

Revamping the Higher Education System of Modern Kazakhstan for Integration into Global Education

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ABSTRACT

The priority task of revamping the higher education system of the Republic of Kazakhstan will enable its integration into global education. The content of education and the quality of training specialists' must be revamped according to modern socio-economic and political conditions in order to develop the Republic that it might take its place among the highly advanced countries of the world. The higher education system of Kazakhstan has undergone substantial structural transformations over the past decade. The authors conclude that the higher education system is where the state and society interact in terms of the common interests of their institutions and citizens. It supposes the legal relations of entities' compulsory participation in management, the possibility of their influencing the development of the higher education system as well as bearing the responsibility for creating conditions that are necessary for the higher education system to fulfil its functions. In this regard, there arises the necessity of reconsidering the role and the functions of

the state in providing educational structure and including other social institutions in solving the various problems of education and to reconsider the role of educational institutions and learners in the process of educational organisation.

Keywords: Global education, globalisation, higher education system, Kazakhstan, revamp

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INTRODUCTION

Globalisation and radical changes in the world greatly influence not only the material and technical, scientific and theoretical bases of public progress, but also the socio-political and ideological processes and formation of progressive and free public consciousness (Abisheva, 2008; Abisheva, Dossanova, & Tlegenova, 2012). In the last decade the former Soviet Union has seen considerable changes in education management. A standard and legal base was created to overcome a departmental approach to educational institutional management. Interaction between the state and public forms of education management was established and there was a rise in the role of educational institutions. A new approach to understanding modern education (Durkheim, 1995), based on quality and the latest innovative pedagogical technologies, was introduced. Education is among the main priorities of any state that seeks to create a flexible mobile system of higher education that meets the new requirements of global competition (Florian, 2000). In our opinion, advancing the hypertrophied ideas of multiculturalism is strengthening the ideas of ultranationalism and even fascism in the modern world. It has resulted in the need to use the ideas of ethno-linguistic and socio-propaedeutics in the pedagogical process that is implemented in a heterogeneous ethnic environment (Teubert, 2010).

Integration into the global education space is one of the main tasks of revamping the higher education system of the Republic

of Kazakhstan. The most important condition for the integral educational process is the interaction between state authorities and public regulation institutions in higher education management (Kunanbaeva, 2013; Scherer, 2013).

Table 1 shows that the interaction between individuals, society and the state in this process is still rudimentary (Table 1).

A change in the nature of the labour market implies a transfer to new educational standards. Higher education is popular in modern Kazakhstan owing to the Kazakhs' traditional views of the status of an educated person (Abisheva, 2008; Abisheva et al., 2012). 'City economy' requires general workers in developed countries. So, motivation pedagogics is widely developed. Today, the majority of workers are employed in the service sector (the service sector already exceeds 60% of the labour market in Kazakhstan). Therefore, the Kazakh labour market deals with people (clients) more than it deals with machines and mechanisms. It is important to be able to communicate effectively with clients in different social settings. The income of many enterprises mainly depends on the ability of staff to communicate effectively with clients; consequently, employers place high demands on workers. In addition, the rise of innovative firms and enterprises organised by intellectual businessmen has created demand for employees not only with higher education, but also with a system of positive values. Modern universities must now provide such training for the workforce of modern cities (Utyupova, Baiseitova, &

Table 1

The interaction of entities in the management of the higher education system of the Republic of Kazakhstan

Functions/entities	Individual	Society	State
Planning			
Defining labour market demands	No participation	No participation	No participation
Specialty nomenclature formation	No participation	No participation	No participation
State order formation	No participation	No participation	No participation
Working out the state's compulsory education standards	Partial participation	No participation	Participation
Working out the standard programmes	Partial participation	No participation	Participation
Organisation			
Creating legal and other normative legal education bases	No participation	No participation	Participation
Revamping educational and methodological support, material and technical base	Partial participation	No participation	Participation
Control and Analysis			
Licensing	No participation	No participation	Participation
State attestation	Partial participation	No participation	Participation
Accreditation	Partial participation	Partial participation	Participation

Mukhamadiyeva, 2016). This extension to the work of modern universities is a positive development.

