

# PEDAGOGICAL THEORY AND EDUCATION ON THE DEVELOPMENT OF HIGHER EDUCATION IN KAZAKHSTAN (XX<sup>TH</sup>-XXI<sup>ST</sup> CENTURIES)

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**Abstract:** The article represents various pedagogical thoughts of American scientists in XX<sup>th</sup>-XXI<sup>st</sup> centuries and describes the peculiarities of the system of higher education in the USA. The comparative analysis of both systems of evaluation of students' knowledge is conducted in the article. The results help underline the role of the pedagogical theory in the system of higher education in the USA and Kazakhstan.

**Keywords:** Pedagogical theory, pedagogics, the system of evaluation of students' knowledge, the rating system, syllabus, test methods.

Nowadays there are some efforts to reform Kazakh system of education; in reference with it we come across with a necessity of using the experience of foreign countries, its further apprehension and discovering its advantages and disadvantages. In order to raise the quality of education the basic elements of teacher training's process should be reviewed, and new efficient methods of teaching can be invented.

The necessity of implementing reforms in the system of Russian education requires the study of the development of the educational thoughts in different countries for its subsequent usage in a national pedagogical process.

There are many directions in the development of educational thoughts. They are usually based on specific philosophical, sociological and psychological movements. The history and the theory of the development of the pedagogical thought in the USA is not an exception. In the XX<sup>th</sup> century the educational system of world's leading countries including the USA came into a conflict, connected with a new situation in the society. The sophistication of manufacture and the necessity of higher professional qualification; scientific and technical revolution and the speed of change in all possible fields made new demands on the society. It was urgent to pay attention to the human factor, admitting the limited possibilities of the technology development.

It was possible to come out of the recession by reforming the system of education. The USA education's reformers realized that they had to solve not only the problems connected with the content, the organizational and management structure, but also they had to work out the policy focused on the ideals and the interests of the society.

The USA educational science examines the variety of trends which are directed to the search of ways supporting the efficiency of the education. These movements are based on the ideas of the educators and the reformers of the past and have historical roots including new approaches and ideas.

One of the areas of the USA reformatory education science was an appeal to pragmatism that was found on the practical value of a determined phenomenon. John Dewey, the USA philosopher, sociologist, psychologist and educator, is considered to be an originator of pragmatism. To his mind, a child is simultaneously the sun, which is surrounded by the means of education, the basis point and the center of everything. (John D. Pulliam, James J. Van Patten, 2007)

The teacher sees the main purpose of cognition in finding the ways of obtaining knowledge. In education, the research method should be used to help a student to formulate and solve problems independently, to stimulate a cognitive activity and to connect the development of the world with their own experience. (Dewey, 1924)

The supporters of pragmatism (J. Dewey, B. Bode, S. Pratt, S. Washburn) see the teacher's role in the collaboration with students and in the leading students into the process of intellectual search. The teacher's role logically matches the vision of the learning process as a complex of problematic vital situations, which actualize the students' needs in knowledge, required for their resolving.

The content of education should be centered on students, their motivational sphere, their interests and vital demands that arise out of the physical and social peculiarities of the medium, which

a student comes into contact with. Consequently the content of education should include knowledge and skills that immediately will help a student to interact with its environment and to transform it.

Therefore, unlike the traditional theory of education, this emphasizes the transmission of past abstract achievements in the name of more abstract achievements of the future. Pragmatism appeals to the teaching of knowledge and skills, which will bring tangible benefit to students.

In the second half of the twenties century there was an appeal to the educational ideas of the 20<sup>th</sup>. The interest to the project-based method, “non-directive teaching”, mutual learning and the method of “learning contracts” was renewed in the practice of the education. The content is connected with the fact that all these methods are focused on the assistance in socialization, provide the opportunity of choosing a school subject and a teaching method. The reduction of the quality of knowledge derives because of the violation of the systematic exposition. It was manifested in the 20<sup>th</sup>, and it is still confirmed nowadays.

In the 50<sup>th</sup> and 60<sup>th</sup>, the concept of the programmed learning, basing on the behavioural science, founded by an American psychologist, Burrhus Frederic Skinner (1904-1990), became widely spread. The behavioral science is a direction in psychology, which explains human behavior by means of observed and measured responses to the environmental stimulus. The behavioral sciences’ slogan was the notion of behavior as a monitored system of reactions to external and internal stimulus.

The representatives of the programmed learning introduced the process of studying as a formalized control object, which was even compared with training. In the course of studying a student had to be influenced by different motives, supporting his activity. The process of studying was represented as a detailed ramous plan, which involved various teachings’ and students’ questions and answers. It allowed creating the theoretical background for “training-oriented teaching machine”, which could displace teachers in future. In the next decade, the interest to the programmed learning began to wane.

In the 50<sup>th</sup>-80<sup>th</sup> years, the humanistic ideas, relying on individual capacities, students’ interests, the idea of all-round development and the formation of personalities, became widely spread. Such American well-known scientists as Carl Rogers (the USA), Abraham Maslow (the USA), Charlotte Buhler (Austria and the USA) and others were involved in the development of psychology and pedagogical basis of the area.

