

# Globalization as A Factor of Transformation of Kazakhstan's Educational System

<sup>1</sup>\***MUKANOVA Assel**, Senior Lecturer, kudasel26@mail.ru,

<sup>1</sup>**SHORMANBAYEVA Dinara**, PhD, Head of Department, yasmina-dinara@mail.ru,

<sup>1</sup>**SIVODEDOVA Anastasia**, Senior Lecturer, akayota@mail.ru,

<sup>1</sup>NPJSC «Abylkas Saginov Karaganda Technical University», N. Nazarbayev Avenue, 56, Karaganda, Kazakhstan,

\*corresponding author.

**Abstract.** Globalization has a significant impact on all spheres of society, including education. The article considers the impact of global processes on the education system of Kazakhstan, focusing on the adaptation of the national educational model to international standards and the preservation of cultural identity. The process of globalization in education is associated with the integration of educational systems, development of academic mobility, introduction of new educational technologies and standardization of curricula. The authors explore how Kazakhstan's educational system is responding to the challenges of globalization, including the problems of language barriers, staff shortages and lack of highly qualified teachers. Both positive and negative consequences of globalization are considered, such as the threat of cultural unification and the loss of the uniqueness of educational traditions.

**Keywords:** globalization, education, Kazakhstan, educational system, national identity, digitalization, cultural identity, educational integration, educational reforms.

## Introduction

Globalization is one of the main driving forces of the modern world. The process of globalization affects all aspects of life, including economics, culture, and technology and, of course, education. While globalization provides new opportunities, it also brings with its significant challenges. Kazakhstan, as a country with a dynamic economy and an important geopolitical position in Central Asia, faces important educational challenges in the context of a globalized world.

The relevance of the study of globalization of education for Kazakhstan is due to several key factors. Firstly, in the conditions of globalization there is integration of educational systems of different countries, which has both positive and negative impact on domestic educational processes. Kazakhstan, seeking to improve its international status, actively participates in global educational projects, such as the Bologna Process, exchange programs, international scientific conferences and others.

Second, globalization makes education more accessible through new technologies such as online courses, self-learning platforms, and electronic resources and databases. This creates new opportunities for students from remote regions of Kazakhstan, but it also

raises the problem of digital inequality, where not everyone has access to these technologies.

Thirdly, globalization implies the standardization of educational models and approaches, which can affect the decline in the importance of the native language and weaken national identity. In modern conditions, it is especially important to ensure a harmonious combination of international educational standards with the preservation of national identity.

## Materials and Methods

The method of data analysis was used to analyze the impact of globalization on the education system of Kazakhstan. It involves the study of works of both domestic and foreign researchers covering various aspects of globalization of education.

Thus, D. Sorokin emphasizes that "globalization inevitably affects the foundations of cultural identity, including language, traditions and educational values" [1, p. 45]. This statement confirms the relevance of the problem of preserving national identity in the educational policy of Kazakhstan. In turn, M. Abdrazakov notes that "it is important for Kazakhstan not only to borrow international educational practices, but also to adapt them taking into account the national context to avoid the loss of

cultural specificity" [2, p. 78].

The educational systems of the USA, Great Britain, Germany and South Korea were studied. The aim was to identify successful models that can be adapted to improve the education system in Kazakhstan. Surveys were conducted among students, teachers and experts in the field of education, which allowed to collect empirical data on the perception of globalization in the educational environment.

### Results and Discussions

Kazakhstan actively participates in international educational projects and programs, such as the Bologna Process, which allows improving the quality of education and meeting world standards. As noted in the study, integration into the Bologna Process contributes to the expansion of academic mobility, recognition of diplomas and the formation of a common educational space [3, p. 64]. This opens an opportunity for Kazakhstan to cooperate with the leading educational institutions of the world, as well as strengthens international cooperation and exchange of knowledge and experience.

Online courses, digital libraries and distance learning programs allow students from all corners of Kazakhstan to have access to global educational resources, regardless of their location. It also facilitates the introduction of new technologies into the educational process, improving the quality of learning and accessibility of knowledge. The diagram shows the percentage of access to electronic resources.

Exchange programs, internships and participation in international conferences contribute to the expansion of students' horizons, increase their professional qualifications and open opportunities for career development. For teachers, participation in international programs and exchange of experience allows them to introduce the latest pedagogical methods and technologies [4].

Globalization often implies the adoption of uniform standards of education, which can lead to the loss of national features of the ed-

ucational system. As emphasized in the study, "the desire to unify educational programs is often accompanied by the risks of leveling linguistic and cultural diversity" [5, p. 102].