METHODS

This sociological research was conducted to find out the interactions between individuals, the society and the state in higher education system management.

The first step was to interview the students of three institutions, namely, Pavlodar State University, Pavlodar State Pedagogical Institute and the Innovative University of Eurasia. Four hundred and twelve students took part in this interview: 42.3% were from Pavlodar State University, 24% from Pavlodar State Pedagogical

Institute and the remaining 33.7% were from the Innovative University of Eurasia. Of the respondents, 58.1% were girls and 41.9% were boys. A total of 33.6% of the respondents were technical students and 66.4% were education and humanities students. Of the respondents, 24.9% were first-year students, 37.4% were second-year students and 37.7% were third-year students.

The second step was to interview the teaching staff of the three universities. Three hundred and ninety-six members of the teaching staff were interviewed. Of them, 58.5% were women, while 41.5% were men. Of the teaching staff, 24.3% had an academic title, 41.4% were specialists in Technical Specialties and 58.6% were

specialists in education and the humanities.

The third step was to interview the employers and education authorities of the Pavlodar Oblast and employees of secondary schools, infant schools and industrial enterprises of the city. Four hundred and two employers were interviewed. Among them, 198 were educators and 204 were employers from various industrial enterprises. About 8.4% of the respondents had work experience ranging from 1 to 5 years, 34.4% had work experience ranging from 5 to 10 years and 57.2% had work experience of more than 10 years. Most of the respondents (94.1%) had higher education, 1.3% had dual education and 4.6% had an academic title. Of the respondents, 38.2% were heads of organisations, 34.1% were resource specialists and foremen and 27.7% were teachers and section supervisors.

The definition of higher education as the “process of transferring knowledge and skills from a teacher to pupils” is now transforming into higher education as a type of service provider as the higher education system responds to the market request for more skilled, knowledge-based and service-orientated workers.

Higher education would best be served by interdisciplinary programmes that are based on continuous pedagogical education that is directed at solving the fundamental problems of the current state and the development of the local pedagogical education system. The factors that influence the socio-humanistic and socio-economic development of society should be discovered. There should also

be research into personal development and the obstacles to establishing quality in modern education as well as the problems that can arise. As A. P. Tryapitsyna and N. F. Radionova (Radionova & Tryapitsyna, 2009) noted, the interdisciplinary programme run by the Research Institute of Continuous Pedagogical Education, Herzen University, which has become a scientific centre, is succeeding in part in beginning this work.

RESULTS

The data collected showed that more than a half of the students (59.9%), teachers (72.7%) and employers (76.1%) who took part in this research were informed of the work of integrating the higher education system of the Republic of Kazakhstan into global education. However, 9.2% of the students, 12.8% of the teachers and 6.5% of the employers did not know of or were not so well-informed of the endeavour (Figure 1).

When asked “What do you think of the changes happening in the higher education system?”, every secondary school teacher (53.8%) answered that the reforms were being managed successfully whereas 21.8% of them thought otherwise. Three quarters of the employers (62.2%) considered that revamping higher education was partially successful, while 9.0% thought it was not. It should be noted almost every student of Pavlodar Higher Education Institution (49.4%) thought the changes were being successfully implemented, while a quarter of the students (25.2%) thought otherwise (Figure 2).

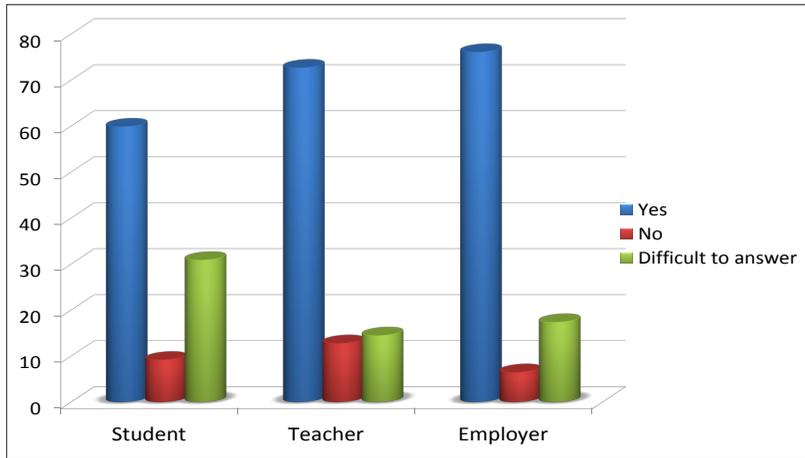


Figure 1. The respondents' awareness of the work of integrating higher education system into global education (% of the total number of respondents)

