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КЫРГЫЗ РЕСПУБЛИКАСЫНДА ЖОГОРКУ БИЛИМ БЕРҮҮНҮН КӨЙГӨЙЛӨРҮ

ПРОБЛЕМЫ ВЫСШЕГО ОБРАЗОВАНИЯ В КЫРГЫЗСКОЙ РЕСПУБЛИКЕ

PROBLEMS OF HIGHER EDUCATION IN THE KYRGYZ REPUBLIC

Аннотациясы: Макалада Кыргыз Республикасындагы жогорку билим берүүнүн айрым келечектери жана көйгөйлөрү талданат. Маалыматташтыруу, билим берүүнү гумандаштыруу, жаңы парадигмалар сыяктуу коомдун өнүгүүсүнүн заманбап тенденциялары мамлекеттик билим берүү саясатынын жаңы максаттары менен милдеттерин кайрадан карап чыгууну жана аныктоону талап кылат. Кыргыз Республикасынын билим берүү тутумуна талдоо жүргүзүлүп, анда улуттук билим берүү моделин түзүү максатында масштабдуу реформа жүргүзүлүп жатат. Ушунун негизинде, жарандардын билимин жана тарбиясын объективдүү кароо үчүн, билим берүүнүн мазмунундагы моноцентристтик дүйнө таанымды жеңүү үчүн илимий өбөлгөлөр түзүлүшү керек.

Негизги сөздөр: билим берүүнүн улуттук модели, жогорку билим берүүнүн келечеги, билим берүү тутумун талдоо.

Аннотация: В статье анализируются некоторые перспективы и проблемы высшего образования в Кыргызской Республике. Современные тенденции развития общества, такие как информатизация, гуманизация образования, новые парадигмы, требуют переосмысления и определения новых целей и задач государственной образовательной политики. Проведен анализ системы образования Кыргызской Республики, в которой проводится масштабная реформа с целью построения национальной модели образования. На этой основе должны быть созданы научные предпосылки для объективного взгляда на образование и воспитание граждан, для преодоления моно-центристского мировоззрения в содержании образования.

Ключевые слова: национальная модель образования, перспективы высшего образования, анализ образовательной системы.

Abstract: The article analyzes some of the prospects and problems of higher education in the Kyrgyz Republic. Modern trends in the development of society, such as informatization, humanization of education, new paradigms, require rethinking and identifying new goals and objectives of the state's educational policy. The analysis of the education system of the Kyrgyz Republic is carried out, in which a large-scale reform is being carried out in order to build a national education model. This foundation should also give rise to scientific prerequisites for an objective view of the education and upbringing of citizens, for overcoming the mono-centrist worldview in the content of education.

Key words: national model of education, prospects of higher education, analysis of the educational system.

Modern trends in the development of society, such as informatization, humanization of education, new paradigms, require rethinking and identifying new goals and objectives of the state's educational policy. Over the past twenty years, large-scale reforms have been carried out in the education system of the Kyrgyz Republic in order to build a national education model. This basis should also give rise to scientific prerequisites for an objective view of the education and upbringing of citizens, for overcoming the mono-centrist worldview in the content of education, which for centuries has attributed all the achievements of human culture and technology exclusively to European civilization. The main criterion for the development of the education sector in the Kyrgyz Republic is continuity, based on the positive achievements of the education system, combined with a deep analysis of the negative lessons of the past in order to avoid their repetition. Today, the secondary school has fulfilled its historical mission in raising the cultural and educational level of the population and the formation of the Government's program on secondary general education of the Kyrgyz Republic, has largely changed the structure of the secondary school and the content of education, setting new tasks and goals. What is the essence of this concept? In recent years, there has been a decline in the potential of the general education school, which manifested itself in many components. The content of the goals and objectives aimed at equipping students with a certain amount of established knowledge did not correspond to the level of development of human culture in modern society. All this led to a lag in information technology, environmental, economic and legal education. The development of a post-industrial society necessitates the formation of highly educated and versatile prepared and adapted to modern life. In the world of pedagogical science, there are two points of view on the content of school education. Supporters of the first direction, the so-called informal, believe that the child needs to be taught logical thinking, to develop his ability to analyze. Supporters of the second direction believe that the child must be armed with the amount of knowledge that has been accumulated by mankind and that is reflected in the textbooks being prepared. However, studies carried out in

