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DEVELOPMENT OF INTERNATIONALIZATION OF HIGHER EDUCATION IN THE REPUBLIC OF KAZAKHSTAN

The article discusses the internationalization of education: diversification and growth of financial income through attracting foreign students to paid education; expansion of curricula and training of their students in foreign partner universities; expansion of the regional network of the university for the effective use of its resources; improving the quality of education and research through the participation of students and teachers in the international process of knowledge exchange, etc. The development of international interuniversity cooperation makes it possible to organize joint research projects, exchange programs for students and teachers, special programs for foreign students. Most modern universities are involved in international activities, but this is usually the simplest degree of internationalization. At a higher level, the internationalization of higher education can be seen as a process of systematic integration of the international component into education, research and social activities of higher education institutions. In this sense, by no means many institutions, even from large centers of academic education, can be considered international in a true sense.

Keywords: internationalization of education, social and cultural adaptation, personality, language community, international students, language barrier, leisure activities, gender differences.

Introduction

One of the most important modern trends in economic development – internationalization – in relation to the field of higher education, its main forms and characteristics, such as the mobility of students and teachers, the internationalization of curricula and programs, the creation of regional and

international university networks, and the export of educational services are considered. Since the time of itinerant scholars of the late Middle Ages, universities have always been seen as a social and cultural phenomenon, the purpose of which was to spread knowledge outside their territory. Most of the higher educational institutions formed in the 19th and 20th centuries performed their traditional functions of forming professional groups and the local elite, as well as developing science and technology in the national environment. From the second half of the twentieth century, universities have been involved in a powerful movement of educational expansion and democratization of educational opportunities. The massive spread of higher education has come to be seen as a guarantee of the state's competitiveness in the new global economy. Although the students of many countries actively participated in the movement for the independence of their country, its development, modernization and democracy, most universities were subsidized by the state, which also determined their political dependence.

Educational institutions were formed within the framework of state policy and the existing systems of higher education, the methods and procedures for their regulation were adapted to the national economy and culture of specific countries. There is no international higher education system, even if a certain model – American, British or German - is used by other countries to build their own educational system. With the development of the processes of globalization and the internationalization of the economy and business, higher education faced a new task – the training of professional personnel capable of working effectively in the changed conditions of the global market. The internationalization of education pursues various goals, including: diversification and growth of financial revenues by attracting foreign students to paid education; expansion of curricula and training of their students in foreign partner universities; expansion of the regional network of the university for the effective use of its resources; improving the quality of education and research through the participation of students and teachers in the international process of knowledge exchange, etc. The development of international interuniversity cooperation makes it possible to organize joint research projects, exchange programs for students and teachers, special programs for foreign students. Most modern universities are involved in international activities, but this is usually the simplest degree of internationalization. At a higher level, the internationalization of higher education can be seen as a process of systematic integration of the international component into education, research and social activities of higher education institutions. In this sense, by no means many, even from large centers of academic education, can be considered international in a true sense.

Materials and methods

Higher education of the XXI century differs in a number of features and requires certain changes in the content and organization of training. Change is integral to progress. Technical innovations entail changes in technological processes, changes in the management of these processes and changes in the training of specialists. It has always been so, but at the end of the twentieth century. the scale and speed of change has increased so much that it was necessary to create a system for managing these changes. At the beginning of the XXI century change has become a critical requirement for successful organizations and change management has become a valuable leadership skill. In education, the rapidly increasing flow of information has become the main driver of change. The growth is happening at such a pace that the old methods and the training system itself can no longer cope with it. A simple increase in the volume of knowledge being mastered leads to an excessive increase in the teaching load, adversely affecting the health of students, but at the same time does not give the desired results. Knowledge is updated so quickly that by the time the university graduates, the knowledge acquired by students is outdated. There was a need for constant updating of professional knowledge – that is, continuous «lifelong» training. Changes in the economic environment require professional reorientation of specialists at different stages of their careers, mastering new areas of activity, changing occupations, etc. The students themselves have become different – in addition to yesterday's schoolchildren, mature specialists come to universities, burdened with families, combining study with work. Their experience in practical activities, special conditions for obtaining an education force university to change the schedule and methods of teaching. It is no longer enough to transfer a certain amount of knowledge to students; it is much more important to teach the search and analysis of the necessary information, the very process of acquiring knowledge. These changes, characteristic of the education process itself, are taking place against the background of broader changes that cover the economy of individual countries, regions and the world as a whole. Students receive higher education in foreign countries, and apply the knowledge gained by working in international companies around the world. The European Union has developed special scholarships and programs to encourage students to travel to study outside their home country. In leading universities in the UK, USA, Canada, up to 80 % of students are foreign citizens. Modern information technologies, the rapid development of distance learning have made national borders absolutely transparent for educational services. A single world educational market has emerged, where universities from different countries offer their products and services to all students at once, without limiting themselves to national borders.