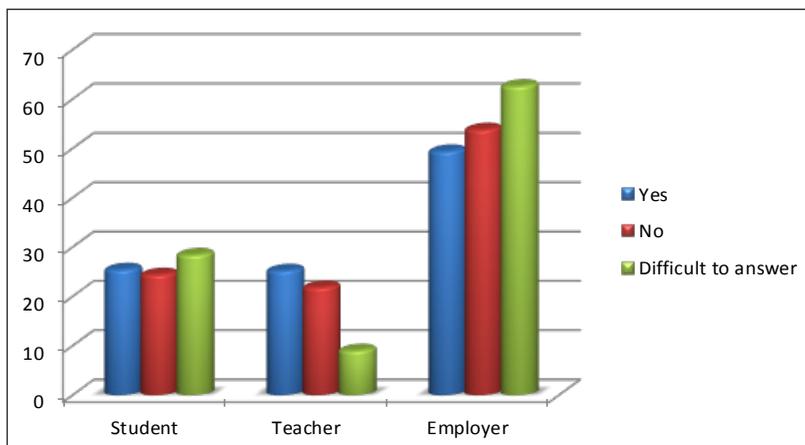


Figure 2. The respondents' attitude towards the changes happening in the higher education system (% of the total number of respondents)

The chief purpose in higher school management is to ensure the quality of education. In this regard, the respondents were asked the question, “Is the modernisation of higher education management capable of increasing the quality of education?”. About half of the students (59.1%), teachers (61.1%) and employers (43.9%) considered that effective modernisation of higher education management was capable of

increasing the quality of training specialists. About 12.8% of the students, 18.4% of the teachers and 43.9% of the employers considered that revamping higher education management would only partially increase the quality of training graduates while about a quarter of the students, teachers and employers (28.1%, 20.5% and 31.8%, respectively) believed that modernisation of higher education management would not

promote quality improvement (Figure 3).

The major factors influencing the quality of education are the quality of training, means of educational process and technologies, potential level of teaching staff, the efficiency of achievement control, the availability of feedback, conformity of individuals, society and the state’s needs, and the level and quality of education. With regards to these factors, the respondents’

satisfaction levels were considered (Ignatova, 2013; Savchuk, 2011; Scherer, 2013) and the results presented in Figure 4.

Despite the recent measures taken for improving higher education management in the Republic of Kazakhstan, students’ satisfaction with getting an education seemed rather pessimistic (Figure 4).

When asked, “Are you satisfied with getting an education?” most of the first-

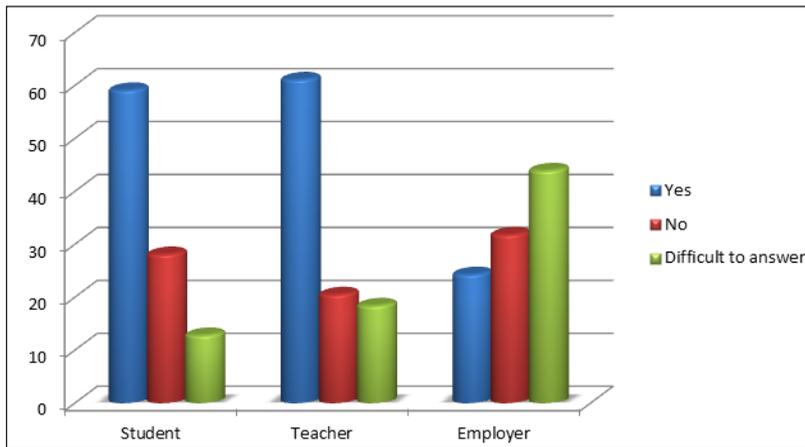


Figure 3. The respondents’ opinion of increasing (decreasing) the quality of training students in the modernisation of higher education management (% of the total number of respondents)

