

space that provides conditions for user's access to the information resources on a specific subject via interactive information and communication technologies. The main criteria of value, practicality and effectiveness of any innovations in education and upbringing are to serve for the good of an individual [2].

One of the aims of widely used new information and communication technologies in education is to create conditions for better and effective educational management, as these technologies provide communication between different participants of the educational policy - state, regions, communities, employers, educational institutions, teachers, students and their families.

Informatization of the educational system, providing its openness and unification, already creates a possibility for a dialogue between all its participants. Expanding informatization till the level of a competent educational society is the practical task that modern educational policy is currently facing.

Managing introduction of modern educational technologies at the institutional level means, that end products (educational and informational resources), tested in educational institutions, are accepted for general practice and their turn change it. Moreover, the managerial process aims to spread the use of new educational and informational resources. Educational authorities and heads of educational institutions should constantly pay attention to this process, and stimulate the expansion of modern innovative technologies in education.

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The work is submitted to Scientific Conference “The Problems of International Integration of Educational Standards”, England (London) – France (Paris), April 20-28, 2009. Came to the Editor's Office on 29.01.2009.

#### THE HUMANISTIC VALUE OF INTELLECT IN EDUCATION

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Today the problems of the humanization of education are studied widely enough. This is bound up with the fact that modern educational system has to train the new generation of people to live in the considerably changed society which still keeps on changing. In these quickly changing conditions a number of

historically new tasks are set to the educational system one of whose functions is to transmit the culture from generation to generation.

The humanization problems have become especially keen in the second part of the 20th century owing to the development of regional and global crises. Modern education is to reveal and develop such phenomenological features that can help a man cope with new the new crisis and post crisis conditions preserving his morals at the same time.

In fact, some new technologies are created and some new educational projects are designed owing to multiple changes in modern educational structures of different levels. And these technologies and projects use the idea of humanization as the conceptual basis. When talking about the humanization of education they usually mean the necessity of upbringing a person who is able to master the rich culture of civilization on the basis of existing moral principles. It is supposed that on the basis of the new pedagogical approach introduced by the humanization both spiritual and physical features of a person will develop thoroughly, with harmony and without defects.

However, the models of the humanization of education don't basically consider the role of intellect and the technologies of its development. Having elucidated the humanistic value of intellect in education, we also considered the education potentialities in the upbringing of a man. The way of decision lies in conservation, mastering and improving the intellect.

For the knowledge, got during the process of education, to be integrity, a purposeful work of mind, its development, mastering the methods of creative thinking are necessary. But is it necessary to develop intellect? Is it so useful for the society? These questions and the like are more often repeated in connection of coming global ecological catastrophe and other similar crises.

The necessity of searching the ways out of crises leads to the understanding the urgency of humanization of a society, science and education as a short way to the harmonical development. But the humanization and its essence are understood differently. The view are different in the definition of the role which intellect plays in the process of humanization of education.

The notions “a soul” and “intellect” reflect a deep base of a man. A great number of approaches to the definition of intellect can be found in modern literature. But contemporary authors in their scientific works seldom consider a notion “soul” and its correlation with the notion “intellect”. Such inequivalent reflection leads to their withstanding.

The approach according to which the intellect and a soul are in close unity allows solving the problem on the correlation of the intellectualization of a society and its humanization. The development of the intellect doesn't contradict humanization but is in its ontological base. Nowadays the correlation between a

soul and the intellect is in the fact that the intellect as a thin instrument with the knowledge of psychology can be used by a man for self-knowledge, necessary for the humanization of the society.

The work is submitted to Scientific Conference "The Problems of International Integration of Educational Standards", England (London) – France (Paris), April 20-28, 2009. Came to the Editor's Office on 10.02.2009.

### **GLOBALIZATION OF HIGHER EDUCATION: COMPARATIVE RESEARCHS**

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The problems of globalization in education, joining of Kazakhstan to the Bologna process, its influence to the development of high school science, an openness of educational theories are considered in this article.

Globalization as the megatendency of development of education is traced in the most of the countries of the world. Globalization of education as the term can be found in works of international scientists and specialists. We shall note, that the process of globalization includes two directions (it is bilateral), i.e. on the one hand there are impulses sent by the countries generating integration processes, on the other hand - there is a desire of the country itself to be integrated into the world educational space.

In Kazakhstan the next key characteristics are traced:

⇒ "localization" - penetration and adaptation of the western methods and techniques, technologies and forms of education. However the internal content either remains the same, or undergoes serious adaptive processes (for example, credit system of education);

- "Horizontal communications" – introducing forms of western high schools in education system of Republic of Kazakhstan (for example, KIMEP); nascent of the international high schools based on partnership of two states and financed by them (for example, the Kazak-British technical university, the Kazakhstan-Russian university, etc.);

- Realization of joint scientific and educational projects;

- Openness of the education system that enable an increase of the number of foreign students, as well as opportunity of citizens of RK to learn, to improve their skills abroad. The portion of such students is gradually increasing (for example, amount of students who won the grant of the state program "Bolashak" to study abroad increased from 785 students in the period 1994-2004 and achieved 3000 ones from 2005). At the same time, on the other hand, an expansion of the

education content by the "transnational knowledge" (new theories of various sciences);

- formation of distance learning system;

⇐Aspiration to enter into the international educational space enables the unification of levels of preparation (bachelor degree – master degree – PhD degree), educational standards, recognition of educational documents, degrees, etc.;

- Unification of specializations according to the International standard classification of education (UNESCO)

- universities and the high schools Joining to the international and regional associations;

- The international accreditation of educational programs in the foreign centers of assessment and accreditation, etc.

The program documents and decrees on education development were accepted by Kazakhstan Government, the reforms on integration into world educational space are systematically introduced.

Nowadays the Ministry of Education and sciences of Republic of Kazakhstan goes through active negotiations on joining the Declaration of Bologna in 2009. Analysis of the Bologna process development history and its comparison, confront to the Kazakhstan reforms clearly illustrate the influence of decisions of Bologna agreements on trends of reform evolution in Kazakhstan. It is connected not only with Bologna process, but also with the process of globalization of a society, universal tendencies of educational policy of the developed countries and decisions made at the forums of UNESCO, forums of Ministers of Education of the countries OECD. In particular, the 6 tasks of the Bologna declaration of 1999 were transformed into the 10 tasks of the current period of development. Just in 2003 there was a significant qualitative turn - orientation to the European translation system of test units ECTS, to the uniform sample of the diploma supplement of UNESCO, to three-levelness of the higher and postgraduate education "the bachelor degree - a master degree – PhD degree", to the affiliating to process of the CIS countries, including our neighbor Russia. Since 2003 in Kazakhstan the credit system of study was actively introduced, since 2005 the postgraduate school of the first level named "aspirantura" and this one of the second level named "doctorantura" were transformed to Philosophy Doctoral studies. Now RK high schools have actively joined in process of the international accreditation of educational programs.

The Principles of Bologna process considerably transform modern Kazakhstan education, create really its new identity. More than 10 years of reforms to approach the Kazakhstan education to the international one, understanding of new tasks require a new mentality, a new way of thinking from teachers. However without high skilled internal potential of personnel of high schools, without national traditions and large methodical schools, without high methodical