalence of the traditional approach to the learning process. And if the country's leadership is able to solve many material issues related to the renewal of equipment and the introduction of new technologies, then a fundamental change in the approach to education itself requires an appeal to international experience [7].

The problems of education in Kazakhstan and their various aspects were touched upon in the studies of Abylkassymova A.E., Aryn E.M., Kuserbaev K.E., Romanova N.V., Sadykova T.S., Smagulova M. and others. Kazakhstan's policy in the field of education can be distinguished by the work of I.N. Tasmagambetov, who analyzes the problems of reforming in the field of education in the context of developing social policy in transit political systems.

In Kazakhstan in the field of political science on educational policy in the context of globalization, there is a study by A. Nurmagambetov "The policy of the Republic of Kazakhstan in the field of higher education: a comparative political analysis". Nurmagambetov A.A. conducts a comprehensive comparative political analysis and generalization of state policy in the field of higher

education. Analysis of the degree of development of problems in domestic and foreign scientific literature allowed the author of the study to summarize that:

- the modern practice of reforming the Central Asian education system needs its theoretical, methodological and conceptual substantiation;

- in the political science of our region, the problems of the priority of individualization of education in the context of globalization, the effectiveness of mechanisms for the formation of ethnocultural and civic identity based on knowledge of the history of the state, the state language, cultural national values of the peoples of all Central Asia, ethnosocial stratification and educational infrastructure of society have not yet been investigated, aspects of ethnocultural educational policy.

In the field of computerization of school education and Internet connection in the country, a paradoxical situation has developed: despite the rapid growth in the number of schools with access to the World Wide Web, informatization is often carried out only for the sake of statistics [8].

Despite the measures taken to update the country's educational system and its further development, during the period of reforms in Kazakhstan, there was a decrease in the educational level of the population, which is associated with a kind of marginalization of the post-Soviet society, as well as with the material difficulties of a significant part of the population. In addition, a significant gap between the growing number of applicants and the declining number of teachers had a negative impact on the higher education system [9].

Kyrgyzstan. Since gaining independence, Kyrgyzstan has begun to reform the education sector, taking into account the market orientation of the country's economy: Thus, in 2002, the Concept of Education in Kyrgyzstan was adopted, the main objectives of which were to provide the population with equal, affordable and high-quality education. [10]

The duration of school education in Kyrgyzstan is 11 years and includes the initial stage, basic secondary education and full secondary education [11]. The higher education system in the country is represented by four types of universities: universities, academies, colleges and institutes.

Kyrgyzstan has developed a multi-level system of higher and post-university education, which includes a specialty, bachelor's degree, master's degree, as well as postgraduate and doctoral studies [12].

In addition, the country is increasingly integrated into the Bologna system. Over the years of independence, higher education in Kyrgyzstan has become widespread, but over time, problems of non-demand for graduates, especially specialists in the humanities, have begun to arise [13].

In addition, licensing and accreditation of newly created educational institutions remains an important problem – at present, these procedures are carried out by the State Inspectorate for Licensing and Accreditation of Kyrgyzstan without involving personnel from professional associations [14].

Conclusion The conducted research allows us to draw the following conclusions.

State educational policy acts as part of the social policy pursued by the state; carried out by public authorities, as well as by other entities to achieve goals and solve problems of a national and global nature in the field of education.

The subjects of this policy are: the government, its authorized ministries, other departments, leading national educational institutions, pedagogical, scientific, expert communities, religious and other public organizations, associations of consumers of educational services, etc.

Historically, the Central Asian region has remained a key area for interaction between states located in the east and west of the Eurasian continent. The current geopolitical reality confirms the importance of this region on the modern map of international relations.

The key resources that the Central Asian countries have always had have been their territories and the resources that they have built into them. The trends of the modern world order are such that the countries surrounding the Central Asian region are interested in maintaining their own sphere of influence over it, which would provide cheaper communication movements, access to local national natural resources, and confidence in the impenetrability of their national borders.

The condition for monitoring and building effective relations with the Central Asian countries is undoubtedly the creation of a certain, sufficiently high cultural and educational level in these states, which would stimulate the preservation of democratic order in them.

All three of these participants in the process are interested in dialogue, and all three use as an important communication mechanism a system of technologies in the field of education, on the one hand, necessary for the problem region, and on the other-forming a vector for the development of bilateral communications, both for the short and long term

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