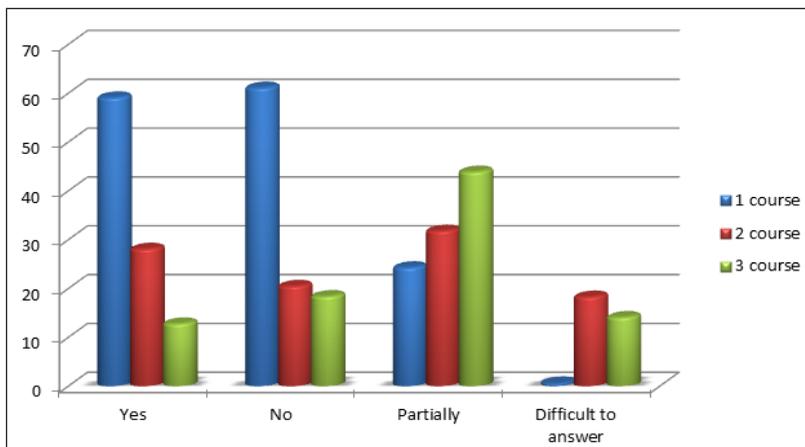


Figure 4. The students’ satisfaction with getting education (different years of study) (% of the total number of respondents)

year students (89.6%) answered in the affirmative, while a third of the third-year students stated that they were satisfied with getting an education (32.3%). So, every fourth student among third-year students (25.5%) was not satisfied or was only partially satisfied (28.1%) with getting an education in higher educational institutions (Figure 5).

According to Figure 5, the satisfaction

of students with the extent of the knowledge gained and the level of training decreased as they progressed to the senior years of study. This may be explained by the fact that senior-year students had already passed their professional practice and lacked both theoretical and practical teaching.

The teachers who took part in this research thought differently about the extent of gaining knowledge (Figure 6).

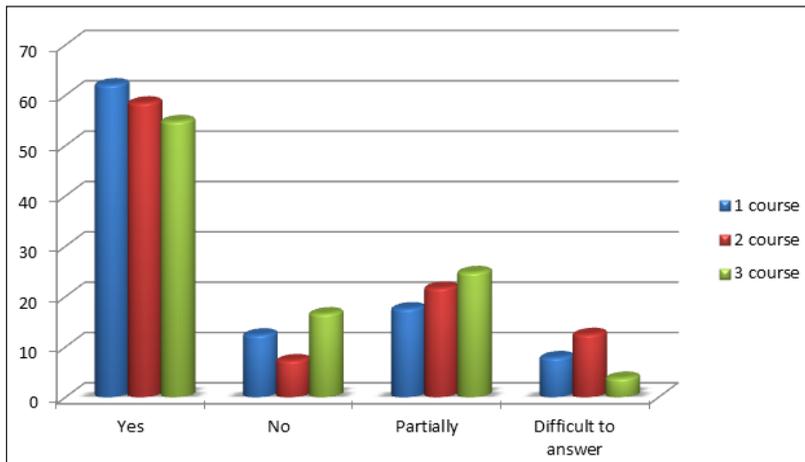


Figure 5. The students' satisfaction with the knowledge gained (% of the total number of respondents)

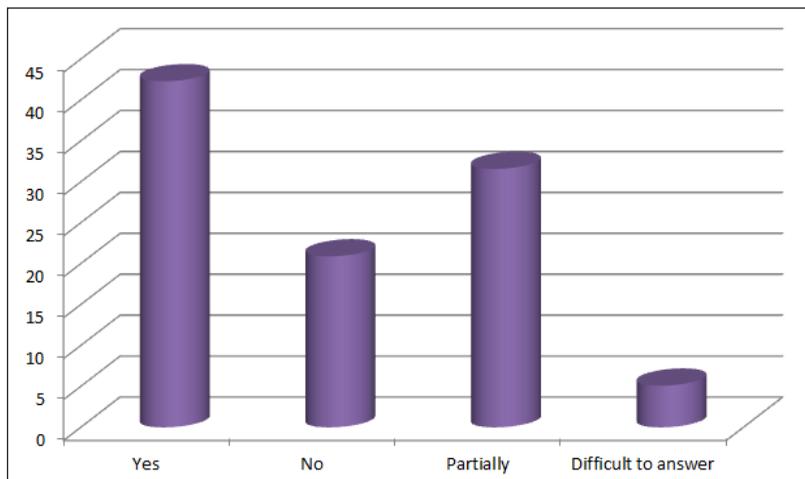


Figure 6. The teachers' opinion of students' extent of gaining knowledge in accordance with modern requirements (% of the total number of respondents)