the field of implication (implementation) of scientific achievements in the content of education have shown that the period between the appearance of a new scientific discovery or a new social idea and the beginning of their systematic study at school is steadily decreasing. At present, it has decreased so much that the reflection of new ideas is determined only by the timing of the publication of textbooks [1, p.26]. The global trend in the development of education shows that the formation of a worldview based on a holistic picture of the world is possible only through the development of modern knowledge based on systemic models of study, therefore, it is necessary to move away from subject-centrism. It should be recognized that it is expedient to study academic disciplines based on the integration of knowledge aimed at acquiring isolation of individual academic subjects, using generalizing courses, integrating complexes or interdisciplinary problem blocks. Such a worldwide trend in the development of an integral content-methodological system of secondary education is approved as an "educational field". The main task of the development of the Kyrgyz school must meet the scientific requirements of the conditions of globalization, i.e. a new basic curriculum must be approved, concepts for the content of educational programs must be developed. Content standards and a system of measurements at the international level, standardized curricula should be adopted, and only after that the development of textbooks and educational-methodological complexes for them and their testing should begin. In accordance with the stability requirements, the textbook must be stable and mobile. Mobility allows for the rapid introduction of new knowledge without breaking the basic design. And the design of new textbooks should be flexible, allowing for insertion. New tasks for the requirement of educational content should lead to changes in the national testing system. Note that, in the formation of the educational policy of the Kyrgyz Republic, a leading role should be played by a new information technology based on the general computerization of the educational process. So, thanks to the informatization program, a basis appears for the introduction of information technologies that will make fundamental changes in the education system. Electronic textbooks that fit into the

accumulated information environment and require computer literacy from each participant in the educational process are becoming a reality [2, p. 213]. One of the primary tasks of the educational policy of the Kyrgyz Republic is the restructuring of training, retraining and advanced training of teaching staff. Unfortunately, there is a decrease in the responsibility of universities to schools and society in the preparation of highly qualified teaching staff. In the CIS countries, the system of teacher training remains unchanged, focusing on the teacher as a subject teacher, since in the structure of pedagogical education, the main attention is paid to subject training, moreover, professional, general pedagogical, didactic is considered as teaching scientific disciplines. A teacher, prepared for activities within the framework of the classical concept of education, presents himself as a good specialist, ready to explain to students their questions of interest in this area of knowledge, to teach them according to the textbook. He poses real life problems in relation to only his subject. But today civil society needs a teacher focused on the development of the student's personality. The entry of Kyrgyzstan into the world educational space, the elimination of the isolationism of the higher education system in the state require a serious study of the experience of training specialists in leading foreign countries. Today universities need teachers who have received solid theoretical and methodological training in these foreign centers, academic degrees and titles. An important role is also played by the exchange of experience with leading universities of foreign countries with the involvement of foreign specialists working in international educational structures - colleges operating at the university. Today, education appears as a sphere of competing concepts, as a kind of "production of education", in which, as in other industries, modern science-intensive technologies, information products, and qualified specialists are used. Becoming the central phenomenon of culture, education sets itself the goal of focusing on the assertion of the essential personal principle in a person. "One of the problems that arises every time when it comes to the personal orientation of education is to understand the essence of this problem. It is paradoxical that our expanding

knowledge about the nature of man, about the "integrity" of his spirit has hardly been reflected in the practice and theory of education. In a post-industrial society, the transition to the personal paradigm as to a higher degree of integrity in the cognition of educational processes expands the tasks of the state's educational policy. It becomes a kind of applied sphere of human philosophy, a toolkit for education in the development of human essential forces. We believe that one of the main tasks of modern educational policy is that the procedural characteristics of education should be developed in accordance with a holistic conceptual understanding of the essential features of personality-oriented learning, which allows you to assimilate the content of education, in which subjective meaning is revealed in it, personally affirming values. What is the methodological support of student-centered education?

1. The function of methodological support consists in the examination of conceptual and empirical means of pedagogical cognition of educational problems for their adequacy to the foundations of personality-oriented pedagogical activity, to what extent educational models correspond to the criteria of personal orientation.

2. Methodological advancing in pedagogical research is intended to lay the foundation for a new apparatus of pedagogical thinking: ideas about the leading values of education, its goals, criteria, conceptual structure.

3. The new research methods are based not on a local-functional experiment, but on a system of holistic educational projects, a kind of "pedagogical environments" that ensure personality development. The personal approach in education, proclaimed the main task of the educational policy of our time, does not have an unambiguous understanding in the scientific pedagogical consciousness.

Therefore, there is every reason to talk about the multidimensionality of the concept of personality-oriented education. Let us single out some of the most common interpretations of this problem: - a personal approach in education at the level of the ordinary, the most mass pedagogical consciousness is understood as the ethical and humanistic principle of communication between a teacher and pupils; - a personal approach

is considered as a principle of synthesis of directions of pedagogical activity around its main goal - personality. Everything that happens in the pedagogical process is pedagogical only to the extent that it works for this purpose; - the personal approach is interpreted as an explanatory principle that reveals the mechanism of personal new formations in the pedagogical process. The meaning of this principle is that no changes in a person's life can be explained without understanding their place and role in the self-realization of the individual. This approach is interpreted as the principle of individual freedom in the educational process in the sense of her choice of priorities, the formation of her own, personal perception of the studied content. Behind each of these interpretations is a certain model of pedagogical activity in the educational policy of any state. The educational process has such goals and objectives, the fulfillment of which is impossible without the actualization of the integral, vital-semantic functions of a person. The central concept of the task of personal orientation is the concept of personality, which is placed above political, ideological, which is natural for our society, "tired" of endless neglect of a person, his current life for the sake of mythical models of the future, state, party and other ideals. The attitude towards the individual in educational policy corresponds to the paradigm prevailing in society: the personality must be "activated", "directed to the implementation of plans and programs." Subjectivity, creativity, criticality and other individual qualities of a person are not considered as values in themselves. The philosophy of education examines the approach to personality through the categories of the subject, freedom, self-development, integrity, dialogue as forms of self-manifestation of the individual. Personally, oriented education opposes the reduction of an integral person to separate "parts" of his being, pragmatism, functional development of personality traits that are significant for any utilitarian purposes. So, V.V.Serikov believes that the main procedural characteristic of personality-oriented education is the educational situation, which activates the demanded functions of the student. This study proposes to use three basic technologies. The proposed research program of