The famous Financial Times rankings of the best business schools now include not only US universities, but also Canada, Spain, France, and Great Britain. When employing university graduates, employers in many European countries pay more and more attention to the experience of study, life and work abroad, as this indicates the adaptive capabilities of candidates, the breadth of their horizons, and the skills of communicating with representatives of different cultures. These processes have not been spared in Kazakhstan. And the more stable the situation in Kazakhstan looks in the eyes of foreign investors, the more interesting the Kazakhstani education market will be for foreign universities. And since this is so, it is worth taking care of the readiness of each university to adequately participate in this competitive struggle. The main forms of internationalization of higher education the national isolation of universities increasingly comes into conflict with the consequences and prospects of internationalization and globalization. This fundamental conflict manifests itself in various aspects – the problems of the recognition of university degrees, in matters of specializations and assessments, the development of international forms of determining the quality of training, the conditions of international accreditation. To propose real steps to overcome this conflict, it is necessary to analyze the main forms and the most important characteristics of the internationalization of higher education, to determine its prospects. Student mobility the most famous form of internationalization of higher education is student mobility – the departure of a certain number of young people to study abroad. Sending students to study in other countries is not a new phenomenon, and some regions have faced this for a long time. Most European countries have had a steady flow of students from their former colonies for many years. A significant proportion of young people from Latin American countries seek to obtain a diploma at universities in the United States and Canada. During the Cold War, higher education institutions in the Soviet Union and Eastern Europe attracted students from states with similar ideologies. Over the past 40 years, the rate of increase in student flows across national borders to pursue higher education has exceeded the rate of expansion of higher education itself. According to UNESCO, the level of international student mobility has grown by 300 % over the past 25 years. According to experts, by 2010 the number of students studying abroad will amount to 2.8 million, and by 2025 – 4.9 million people. Student mobility is stimulated by various state and regional programs. Many countries conclude bilateral and multilateral agreements in this area. The most famous European programs are Erasmus, and then (since 1995) Socrates. The Erasmus program (started in 1987 to help create a common market in Europe) and associated mobility schemes such as Comet, Lingua and others aimed to create a European

model of higher education. Student exchange is seen as a powerful tool for the development of a common European market for specialists and skilled workers.

In addition to organized student mobility schemes, there is also a spontaneous movement of students outside of any programs. This spontaneous mobility has developed because of a number of factors reflecting the «push» and «pull» strategies in the educational services market. On the one hand, universities, seeking to increase the offer of their programs in foreign markets, open their branches and foreign campuses in other countries, conclude cooperation agreements with local educational institutions, use distance learning technologies, etc., that is, push their own educational services and products through the distribution channel until they reach the target consumer of education. On the other hand, national differences in access to education, quantitative restrictions on recruiting for certain specialties make students from these countries look for educational opportunities abroad. Linguistic and cultural considerations attract students to educational programs in the UK, France, and the USA. The dominance of English as the main language in modern science and the most frequently studied second language has led to the fact that, along with the United States and Great Britain, Canada and Australia are also included in the list of countries hosting the largest number of foreign students. Specialized agencies and consulting companies, both national and international, are emerging, acting as intermediaries and consultants to meet the demand for educational services. International student mobility is not only an intercontinental but also a regional phenomenon. The process of integrating regional economies also stimulates student mobility, and therefore international agreements such as NAFTA, ASEAN or APEC have played a large role. The specially created international program – a student exchange program between northern European countries – is based on the attractive principle of payment «money follows the student». Under this program, Scandinavian universities receive funding based on the number of students enrolled in their programs. Moreover, the money is allocated both for students from a given country and for citizens of countries united by this agreement. Gradually, the flows of foreign students crossing national borders for higher education began to be perceived by most host countries more as trade than assistance, since quite often foreign students pay their full tuition fees. In many educational institutions, the income earned from full tuition fees for foreign students is becoming a significant addition to the annually shrinking university budgets. Without such additional income, many universities simply could not exist. Thus, the reason for the growth in the number of students studying abroad, at the present stage of the development of higher education, is increasingly being driven by market processes, rather than government policy or issues of assistance. The international market for educational