Fewer than half of the teachers (42.3%) considered that the extent of knowledge gained by the students met with modern requirements. Every third teacher (31.6%) believed that the extent of the knowledge gained met with the modern requirements only partially and every fifth teacher (20.9%) did not agree that the extent of the knowledge gained met with the modern requirements. The results showed that most of the teachers were not satisfied with their students' level of knowledge.

More than a half of the students were not fully satisfied with the quality of organising the educational process. About 30.4% of the students were partially satisfied, while 18.4% thought otherwise. It should be noted that the teachers' assessment was not much different from the students': more than a third of the respondents (33.8%) were partially satisfied, while 12.4% were not satisfied with the quality of organising the educational process (Figure 7).

Figure 8 shows that senior students'

satisfaction with the quality of teaching had increased. However, 40.6%, 25.6% and 17.0% of the students were not satisfied with the quality of teaching, partially satisfied or found the question difficult to answer.

One of the reasons for students' dissatisfaction with the quality of teaching was the teaching staff's level of professionalism. As seen in Figure 9, most of the students noted the compliance of the teaching staff's level of professionalism (49.6%). Teachers estimated the university staff's professionalism slightly higher than the students did (61.2%).

It should be noted that senior students' satisfaction with the level of the requirements for the teaching staff decreased (Figure 10). First-year students' satisfaction with the level of the requirements for the teaching staff was 76.9%, while third-year students indicated partial satisfaction at 32% and 15.4% of the respondents were not satisfied with the level of the requirements for the teaching staff.

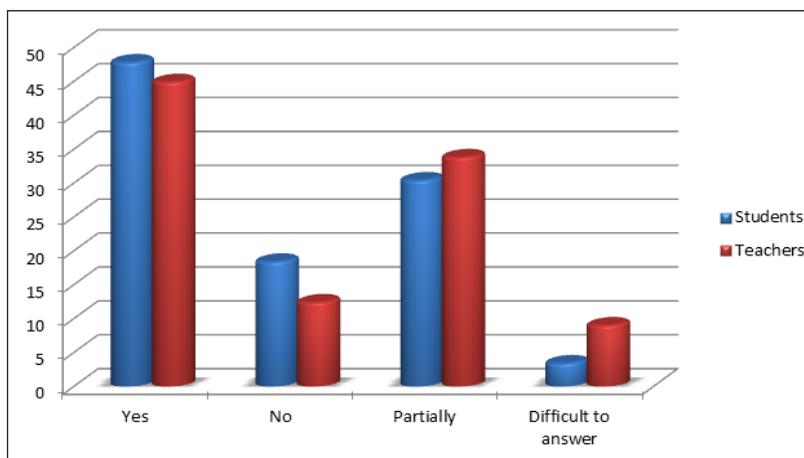


Figure 7. The students and teachers' satisfaction with the quality of organising the educational process (% of the total number of respondents)

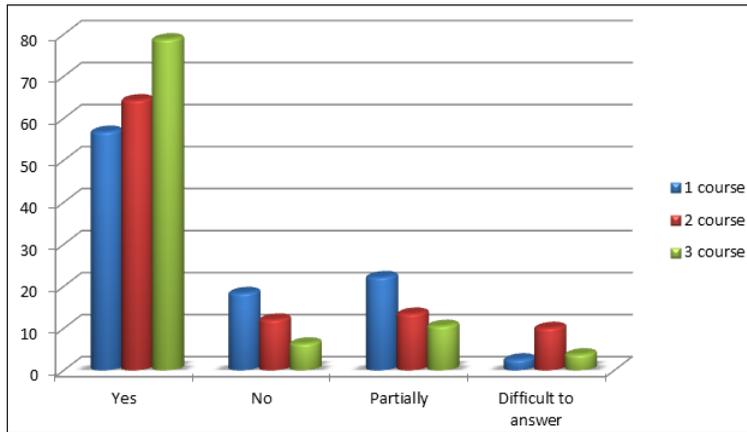


Figure 8. The students' satisfaction with the quality of teaching (% of the total number of respondents)

