

*Materials of Conferences***METHODICAL SUPPORT OF IMPLEMENTATION OF INTERNAL ACADEMIC MOBILITY IN KAZAKHSTAN**

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The Bolognese transformations and the reorganizations are being defined the academic mobility, as the key component of the integrated educational and the constituent part of the scientific space formation, which is possessed by the educational and the scientific programs variety and its diversity, and it is created the conditions for their optimal interaction, at the expense of the comparability, and the mutual recognition. So, the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers efficient cooperation and the collaboration possibility, and also the learners' and the students' educational trajectories individualization is being appeared.

The comparability is being achieved by the performance score integrated mechanisms, by the educational processes and the teaching ones models convergence and their approaching, by the common characteristics application for the training courses description, and also by their similar structure. As a result, we have:

- the efficient competition and the interaction new possibilities are being created for the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers;
- the individual educational trajectory choice, the access to the world – wide educational resources, more qualitative educational services receiving are became quite possible for the learners and the students, that is became much easier the experienced personnel and the qualified staves job placement and the employment assistance possibility;
- the fruitful educational cooperation and the scientific collaboration perspectives are being opened for the teachers and the lecturers, the scientists and the scholars;
- the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers will be faced with the education modernization, the new technologies' introduction intensification necessity under the arisen competition conditions; besides, the profit from the educational services market will be increased.

Theoretically, it is not difficulty for every learner and student to find out himself, the Institute of higher education, the Academy, the College, the University and the Scientific Center, which is appeared to be ready to be taught him during the academic term or the whole year. But, it should be comprehended, that in practice, the foreign Institute of higher educa-

tion, the Academy, the College, the University and the Scientific Center Management will be carried out the student's admission for his teaching and the training, on the basis of the various parameters: the applicant's preparation basic level, the language teaching possession by him, the adequate sufficient classroom fund, and the places in the hostels, in the dormitories, and in the campuses, or in the rental housing sector availability and so on in the receiving Institute of higher education, the Academy, the College, the University and the Scientific Center.

The several restrictions of the financial plan and the fiscal aspect, the visa support and etc. are also be able to be appeared for the outbound learner and the moving out student.

In this connection, it is quite advisably to be designated the accent mark at the internal mobility development, having taken into consideration a series of the objective complexities and the complications for the further successful external academic mobility realization.

It is necessary to be taken into consideration, having actualized the realization challenge of the internal academic mobility, that the Kazakhstan educational system, first of all, has been oriented upon the internal market needs and the domestic market demands satisfaction, and their task of its harmonization with the European systems has not yet been set up, equally, as the massive cross – cultural communication. So, the teachers, the lecturers, and the Faculties exchange between the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers has been carried out in the framework of the probation periods, the in – depth training and the study courses, the occupational skills and the further professional development and the advance training improvement, just in the individual cases, by any means, not having accepted the mass practice forms.

Moreover, the learners' and the students' mobility has been realized even much and still worse: the only transfer practice from one Institute of higher education, the Academy, the College, the University and the Scientific Center just to the another one has been existed, which, in no way, is not quite able to be considered, as the academic mobility, as far as it has not been provided the procedure for the Institute of higher education, the Academy, the College, the University and the Scientific Center return, from which the learner and the student has left.

At present, many Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers academic policy is being reconsidered its main positions, with respect to the internal mobility. So, the internal academic mobility in the Kazakhstan context is being implied, as the cooperation, well as the collaboration with the educational Institutions and the educational organi-

zations, such as: the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers just quite inside the State in the following organizational framework:

- the learners' and the students' individual initiative;
- the research or the scientific grants programs;
- the joint educational or the research programs organization.

So, today, the realization main challenge of the internal academic mobility program is being concluded in, that the Kazakhstan education, though and is being worked for the internal and the domestic market, but the inter – Institute of higher education, the inter – Academy, the inter – College, the inter – University and the inter – Scientific Center cooperation and the collaboration challenge just in the State has not been yet voiced out. This is being referred to the intensive, the constant and the mass (e.g. not the once – only and the individual one) interaction in the educational and the teaching process. The internal mobility challenges are not being found their systemic reflection in the educational strategies and in the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers perspective and the long – term plans and the regions. The internal mobility targets and the tasks have not been determined at the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers and the Educational Administration Bodies level. And this, moreover, that the legal framework of the academic mobility realization has been specified and designated by the normative, the legal, and the methodological and the instructively base of the Republic of Kazakhstan in the field of education. So, the Kazakhstan laws are being permitted to be carried out the necessary academic mobility. Thus, the conditions, which are favorable to the mobility development, are greatly more, than the emerging obstacles, and many initiatives are quite realizable, and they are quite feasible in the framework of the academic freedom, having provided to the Kazakhstan Institutes of higher education, the Kazakhstan Academies, the Kazakhstan Colleges, the Kazakhstan Universities and the Kazakhstan Scientific Centers just in the perspective, including the various and the diverse mobility schemes realization.