The requirements and individual’s interests in the course of these ideas are considered to be prioritized in comparison with the society’s values and demands. Therefore it is recommended to focus on children’s cognition, the student has a right of choosing a subject and teaching methods. The opposition of the person and society, which greatly limits the goals of education, is observed in the ideas of humanistic pedagogics.

The attempt to unite the ideas of the behaviour science and humanism into constructivism was launched in the USA; the new development became the object of total control in educational theory, teacher’s training and educational policy. The constructivism’s supporters confirm that if the information is acquired through a simple transfer, it is poorly integrated with existing knowledge; respectively the acquired knowledge should be a high degree of internalization. The psychological constructivism, represented by J.J. Piaget, insists on the development of the individual child in accordance with their interests and requirements. The process of education is to be individualistic by nature and to be centered on a pupil.

The educational ideas of the USA scientists lie at the root of the educational system. The concepts are reflected in the development of models, structures and methods of teaching in the system of higher education in the USA. The leading ideas of philosophical and pedagogical concepts of the XX century are used in the practice of higher education. The application of the humanistic ideas confesses not the importance of objective circumstances, thoughts and people’s actions, but the importance of their deep feelings and emotions.

Theoretically, the ideas of C. Rogers, the humanism’s supporter, were implemented in the method “Counselor-student”, suggested by Ch. Curran. Following the Rogers’ concept, the students are treated not as a class, but as a group of people in need of therapy and teacher’s consulting; the main teacher’s aim is to establish such interpersonal relationships in the group, which could help to

reduce the level of anxiety and to raise self-esteem and empathy. The advantages of the method are its truly humanistic nature, personal orientation and the lack of stress, as well as the elimination of psychological interference from the affective sphere and the fear of making a mistake and “all-knowing” teacher. A teacher becomes a counselor, who, in order to create internal motivation at the induction comprehension of speech material in the classroom, makes use of a student-centered approach. The importance of the method’s application comprises student’s high motivation and their usage of self-education approaches.

The implementation of the pragmatic conception of freedom is presented in the form of a contract between a teacher and student, concerning the content of the individual training course as a part of Dalton plan aimed at the possibility of individualized student’s development and the development of his or her social experience by mastering the skills of cooperation, responsibility and independence in learning and cognitive spheres. The principle of interaction reflects the fact that human life is a combination of various situations that are collectively referred as experience. A situation is the interaction between the internal and external conditions: the internal conditions mean coercion from outside, while the external conditions imply self-motivation.

The conception of the programmed learning, developed by a psychologist B.F. Skinner, supposes the usage of the hardware to provide information to students and to present the results of learning. Moreover it insists on dividing the educational material into portions, which each student master according to the level of his abilities. This individual approach ultimately allows mastering the material fully and successfully. The elements of the method are found almost at all levels of the USA educational system, many textbooks and learning computer programs are based on it.

The purpose of teacher’s education in the USA lies in the development of a set of determined methods of teaching, while the quality control is carried out by means of standardized testing. The content of American teacher’s training education continues to be based on the deconstruction of teaching in composite elements that is a behavioral approach. The strengthening of the behavioral positions is supported by the standardization of education, conducted by public authorities and nongovernmental organizations. The standards are the examples of behaviour; according to the behavioral approach any form can be developed. The standards of teacher’s training education are mainly concentrated in the legislative states (obligatory standards) and also in the acts of national nongovernmental organizations (voluntary standards). The standards’ implementation is controlled by the certification, teacher’s licensing institutions’ accreditation and the programs of teacher training education. Thus behaviorism is the historic supposition of current movement for the standardization of education at all levels, including teacher training education.

The test methods have become an essential part of the educational process, used by thousands of teachers and professors that proves social-pedagogical value of testing. Universalism, the huge potential opportunities for the application in education, a reasonably high degree of objectivity of the acquired testing results again tells about the social-pedagogical value in the system of education in the USA. A test culture is developed in the society that makes educational testing cover a wide range of issues. (Zagvosdkin, 2009)

Testing in universities remains one of the basic methods of controlling students’ knowledge. The process of learning is computerized, a teacher spends a little time to check the level of students’ knowledge: testing takes about 5-10 minutes. Tests can determine the level of students’ training or their linguistic competence with the respect to the level of other students (norm-oriented test) or with respect to a certain criteria (criteria-oriented test). The usage of tests for monitoring is efficient because they organize the direction of students’ mental activity and teach them to vary the processing of perceived information.

There is a changing of educational priorities in Kazakhstan humanistic values of the development of all levels of education, including the system of higher education, become fundamental. The urgency of forming students’ abilities to independent fruitful activity and the development of their creative thinking are constantly increasing. Nowadays scientists in the sphere of pedagogics try to find an alternative to the humanistic approach of teaching. At the stage of reforming we face an objective of forming a new creatively thinking specialist.