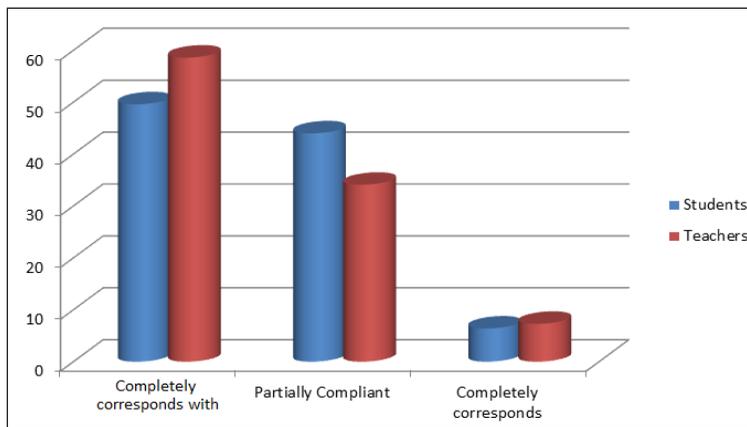


Figure 9. The students and teachers' estimation of university staff's level of professionalism (% of the total number of respondents)

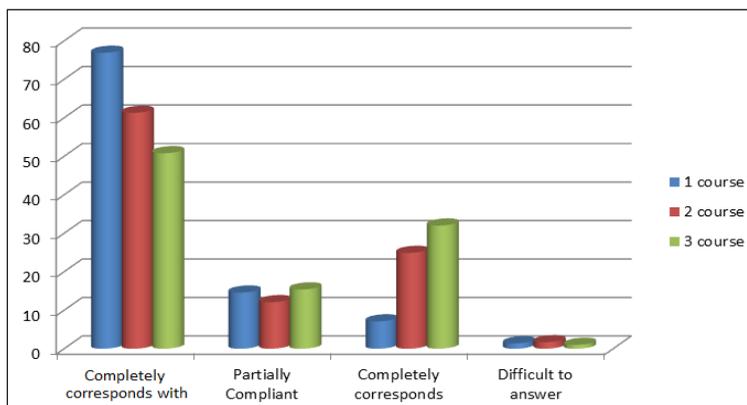


Figure 10. The students' satisfaction with the level of the requirements for the teaching staff (% of the total number of respondents)

A revamp of higher education management assumes change in the nature of education, directing education towards “free development of a person,” creativity and independence (Durkheim, 1995). Therefore, it was interesting for us to find out how the respondents would estimate the use of innovations in the learning process, which is focused on the individual student (Figure 11).

Most of the students (93.6%) and teachers (92.7%) considered that the individual approach was not used to an effective degree in the educational process

(Figure 11). Management should note that students are the object of management, and should ensure that their expectations of modern education are being met.

The prevailing forms of conducting lessons were in-class learning, according to the students and teachers (68.8% and 63.7%, respectively), led directly by the teacher (Figure 12). This type of lesson delivery, which is focused on the subject-object relationship, does not set a goal of developing students’ creativity and does not consider students as being the subjects of management.

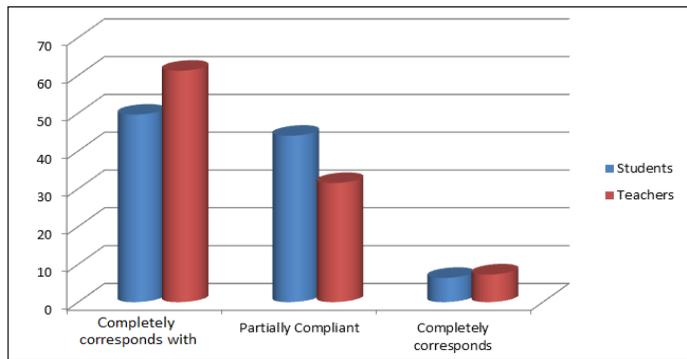


Figure 11. The level of using the individual approach in student activities (% of the total number of respondents)