the problem of personality-oriented education has several directions: methodological regulations for constructing the theory and practice of personality-oriented education; historical background of the concept of student-centered learning; international experience in building systems and technologies for personal developmental education, their comparative pedagogical analysis; sources and procedures of pedagogical goal-setting in the conditions of personality educational systems; selection and composition of educational content from the perspective of a personal approach; personal learning technologies; training of teaching staff and heads of educational institutions for the implementation of a personal approach in teaching and management [3, p.107-113]. The main idea of personality-oriented education fixes attention on the fact of the individual's own personal development. The goal is a person, not what can be obtained from it. In this regard, the content of education includes a new element - the experience of being a person. "The specificity of personal experience as a component in the content of education lies in the fact that it simultaneously has both substantive and procedural aspects. Personal experience is relatively autonomous in relation to the subject content of academic disciplines. It is characterized by specific ways of mastering, involving the subject's entry into a personally developing educational situation, and a meaning-forming role in relation to other components of the educational content". The transition to a new personal paradigm is a leading trend in modern education. There is reason to believe that the educational paradigm that dominated education for many centuries has exhausted its possibilities. So, the amount of knowledge even for the most general orientation in it has become almost unattainable. The function of education today is not limited to saturating a person with knowledge. Practice has convincingly shown that the breadth and encyclopedic nature of knowledge easily get along with a person's lack of education. The transition to a personal paradigm is a natural result of the development of a person's educational thinking, when the superficial-objective development of the world is replaced by a deep-semantic comprehension of the worldview by a person as a subject of cosmogenesis. In a post-industrial

society, the rapid growth of knowledge has caused a rapid development of the methodology of educational projects. Hence, standardization, modularity, technologization of teaching, and the task of pedagogy is to serve subject orientation and practical human activity.

A paradigm shift in which knowledge was considered the only product of education is inevitable. Traditional pedagogy was focused not on the development of the subject of education, but on the achievement of a certain standard by him. The turn of the task of education towards the individual is due to the general global crisis of technocratic civilization. The personality paradigm is opposed to uniformity in education; extensive growth of the amount of knowledge and with a reduction in the "space" of comprehension and reflection; giving the educational process external humanitarian forms without changing the essence of the activity of the subject of the study. The global crisis of technocratism leads to the foundation of the starting value of education, which is the absolute value of an individual, regardless of its functional significance, compliance with any political or ideological model. However, the transition to a personal paradigm does not mean giving up education. When building such an educational system, the traditional methodology of education cannot be applied. N.A. Alekseev writes: "educational policy turned out to be incapable of solving the problem of configuring descriptions of various determinants of human behavior and its organization in different planes: cultural, value, professional, etc." [4, p. 47]. Thus, the above analysis states that an orientation towards a competitive personality is a common feature of all educational projects of our time, but this does not prevent the existence of various concepts and models of personality-oriented education: from the everyday understanding of the personal approach as an ethical and humanistic principle to all kinds of options for "education in areas of personality". Let us present the specific patterns of student-centered education in comparison with similar characteristics of teaching in traditional education. When designing traditional teaching, the subject of activity is a fragment of the content of this teaching, i.e. specially structured educational material, and with personality-oriented education, an event in the

life of an individual becomes an element of design, giving her a holistic life experience. Education loses its traditional features of artificiality and approaches the natural life of a person. The interaction of participants in educational activities loses formality and functionalism and acquires the features of interpersonal communication.

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So, in **conclusion**, personality-oriented education is an education that establishes a person's connection with all objective reality, and not just with the so-called "society". It should also be noted that humanized knowledge is a person's knowledge of himself. One of the global patterns, in our opinion, are the contradictions in the tendencies of the simultaneous development of both social unity and the development of individual independence, independence, and the uniqueness of an individual. From our point of view, the strategic educational perspective will be those paradigms that try to model the unity of society and the individual. The market consciousness has captured the minds of

practically all the able-bodied civilian population of the Kyrgyz Republic, contributing to the rise in the level of demands, political and social standards of citizens. At the same time, confidence in one's own well-being is associated with the well-being of the state. We believe that this can serve as an economic basis for the qualitative formulation of national policy in the field of education in the context of globalization in the Kyrgyz Republic.

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