services is turning into a rapidly developing sector of the economy, the central elements of which are the international marketing of educational institutions and the targeted recruitment of foreign students. The Australian example shows that a policy of aggressively marketing university programs and directly seeking and recruiting international students has proven to be productive, at least from an economic point of view. Faculty mobility Although faculty mobility is not as well researched as the area of student mobility, it can be considered the second most important form of internationalization in higher education. Traditionally, the international mobility of faculty is driven by research and scientific work, but in a number of regions and in certain areas of education, such as management and business administration, there are special schemes for regional and international training for young researchers and teachers. As with student mobility, there are strong geographic differences in flows.

At one pole in this process are countries with a high level of scientific immigration as a result of the targeted attraction of scientific personnel to expand the higher education system (for example, as was the case in Hong Kong), and on the other, countries with a low level of internationalization of the teaching staff, mainly countries with a high level of national homogeneity, using only their native language in teaching, for which it is therefore difficult to find specialists who speak foreign languages. The United States and Great Britain are the largest exporters of scientific labor resources, but at the same time, the departments of their universities are very attractive for foreign specialists. This can be seen if we pay attention to the composition of their highly qualified scientific personnel, among whom there are many representatives of foreign countries. Like any labor migration, interstate intellectual migration can be temporary and permanent. Temporary is one of the forms of international scientific cooperation, permanent is equivalent to emigration and is called brain drain. In the broadest sense, this is the departure from the country of any specialists engaged in qualified intellectual or creative work, as well as potential specialists – students, graduate students and interns. Specific reasons for the emergence of intellectual migration include the opportunity to gain additional experience, as well as the opportunity to engage in work that is not available at home. The integration of higher education systems acts as a stimulating factor in this. Often the processes of student and teaching mobility are so interconnected that it is very difficult to separate them. Many postgraduate programs of European and American universities provide for a period of study, the so-called taught component. In addition, the students of these programs are actively involved in teaching at the bachelor's level. Therefore, the postgraduate mobility program includes learning, research and teaching components. European universities are joining together to promote the mobility of graduate students. The

European Institute for Management Research operates a system of business schools offering doctoral programs. For an annual contribution of 4,000 euros, a university joining this organization gains access to a network of more than 20,000 professors and researchers; the opportunity to participate in all seminars and conferences; assistance in establishing academic and research contacts in Europe; consulting in the management of EU-funded projects.

Internationalization of curricula the introduction of changes in university programs has always met with resistance in the academic environment.

Woodrow Wilson, president of Princeton University, said it was «easier to relocate cemeteries than to change curricula». This statement aphoristically captures the main contradiction in the development of higher education at the present stage. On the one hand, universities strive to improve their educational programs, to offer the most recent areas of knowledge. On the other hand, in education, traditions are still highly valued, and the invariability of some learning attributes serves as a certain signal of the high quality of the programs offered. It is not without reason that many try, whenever possible, to link their emergence with the oldest educational institutions. However, a university cannot abandon development and introduction of new teaching technologies for the sake of preserving traditions. It is very important for a university to be constantly aware of the changes taking place in the market. But you should not blindly follow only the market demands. With a narrow market orientation, there is a danger of being left in the future without engineers, doctors, scientists. The rapid growth of international trade in professional services has prompted many professions to organize their activities internationally. Architects, psychologists, accountants and many others are trying to develop international standards that could lead to greater consistency in curricula and quality criteria. The issues of unification of the requirements for higher education programs are reflected in the so-called «Bologna Process» – a broad movement of higher educational institutions of transition to a two-level system of higher education. It should be noted, however, that the main goal of internationalization is not in sending 100 % of students abroad, but in the availability of the results of internationalization, which is called at home. No wonder one of the special groups of the European Association for International Education (EAIE) is called Internationalization at Home (IAH).

It is this form of internationalization that makes the results of international interuniversity cooperation available to all students without exception. Transnational education Universities are trying to combine the recruitment of foreign students with the expansion of the offer of their educational services in promising markets, organizing foreign departments and branches fully subordinate to the main educational institution. This trend shows a shift in internationalization

from supply to demand. If the country in which the branch is located legally recognizes a foreign diploma, then students can study under the program of a foreign university from start to graduation. Many educational institutions enter into cooperation agreements that address various aspects of teaching and learning. Very often these agreements are related to the exchange of students and / or teachers. In some cases, these links develop into consortia and university networks. As a rule, such associations of educational institutions have very limited rights. Deeper interaction between educational institutions is expected when they conclude various agreements on the introduction of coordinated educational programs.