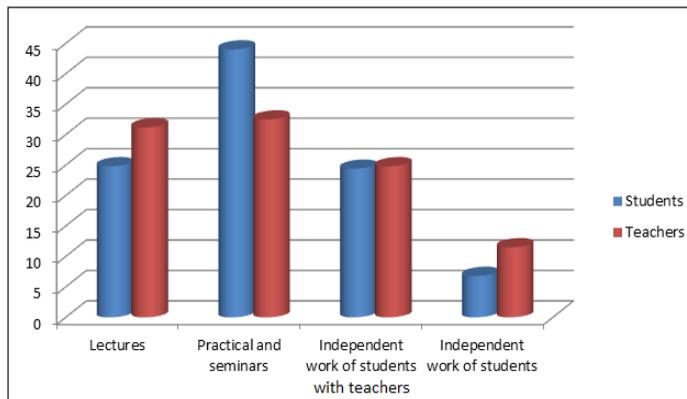


Figure 12. Various types of lesson delivery estimated by students and teachers (% of the total number of respondents)

The students' answers to the questions about their vital strategies for the future showed that most of the students (88.4%) were planning to work and further raise their professional qualification. About 2.2% of the students wanted to change their profession or get a second degree, 3.6% of the students aimed at getting a scientific and pedagogical education and another 5.8% found the question difficult to answer (Table 2).

In general, 60.1% of the respondents estimated their future optimistically, 10.2% of the respondents estimated their future with alarm and uncertainty and the rest (29.7%) did not think about it. Overall, the students' feelings about future job placement were rather positive (Table 3).

The alumni's optimism about future job

placement was not relevant to employers' estimations of the actual theoretical training they had received. This was reflected in the answers to the question, "How do you estimate the alumni's theoretical training?" Of the total number of employers, 11.1% gave a good estimation of the alumni's theoretical training from the Pavlodar universities, more than a half gave a satisfactory estimation (85.7%) and 3.2% gave a negative estimation. About 54.8% of the students and 42.5% of the teaching staff from the Pavlodar universities gave a good estimation, while 41.4% of the students and 52.3% of the teaching staff gave a satisfactory estimation and the remaining 3.8% of the students and 5.2% of the teaching staff gave a negative estimation (Figure 13).

Table 2
Alumni's future plans depending on their satisfaction with the profession, % of the total number of respondents

Alumni's Future plans	Alumni's satisfaction with their profession			
	Yes	No	Not sure	Total
I shall work and raise my professional qualification.	88.4	10.1	1.5	100
I shall change my profession and get a second degree.	2.2	96.5	1.3	100
I shall get a scientific and pedagogic education.	3.6	90.6	5.8	100
Are you sure of your professional future?	60.1	10.2	29.7	100

Table 3
The students' opinion of job placement prospects by profession, % of the total number of the respondents

Answer	First-year students	Second-year students	Third-year students
Yes	69.8	74.5	89.3
No	17	17.4	4
It is difficult to answer	13.2	8.1	6.7
Total:	100	100	100

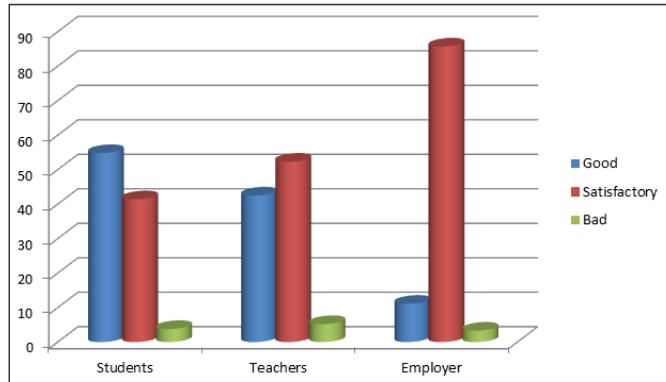


Figure 13. The respondents' estimation of the alumni's theoretical training (% of the total number of respondents)

To the question on practical training of students, 63.2% of the employers gave a satisfactory estimation, 13.6% gave a negative estimation and 23.3% gave a good estimation. The students and teaching staff thought differently, however. A good estimation of the practical training was given by 39.8% of the students and 57.3% of the teaching staff. About a half of the students (43.2%) gave a satisfactory estimation and a third of the teaching staff (35.5%) agreed with them, while 17.0% of the students and 7.3% of the teaching staff gave a negative estimation (Figure 14).