In the education system of Kazakhstan there are still significant differences between urban and rural areas, especially in the aspects of accessibility and quality of educational services. According to the data for the 2021-2022 academic year, there are 7,550 general education schools in the country, of which only 2,427 (31.6%) are located in urban areas, while 5,260 (68.4%) – in rural areas. At the same time, urban schools have about 2.3 million students, which is 56% of the total number of students, while rural schools have about 1.5 million students. These statistics indicate a significant difference in pupil density and resource endowment between the two sectors.

More than one third of all schools in Kazakhstan are understaffed, which means a limited number of pupils, lack of parallel classes and, as a consequence, insufficient conditions for the implementation of varied educational programs. These schools often face a shortage of qualified teachers, modern equipment and teaching materials. This directly affects the quality of education: according to the results of the 2019 Unified National Test (UNT), 25% of rural school leavers failed to pass the minimum threshold of 50 points, while among urban students this figure amounted to only 12.1%.

These differences emphasize the need for a targeted government policy aimed at equalizing educational conditions in urban and rural areas. Priority tasks include modernizing the infrastructure of rural schools, providing access to digital educational resources, improving the qualifications of teachers and encouraging work in rural areas. Only a comprehensive approach will make it possible to reduce the educational gap and ensure equal access to quality education for all citizens of Kazakhstan, regardless of their place of residence.

Kazakhstan has a unique cultural and linguistic heritage that needs to be protected and

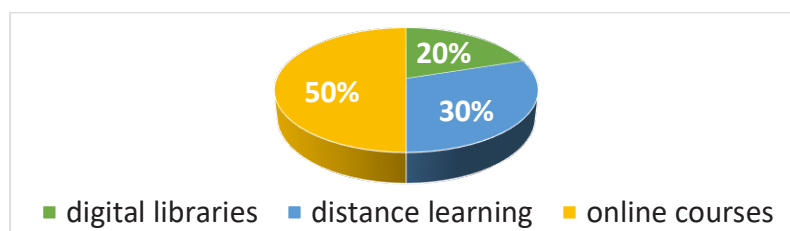
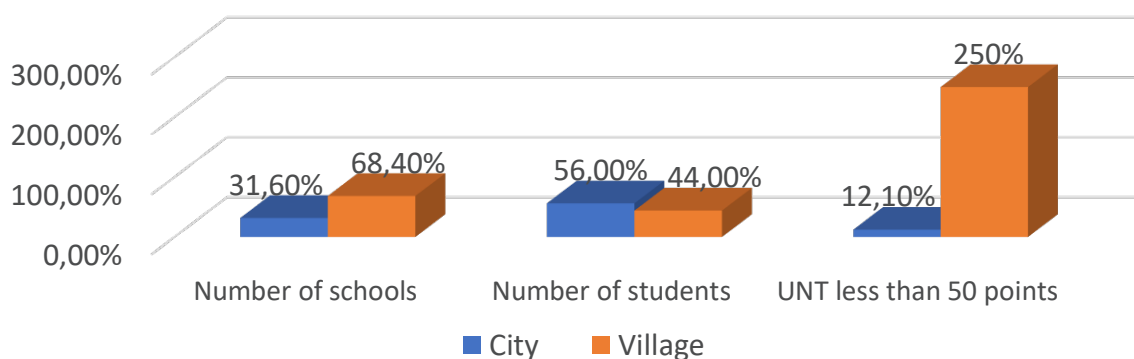


Figure 1 – Distribution of access to global educational resources among students in Kazakhstan



**Figure 2 – Differences between urban and rural areas, especially in terms of accessibility and quality of educational services**

developed despite global world processes. It is important that the educational system remains focused on the preservation of Kazakh identity, culture and language, as well as taking into account local traditions and peculiarities in the learning process [6].

### Conclusions

Kazakhstan should actively continue its integration into the world educational community, taking into account global educational trends and requirements. However, it is important to remember that globalization should not suppress the uniqueness of the country and its cultural heritage. The preservation and development of national identity, including through the inclusion of the Kazakh language, cultural traditions and historical heritage in educational programs, is an important aspect. This not only helps to preserve the rich history and culture of the country, but also contributes to the education of the younger generation in the spirit of respect for their identity.

One of the key factors of successful adaptation of Kazakhstan's educational system to globalization conditions is active investment in innovation and modernization of educational infrastructure. Kazakhstan needs to create modern scientific laboratories, educational centers, technoparks and startup incubators that will contribute to the development of science and technology in the country. Modern infrastructure plays a critical role in providing high quality education, as it is it that allows to introduce advanced educational technologies, create conditions for practical application of theoretical knowledge and develop the creative potential of students.