The Global Alliance for Transnational Education (GATE) is an international alliance of business organizations, higher education institutions and government agencies that are involved in quality assurance, accreditation and certification of higher education programs offered outside their home country. An interesting example is the «Double Degree» system among European universities offering bachelor's programs in international business and business administration. This system is based on bilateral agreements on cooperation, but since many of its participants are linked by such agreements with each other, it has turned into a whole partner network. Having compared their programs and curricula, universities agreed to issue their diplomas to students from a partner university if they studied with them for a year and fulfilled a number of agreed requirements. At the same time, students pay tuition fees only to their home university, which allows them to save not only time, but also money. As a result, upon graduation from their university, students, in addition to their diploma, can also receive a full-fledged diploma of the partner university. This system includes universities in France, Germany, the Netherlands, Great Britain, Spain and Kazakhstan. In programs of this type, the issue of quality control is jointly resolved by partner universities. Harmonization of higher education systems. The tasks of harmonization and international integration of national higher education systems stem from the principle of freedom of movement of persons within the European economic space, proclaimed by the Rome Treaty. A specially created European Social Fund (ESF) has developed measures for a unified migration policy, coordination of employment strategies and especially in the field of training a qualified, trained and adaptable workforce and labor markets. To unify the social rights and guarantees of the population of all EU member states, it was necessary to eliminate technical boundaries on the path of labor force movement: to recognize the equivalence (transitivity) of diplomas, to ensure equal access to various education systems. Differences in national higher education systems can seriously hinder economic globalization. The growing autonomy of higher education institutions, decentralization and the transfer of powers from central national governments to regional authorities bring

even more diversity to national education systems, making it difficult to harmonize them. The most easily amenable to international standardization are aspects of education such as the structure of the academic year and knowledge assessment systems. The most radical step would be the adoption of an economics system of higher education degrees for the whole of Europe. Less radical, but more realistic is the harmonization of a unified assessment system and recognition of the education received. In each country there are universities that differ from each other in their goals, the degree of independence and autonomy, the right to award qualification degrees, that is, in their status. This difference complicates the process of recognition of diplomas and periods of study, as well as the universality of units for measuring the labor intensity of training – the so-called «credits». An important argument for attracting applicants and students for a university is the satisfaction of their needs and expectations. The idea of lifelong, continuous education, the emergence of new segments of consumers of educational services of the university requires its own awareness. Universities should evaluate the previous education and experience of applicants and students, organize training taking into account the social, family and professional situation of their clients; ensure that specific periods and learning outcomes are taken into account for obtaining a qualification degree in higher education; diversify your offer of training programs.

Results and discussion

The strategy of internationalization and academic mobility has been developed in almost all civilian universities of the Republic of Kazakhstan.

The strategy is a document for building a European Higher Education Area, which leads to increased mobility of students and teachers, growth the attractiveness of European education and research. The document is being developed in accordance with the action plan for the implementation of the Strategy academic mobility in Kazakhstan for 2012–2015 and in order to implement the strategy of academic mobility in the Republic of Kazakhstan for 2012–2020. The content of the Strategy reflects the mission, goals and objectives of the development of academic mobility. In accordance with the established goals and objectives, measures for their implementation and expected results by 2020 have been identified. By 2022, 20 % of the total number of Kazakhstani students will be mobile, which will lead to balanced mobility. Also, it is planned that by that time 5 % of students studying in Kazakhstan will receive a pre-qualification outside. A number of expected results by 2020 include the formed methodological, regulatory, scientific and methodological base of academic mobility based on improving the tools of the Bologna process the integration of universities into the European Research Area and the Kazakh mobility model focused on the import and export of educational services.

In 2017-2018 the British Council carried out the project «Assessment of internationalization strategies in Kazakhstani universities». An internationalization strategy self-assessment tool was developed in the form of a questionnaire.

This questionnaire consists of 4 parts:

1 International student mobility.

2 International academic activities of the university.

3 Partnerships.

4 Management of international activities.

This tool is available in three languages: Kazakh, Russian and English.