Thus, the Kazakhstan common educational space, which is being provided by «The Occupations and the Vocations Classifier of the Higher and the Postgraduate Education of the Republic of Kazakhstan», the State obligatory educational standards existence, having had the educational programs basis, is the most significant factor of the students', the teachers', and the lectures' internal mobility support.

So, the selective component presence is being opened the variation programs and the teaching and the training individualization, and also the educational programs combination creation possibilities.

The credits portability, and the credit units (or ECTS) is one from the most necessary conditions, having defined the mobility realization successfulness. The students' and the learners' transfer from one Institute of higher education, the Academy, the College, the University and the Scientific Center to another has been considerably simplified, as the students and the learners, well as the teachers and the lecturers internal and the international mobility has also become quite possible, thanks to the teaching credit system, having introduced just in all the Kazakhstan Institutes of higher education, the Kazakhstan Academies, the Kazakhstan Colleges, the Kazakhstan Universities and the Kazakhstan Scientific Centers.

Moreover, the internal academic mobility successful realization has been considerably simplified, in connection with the number of the documents development, having provided its methodological support:

- the directions on the academic mobility organization in the framework of the Kazakhstan credits transfer model by the ECTS type;
- the introduction rules and the All – European appendix filling order to the Diploma;
- the methodological guidelines on the educational programs module composition;
- the regulation on the transfer European system application and the credits accumulation (e.g. ECTS) in the educational and the teaching process.

However, we are not able to be said, that the inner academic mobility in the Kazakhstan has already been received the appropriate development and the corresponding progress. So, having systematized the academic mobility development current barriers and the up-to-date obstacles in the Kazakhstan, it is necessary to be differentiated them just in the following order:

- the organizational challenges, having connected with the places providing in the hostels and the dormitories for the non – resident students and the learners, with the conditions making for the credits receiving only by the one – two academic disciplines and etc;
- the students' and the learners', and the Institutes' of higher education, the Academies', the Colleges', the Universities and the Scientific Centers' low level motivation;
- the special financing complete absence, having directed at the further mobility development.

Thus, it is quite possible the above – listed challenges solution at the following mechanisms application:

The Organizing Ones:

- wider to be developed the direct inter – Institute of higher education, the inter – Academy, the inter – College, the inter – University and the inter – Scientific Center cooperation and the collaboration just in the educational and in the research spheres, on the basis of the bilateral treaties and the multilateral agreements, to be intensified the joint educational and also the research programs formation;

- to be passed from the block one to the educational programs block – module structure;

- to be opened the summer semester special educational programs for the mobility providing in the leading Institutes of higher education, the leading Academies, the leading Colleges, the leading Universities and the leading Scientific Centers;

- to be allowed the students' and the learners' registration from the other Institutes of higher education, the other Academies, the other Colleges, the other Universities and the other Scientific Centers at the groups formation for the necessary academic and the educational disciplines (e.g. especially, the ungraded groups for the special academic and the educational disciplines);

- to be created the structural units and the organization departments in the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers, which are responsible for the mobility support, and they will be carried out the grants search, the students', the learners' and the teachers' and the lecturers' assistance rendering in the applications writing and the filling for the grants, the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers cooperation and the collaboration, to be decided the organizational matters and the challenges and so on and so forth;

- to be created the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers staff, the teachers and the lecturers, the students and the learners information system on the academic mobility tasks and the possibilities.

The Recognition Matters and the Challengers:

- to be further improved the academic mobility the inter – Institute of higher education, the inter – Academy, the inter – College, the inter – University and the inter – Scientific Center methodological – normatively provision.

The Students' and the Learners' and the Institutes' of Higher Education, the Academies', the Colleges', the Universities' and the Scientific Centers' Motivation:

- to be developed the mobility assessment and the valuation system inter – Institute of higher education, the inter – Academy, the inter – College, the inter – University and the inter – Scientific Center (e.g. the Chairs' performance and the Departments' indicators);

- to be included the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers accreditation standards and also the internal mobility performance and the indicators ratings;

- to be introduced the defined ad the specified quotas for the students' ad the learners' mobility just inside the country.