The development of online education and distance programs will allow students living in rural areas and remote regions to access educational resources and study on a par with students in large cities. For this purpose, it is necessary to actively develop digital infrastructure, increase the availability of the Internet and train teachers in new distance learning methods. In addition, it is necessary to improve the quality of teaching in rural schools and universities by improving the qualifications of teachers and providing them with the necessary educational materials [7].

For the successful development of the educational system, Kazakhstan needs to actively strengthen the academic mobility of students and teachers. This includes the creation of new exchange programs with foreign universities, as well as expanding the participation of Kazakhstani students and teachers in international scientific projects. International cooperation in the field of education contributes to the integration of Kazakhstan into the world scientific community, which opens new prospects for research and innovation projects, as well as promotes the introduction of best educational practices in the Kazakhstani education system [8].

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### **Жаһандану Қазақстанның білім беру жүйесін трансформациялау факторы ретінде**

<sup>1</sup>\*МУКАНОВА Асель Конуспековна, аға оқытушы, kudasel26@mail.ru,

<sup>1</sup>ШОРМАНБАЕВА Динара Госмановна, PhD, кафедра меңгерушісі, yasmina-dinara@mail.ru,

<sup>1</sup>СИВОДЕДОВА Анастасия Васильевна, аға оқытушы, akayota@mail.ru,

<sup>1</sup>«Әбілқас Сағынов атындағы Қарағанды техникалық университеті» КеАҚ, Н. Назарбаев даңғылы, 56, Қарағанды, Қазақстан,

\*автор-корреспондент.

**Аңдатпа.** Жаһандану қоғамның барлық салаларына, соның ішінде білімге айтарлықтай әсер етеді. Мақалада ұлттық білім беру моделін халықаралық стандарттарға бейімдеуге және мәдени бірегейлікті сақтауға баса назар аудара отырып, жаһандану үдерістерінің Қазақстанның білім беру жүйесіне әсері қарастырылады. Білім берудегі жаһандану үрдісі білім беру жүйелерін интеграциялаумен, академиялық ұтқырлықты дамытумен, жаңа білім беру технологияларын енгізумен және оқу бағдарламаларын стандарттаумен байланысты. Авторлар Қазақстанның білім беру жүйесінің жаһандану сын-тегеуріндеріне, соның ішінде тілдік кедергілер, маман тапшылығы және жоғары білікті оқытушылардың жетіспеушілігі мәселелеріне қалай жауап беретінін зерттейді. Жаһанданудың мәдени бірігу қаупі және білім беру дәстүрлерінің бірегейлігін жоғалту сияқты оң және теріс әсерлері қарастырылады.

**Кілт сөздер:** жаһандану, білім беру, Қазақстан, білім беру жүйесі, ұлттық бірегейлік, академиялық ұтқырлық, цифрландыру, мәдени бірегейлік, білім беру интеграциясы, білім беру реформалары.

### **Глобализация как фактор трансформации образовательной системы Казахстана**

<sup>1</sup>\*МУКАНОВА Асель Конуспековна, старший преподаватель, kudasel26@mail.ru,

<sup>1</sup>ШОРМАНБАЕВА Динара Госмановна, PhD, зав. кафедрой, yasmina-dinara@mail.ru,

<sup>1</sup>СИВОДЕДОВА Анастасия Васильевна, старший преподаватель, akayota@mail.ru,

<sup>1</sup>НАО «Карагандинский технический университет имени Абылкаса Сагинова», пр. Н. Назарбаева, 56, Караганда, Казахстан,  
\*автор-корреспондент.

**Аннотация.** Глобализация оказывает значительное влияние на все сферы общества, включая образование. В статье рассматривается влияние глобальных процессов на систему образования Казахстана, акцентируется внимание на адаптации национальной образовательной модели к международным стандартам и сохранению культурной идентичности. Процесс глобализации в образовании связан с интеграцией образовательных систем, развитием академической мобильности, внедрением новых образовательных технологий и стандартизацией учебных программ. Авторы исследуют, как образовательная система Казахстана реагирует на вызовы глобализации, включая проблемы языковых барьеров, кадрового дефицита и недостатка высококвалифицированных преподавателей. Рассматриваются как положительные, так и отрицательные последствия глобализации, такие как угроза культурной унификации и утрата уникальности образовательных традиций.

**Ключевые слова:** глобализация, образование, Казахстан, образовательная система, национальная идентичность, цифровизация, культурная идентичность, образовательная интеграция, образовательные реформы.

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