The methodology of the questionnaire was to examine three key areas: internationalization, corporate governance and quality assurance, curriculum services for students. The British Council company, represented by two consultants: one British and one Kazakhstani, analyzed the completed questionnaires, held meetings with working groups at these universities.

In world practice, there are four main types of academic mobility implemented on the basis of agreements between partner universities.

The first mobility scheme «basic disciplines» is to harmonized educational programs providing for parallel study basic disciplines in partner universities, Within the framework of harmonized educational programs make it easier to organize mobility between partner universities.

The second scheme «excursion programs» is to create a single group student, permanent staff, which moves according to its own curriculum between universities, studying every semester / year at a different university. This scheme is often implemented within the framework of joint programs developed during the implementation of projects Erasmus + programs.

The third scheme implies for each student a change of university after completion school year. Mobility directions can be either general for all students, or elective, depending on their preferences and the amount of funding.

The fourth scheme «intensive modules» includes mobility outside the main academic period, including in the format of winter and summer schools. Through intensive all students from partner universities study modules together.

These schemes are practically not used in the organization of academic mobility between Kazakhstani and foreign universities, which affects the practical lack of incoming academic mobility.

Based on the results of the analysis of the questionnaire, the results of the project were presented at the round table in Almaty. The main indicators were the interest of universities in internationalization, focus on cooperation with neighboring countries. It is assumed that the implementation of the program will lead to an increase in the quality of education and research, the formation of the

necessary professional competencies of graduates, gaining international recognition and reputation, increasing international competitiveness of the Kazakhstani system of higher education. Thereby, «Inbound» internationalization is reversing the deep-seated problem of «leakage brains». A number of objectives of the Strategy will include promoting the brand of Kazakhstani universities to the world level, formation of export infrastructure 32 educational services, providing world-class research and development, global education: personal growth and professional competitiveness.

Conclusion

In the conditions of the formation of a market economy over the past decade, the system of Kazakhstani education has undergone significant changes, which became possible as a result of the consistent implementation of legislative acts in the field of education, other regulatory documents, as well as the ratification of international legal acts in the field of education. An important step towards expanding the international activities of the country's universities was the signing of the Bologna Declaration in 2010. This event predetermined great changes in the structure of education in the country and opened up an opportunity for cooperation in many aspects. Thus, the main directions of international cooperation of universities of the Republic of Kazakhstan in the field of higher education and science have been formed: regarding the academic mobility of students, teachers and staff, attracting foreign scientists and top managers, regarding the development of joint educational and double-diploma programs, joint research, etc. The Republic of Kazakhstan is also a party to the Lisbon Convention on the Recognition of Qualifications Relating to Higher Education in the European Region. International cooperation of the Republic of Kazakhstan in the field of education is carried out in accordance with the legislation of the country and international treaties of the Republic of Kazakhstan. The state fulfills its international legal obligations in the field of education, using all branches of state power. Among the main normative legal acts «On international cooperation», Law of the Republic of Kazakhstan «On Education» is distinguished; State program for the development of education and science for 2016–2029; The concept of academic mobility of students of higher educational institutions; Referral rules for studying abroad, including within the framework of academic mobility. It is important to note that the Strategy of Academic Mobility in the Republic of Kazakhstan determines the priority areas of internationalization of Kazakhstani higher education.

This document is intended to increase the attractiveness of Kazakhstani higher education and outline the main tasks in the field of mobility, including: – ensuring the quality of external mobility, including international credit mobility; – ensuring the quality of incoming mobility; – implementation of the principles of trilingual education; - expansion of direct links of universities with foreign partner universities and international organizations. Also, in July 2018, the President of Kazakhstan

N. A. Nazarbayev signed the Law «On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Expanding the Academic and Administrative Independence of Higher Education Institutions». According to the amendments, the working group of the Ministry of Education and Science of the Republic of Kazakhstan developed and amended 70 normative legal acts that will regulate the academic and managerial independence of universities, including international activities. The new Rules now improve the Kazakhstani credit transfer system based on the ECTS system. Now the labor intensity of one Kazakh loan corresponds to 30 academic hours or 1 ECTS loan, that is, the conversion factor is 1. Such changes will facilitate the recognition of studies received abroad, as well as the development of joint educational programs with European partner universities. A single national credit system is available to universities in the Republic of Kazakhstan, which is fully comparable to the European one. This means that the difficulties associated with transferring the teaching load from one system to another will be overcome, which will significantly increase the efficiency and quality of education. Thus, when implementing the internationalization process, Kazakh universities are guided by the norms and rules established by legal documents. Provide transparency and availability of information on the conditions, goals and duration of study, program options, credit system, etc. The Plekhanov Russian Academy of Economics has been actively cooperating with foreign universities since the late 1981. Mobility programs for students and teachers have already become commonplace. Participates in the European system of «Double Degree» and has bilateral agreements with 11 foreign universities.