The Financing Sources for the Mobility Creation inside the Country:

- the earmarked funds in the Institutes of higher education, the Academies, the Colleges, the Uni-

versities and the Scientific Centers budgets for the mobility programs financing, having realized in the framework of the direct the inter – Institute of higher education, the inter – Academy, the inter – College, the inter – University and the inter – Scientific Center cooperation and the collaboration;

- the means, having provided by the employers, having concerned in the further specialists' preparation and the experts' training;

- the volunteer sponsoring contribution and the payments just from the enterprising and the business structures;

- the special national and the mobility support departmental funds means;

- the Institute of higher education, the Academy, the College, the University and the Scientific Center non – budget means (e.g. the best students' and the learners' secondment, and also IIIC sending, at the expense of the directing and sending Institute of higher education, the Academy, the College, the University and the Scientific Center, the outstanding students' teaching and the prominent learners' training financing);

- the mobility participants their own means and the funds (e.g. the paid internships and the paid probation periods);

- the educational loans and the credits.

The System Measures:

- to be created the Internal Academic Mobility Programs, which are the analogous and the similar ones to the European Union (e.g. EU) Programs (such as, «The Erasmus Mundus», «The Socrates», «The Leonardo» and so on and so forth);

- on the purpose of the internal academic mobility and the integrated educational space on the Kazakhstan territory, the educational and the material and the technical, the informational and the intellectual resources application optimization support to be created the network Universities by the main academic profiles (e.g. the technical, the classical, the agrarian ones etc.), the main target of which will be the joint educational programs and the scientific researches realization, on the basis of the bilateral agreements and the multilateral treaties;

- to be changed the necessary approach, at the State educational grant calculation: the average expenditure account of the one student for his teaching and the learner for his training to be made the calculation, having proceeded from the one credit value and the one loan cost, but not from the practice and the training period (e.g. the academic and the school year).

So, the identified challenges and the diagnosed problems have already been conditioned the legal – normatively and the methodological – scientifically basis evolution necessity of the academic mobility. As far as, now, the internal mobility regulation challenges and the problems must be found their reflection in the internal normative, the methodological – organizationally, and the methodological – scientifically Institute's of higher education, the

Academy's, the College's, the University's and the Scientific Center's documents. Then, we shall be given all these documents' the approximate and the illustrative list below:

The Charter. Having taken the consideration the fact, that the Charter is the main internal document of the educational Institution of the higher education, it is quite necessary more complete reflection in the concentrated form of the Institute of higher education, the Academy, the College, the University and the Scientific Center participation major principles in the academic mobility programs; the standards availability, having characterized the subjects' legal status of the academic mobility programs (e.g. the students and the learners, the pedagogical – scientifically workers and the research and the educational staff) and having formed their legal rights realization guarantees system in the Institute of higher education, the Academy, the College, the University and the Scientific Center charter.

There are the main regulations on the academic mobility different and the variant forms. For example:

1. The regulations on the long – term joint educational programs realization.
2. The regulations on the short – term joint educational programs realization.
3. The regulations on the included teaching and the training.
4. The regulations on the exchange and the internship programs.
5. The regulations on the students' probation and the learners' traineeship.
6. The regulations on the grants' allocation for the International Programs participation.
7. The normative and the regulatory documents, having provided the external and the foreign organization involvement for the academic mobility specific forms realization and so on.

So, all the given above – mentioned documents must be contained the completely specific definitions those or other academic mobility schemes, to be registered the every process realization clear mechanisms, definitely to be explained and to be interpreted all its subjects status and the procedure order. Additionally, it is recommended to be given the appendices, having illustrated the documents specific forms, which have already been mentioned and referred in the text (e.g. the printed forms, the orders, instructions and the directions samples and so on).

Also, the internal mobility programs realization stages reflection must be found in them:

1. The Preliminary one – the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers – the partners, having concerned in the academic mobility realization. Frequently, the Institutes of higher education, the Academies, the Colleges, the Universities and the Scientific Centers are being acted, as the partnerships establishment initiators with the other Institutes of higher education, the other Academies, the other Colleges, the other Universities and other

the Scientific Centers, sometimes the different Institutes of higher education, the different Academies, the different Colleges, the different Universities and the different Scientific Centers representatives are being acquainted during the arrangements carrying out, and they, moreover, are being exercised the mutual interest to each other.

2. The Preparation one (e.g. the organizing work) – the mobility programs realization the protocol/ the contract/ the agreement on intention in the Institute of higher education, the Academy, the College, the University and the Scientific Center, the protocol/ the contract/ the agreement signing by the partner the Institutes of higher education, the Academies, the partner Colleges, the partner Universities and the partner Scientific Centers Rectors and the Chancellors are being made up.