In order to achieve these aims we should unite rich heritage of Kazakh scientists and important ideas of American specialists. The practical implementation of these ideas is observed even in the formation of the methods and approaches of evaluation of students' knowledge. The evaluation of student's knowledge should be systematic to make the process of education more efficient. The existence of flexible various methods and ways of evaluation of student's knowledge, which encourage the individualization of studying, has also to be directed to the same aim. Along with traditional forms of evaluation of students' knowledge, new technologies, which reflect the level of students' knowledge more objectively, are employed. The rating system of evaluation of student's knowledge belongs to these technologies first one can be: How is the final point counted?; and the second one: What methods or ways are used to evaluate student's knowledge?

The comparison of Kazakh Kazakhstan University and American College allowed us to conclude that they both introduce the rating system, but there are some differences in its usage. Unlike College, where a teacher tests student's knowledge 2-3 times a week, in VSSPU student's knowledge is tested 2 times a term. It is a real ordeal for American students to get through all the tests during the rating period; these tests even can be equal to Russian exams, which are taken during end-of-semester exams. Although here are also similar exams after lecture's and laboratory's courses in the USA. There is a table below to see the way of counting the final grade in.

*Table 1*

**American College**

<b>Course Requirements</b>	<b>Grading, %</b>
Lectures	5
Laboratory's work	20
Written test	20
Three mid – term tests by spheres of knowledge	30
Final exams	25
<b>Total</b>	<b>100</b>

If a student gets 90 - 100 %, his result is equal to American grade "A", Kazakh "5", if he gets 80 - 90 %, his results is "B" or "4". Correspondingly, if a student gets 70 – 80 %, his result is "C" or "3", if he gets 60 – 70 %, his result is "D", but it is considered, that the student has got through the course. In case, when a student gets less that 60 %, he has to get through the course again, because his result is "F", and he has failed his exams. It should be taken in Consideration that each subject has its own peculiarities of grading, and we have observed the commo system.

There is a similar system of counting the final grade in Kazakh University. [table 2] There is a way of counting the final grade, which a used in Institute of Foreign Languages, the rating system can be changed a bit in other departments.

*Table 2*

<b>Course Requirements</b>	<b>Grading, %</b>
The attendance of lectures and seminars	5
The work at seminars	25
Written tests	20
Two mid – term tests by spheres of knowledge	30
Final exams	20
<b>Total</b>	<b>100</b>

If a student in VSSPU gets less than 61 %, it is "2" and he doesn't have a chance to get through the course again. The result of 61 – 75 % is equal to "3", the result of 76 – 90 % is equal to "4", and if a student gets more than 91 %, he gets an excellent mark.

The programs of higher education institutions in the USA and Kazakhstan allow students beforehand to evaluate their possibilities of getting the final grade. The course requirements are fixed in syllabuses. Studying plans to the course of Grammar in Communication and the course of Intercultural Communication in, similar points were found out. The syllabuses of both courses include a detailed description of necessary tasks, which are expected to be done by students during a term, the ultimate quantity of points, the criteria of fulfilling these tasks and a list of additional tasks, which a student has a right to hand in. Moreover these syllabuses are definite. A student at the beginning of the course can get acquainted with his full schedule, where there are themes of seminars and lectures, kinds of evaluation of student's knowledge, deadlines of tasks' handing in and some recommendations. (L. Suskie, 2005)

In the USA exams take 90 % of all ways of evaluation of student's knowledge.

There is an advantage of American system of education, which is connected with credits. A student can take any credits he wants and plans his individual schedule. In reference with it, he can be considered to be a graduate, having studied only for 2 years. It all depends on his abilities and desire. (G. Kuh, 2001)

In the USA there is another way of evaluating of student's knowledge, it is Grade Point Average. When a student takes his final examination, not only mark "A" or "C" is written down in his transcript, but it is put down together with quality points. [table 3]

*Table 3*

#### **Grade Point Average**

<b>Grade</b>	<b>Quality points per Credit Hour</b>
A (excellent)	4.0
A -	3.7
B +	3.3
B (good)	3.0
B -	2.7
C +	2.3
C (satisfactory)	2.0
C -	1.7
D + (less than satisfactory but passing)	1.3
D (passing)	1.0
D -	0.7
F (failure)	0.0
I (incomplete)	-
W (authorized withdrawal)	-
S (satisfactory)	-
U (unsatisfactory)	-

The way of counting this grade is rather difficult. A student at the end of term gets a list with a detailed description of his GPA, also he can get a list with Cumulative GPA, which shows his grade for the whole period of studying. If student's GPA is equal to 4.0, he gets diploma with excellence.

There is a constant system of evaluation of student's knowledge in Kazakhstan higher education institutions. Comparing with the experience of evaluation of student's knowledge in American system of higher education, Russia has all necessary conditions to start using the system of credits. These advantages will improve the knowledge of our students, and Russian system of higher education will be able to complete in the global market of educational services.

The analysis of the USA and Russian theory of education showed that the basic ideas of philosophical and educational concepts of the XX<sup>th</sup> century are implemented in both systems of higher education. The concepts of behaviorism, progressivism, humanism and constructivism serve the basis for various methods, approaches and ways of teaching in higher educational institutions.

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