Every year before the students are sent to study under the «Double Degree» program in universities in Holland, Sweden, France, Germany. More than 115 graduates have already received double diplomas. This means that for the same period of study (4 years for a bachelor's degree and 5 years for a graduate), students receive two full-fledged state diplomas. Thus, diplomas are equated to diplomas from Germany, France, Holland, Sweden. The first double degree agreement for graduate students was concluded. Starting from 2004, 5 graduate students will annually leave for one semester in Dresden (Germany) and study there under the Master of International Business program in a long-term partner - the University of Applied Sciences Dresden. A more ambitious international project is under development – the creation of a partner network of universities developing joint master's programs. The partner network includes universities and educational organizations of Great Britain, Finland, Norway. Famous universities in Sweden are also showing interest. The goal of this project is to provide students of all partner universities with access to unique programs that exist in a particular university, as well as to develop joint modules that would strengthen the competitiveness of each university, a network participant.

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ҚР ЖОҒАРЫ БІЛІМ БЕРУДІ ИНТЕРНАЦИОНАЛДАНДЫРУДЫҢ ДАМУЫ

Мақалада білім беруді интернационалдандыру қарастырылады: ақылы оқуға шетелдік студенттерді тарту арқылы қаржылық түсімдерді әртараптандыру және өсіру; шетелдік серіктес жоғары оқу орындарында оқу жоспарларын кеңейту және өз студенттерін дайындау; өз ресурстарын тиімді пайдалану үшін жоғары оқу орнының аймақтық желісін кеңейту; халықаралық білім алмасу процесіне студенттер мен оқытушылардың қатысуы есебінен білім беру және зерттеу сапасын арттыру және т.б. Халықаралық жоғары оқу орындары арасындағы ынтымақтастықты дамыту бірлескен зерттеу жобаларын, студенттер мен оқытушыларға арналған алмасу бағдарламаларын, шетелдік оқушыларға арналған арнайы бағдарламаларды ұйымдастыруға мүмкіндік береді. Қазіргі заманғы университеттердің көпшілігі халықаралық қызметке қатысады, бірақ бұл интернационализацияның қарапайым дәрежесі. Жоғары деңгейде жоғары білім беруді интернационалдандыру халықаралық компонентті жоғары оқу орындарының білім алуына, зерттеуіне және қоғамдық қызметіне жүйелі түрде интеграциялау процесі ретінде қарастырылуы мүмкін. Осы тұрғыдан алғанда, көп емес, тіпті үлкен академиялық білім беру орталықтарынан да сөздің шын мағынасында халықаралық деп санауға болады.

Кілтті сөздер: білім беруді интернационалдандыру, әлеуметтік-мәдени бейімдеу, тұлға, тілдік орта, шетелдік студенттер, тілдік кедергі, бос уақыт қызметі, гендерлік айырмашылықтар.

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РАЗВИТИЕ ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ В РК

В статье рассматривается интернационализация образования: диверсификация и рост финансовых поступлений через привлечение иностранных студентов на платное обучение; расширение учебных планов и подготовка своих студентов в зарубежных вузах-партнерах; расширение региональной сети вуза для эффективного использования своих ресурсов; повышение качества образования и исследований за счет участия студентов и преподавателей в международном процессе обмена знаниями и др. Развитие международного межвузовского сотрудничества позволяет организовывать совместные исследовательские проекты, обменные программы для студентов и преподавателей, специальные программы для иностранных учащихся. Большинство современных вузов вовлечено в международную деятельность, но это, как правило, наиболее простая степень интернационализации. На более высоком уровне интернационализация высшего образования может рассматриваться как процесс систематической интеграции международной составляющей в образование, исследования и общественную деятельность высших учебных заведений. В этом смысле далеко не многие, даже из крупных центров академического образования, могут считаться международными в истинном смысле этого слова.

Ключевые слова: интернационализация образования, социокультурная адаптация, личность, языковая среда, иностранные студенты, языковой барьер, досуговая деятельность, гендерные различия.

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