3. The Main one – the protocol/ the contract/ the agreement realization process. This stage is being provided for the agreements working out and their signing – on the double degrees and the diplomas programs, on the exchange programs, on the teachers' and the lecturers' direction creation and so on. The curricula approval process, the students' and the learners' arrival dates approval, and also the other obligatory procedures, which are quite necessary for the teaching and the training, is being begun after the agreement signing. After all this, the documents execution and the registration process for the teaching leave and for the training check out to the partner – the Institute of higher education, the partner – Academy, the partner – College, the partner – University and the partner – Scientific Center is being begun. In the end, after that, as all the necessary formalities have been carried out, the students and the learners are begun for their teaching and the training.

4. The Final one – the credits and the loans, the academic disciplines and the study teaching periods transfer, having received in the Institute of higher education, the Academy, the College, the University and the Scientific Center, just after their returning to the main Institute of higher education, the main Academy, the main College, the main University and the main Scientific Center.

So, the academic mobility, as the external, well as the internal ones, has already been become the quite integral feature and the inseparable character of the modern education, and, afterwards, it will be developed further. That is why, in this connection, it is necessary systematically and methodically to be studied, to be analyzed this process all the main aspects for the further their application by the national educational Institutions and the national educational systems, for the purpose of the education system improvement and its perfection, and also the State's interests, on the whole.

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FUNCTIONS OF EDUCATION IN THE SPHERE OF ARTISTIC CULTURE AND THEIR DIVERSIFICATION IN THE POST-SOVIET RUSSIA

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The post-Soviet Russia, having acclaimed itself as part of Europe, has been elaborating a principally new model of education. The uniqueness of the situation taking shape is prompted by a unification of higher education according to the European standard to achieve integration into the world educational space. These processes also touch upon education in the sphere of artistic culture. Today we witness its «entanglement» into the mainstream of large-scale social processes: expansion of the artistic field; penetration of the artistic beginning into the human habitat; growth of the role of artistic communication; search of new forms for the content of design projects; broadening of the spectrum of artistic languages. First and foremost functions of education in the given area are being changed.

Analysis singles out a tendency to diversification of functions as a priority. This process is a multidimensional and constantly developing phenomenon, which depends on concrete historical, economic, political and spiritual conditions. In a broad sense the diversifications is considered as variety, segmentation spreading of art into new fields of activities, which do not have any functional dependence on the main kind of activity [1, 236].

With regard to methodology education in the field of artistic culture includes the educational process (embracing upbringing as well) and artistic creativity itself, which can not be brought down to art per se. In this respect, it appears possible to single out a purely educational group of functions, i.e. artistic-action group, and, finally, the phantom group which is related to both education and art

itself. We will try to delineate processes occurring inside each of these groups.

The educational group, embracing functions with regard to society and man, is inter-related to humanity education in general. It is a prerequisite to spiritual and practical control of reality by a human being, his emergence as a subject of culture and his own life. Diversification of this group of functions is largely determined by the Bologna process. Its key directions consist in the specification of education; the introduction of the two-level system of education; the accent laid on the practically oriented training in the framework of bachelorship accompanied by a narrower and deeper specialization in mastership; provision of education quality control by independent accrediting agencies as well as broadening of educational mobility of students and continuity of education. Recognition of comparability of qualifications (diplomas) is aimed at universality of knowledge required by the European labour market in the framework of international integration.

Today the direction of artistic education process is being changed by introducing global components into it, as well as borrowings, view-points and objects of reflection. The content of education in this field is naturally connected with a tendency of art to conceptualism: on the one hand, as a process objectivized by the subject, and on the other hand, through special disciplines of art creating the basis of multi-level educational programs. Ensuing from the profiles and directions of training the «narrow-workshop» approach leads to a translation of knowledge exclusively in the interests of the labour market and show-business, and in a broader sense to a loss of a «large-scale» higher education. Meanwhile cultural values serve as an instrument of personality-oriented mastering of reality for fine-arts students, the basis of their professional self-expression and creation.

The group of functions considered here is being corrected also under the influence of post-modernistic philosophy. Instability of understanding of the world and man inherent in post-modernism erodes the normative character and the fundament of the European culture, pedagogy on the whole, acquiring polar scientific assessments. Critics of post-modernism see «the end of pedagogy» in it, absence of pivot and criteria of verity of judgments: «instead of regulatory norms there exists consensus, instead of values certain conventions, instead of the truth – conviction» [2, 302]. Adherents to post-modernism consider these ideas as development of a «new pedagogy», as an opportunity of a radical break-away with the tradition, allegedly imbued with deviations from the rational beginning in life. A repressive character of the institute of education again turns man into «an element of socially organized, technological and production systems» [3, 158–160]. This change of outlook boils down to a consideration of