The teaching staff's answers to the

questionnaire are presented in Table 4.

Table 4 shows that more than a half of the teaching staff (69.7%) believed that alumni must possess a high level of professional training and qualities that allow them to adapt to social and economic living conditions. They should also have a high level of ability for self-development and should have been exposed to common cultural training.

Table 5 shows the importance that employers placed on knowledge and skills as the top requirements they expected alumni to possess. The next most important requirement in their opinion is the ability

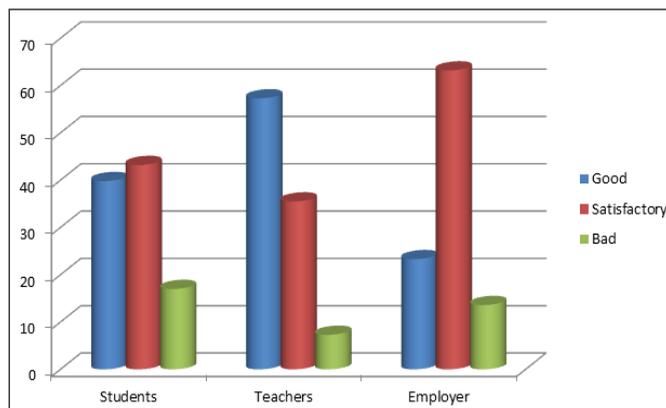


Figure 14. The respondents' estimation of alumni's practical training (% of the total number of respondents)

to solve professional problems, followed by the ability to solve system problems. In their opinion, the ability to form a belief system and active life position is the fourth requirement in alumni. Creativity and research qualities follow as the next important requirement and finally, leadership potential and business proficiency is the sixth most important requirement they would like alumni to possess.

To find out the respondents' level of participation in higher education management, they were asked the question, "Do you take part in higher education management?" (Table 6).

Table 6 shows that the students did not participate in higher education management either on state or regional level. The

insignificant percentage of students who took part in management at university level is made up of the most active members of the students' organisations.

As for the teaching staff's answers to this question, only a small number takes part in planning and organising the higher education system at both the state and regional level but a larger number takes part in management at university level (Table 7). About 2.5% of the teaching staff noted their participation in controlling and analysing higher education management. This is due to the fact that teaching staff are sometimes invited to sit on the State Examination and Accreditation Boards.

When the same question was put to the employers, they responded that they

Table 4

The teaching staff's estimation of the qualities that alumni must possess, % of the total number of the respondents

Estimation	Yes	No	Difficult to answer
High level of professional training	69.7	28.3	2.0
High level of qualities that allow adaptation to social and economic living conditions	68.9	28.4	2.7
High level of ability for self-development	48.2	49.4	2.4
High level of common cultural training	51.6	45.9	2.5

Table 5

Employers' estimation of alumni's necessary qualities, % of the total number of the respondents

Qualities of alumni	Rating
Knowledge and skills	1
Creative and research qualities	5
Leadership potential and business proficiency	6
Belief system and active life position	4
Ability to solve professional problems	2
Ability to solve system problems	3

Table 6
The students' opinions of their participation in higher education management, % of the total number of respondents

Management functions	Management levels								
	State			Regional			University		
	Yes	Sometimes	No	Yes	Sometimes	No	Yes	Sometimes	No
Participation in planning higher education management	-	-	100	-	-	100	-	2.4	97.6
Participation in organising higher education management	-	-	100	-	-	100	-	3.6	96.4
Participation in controlling and analysing the higher education system	-	-	100	-	-	100	5.1	12.4	82.5

Table 7
The teaching staff's opinion of their participation in higher education management, % of the total number of respondents

Management functions	Management levels								
	State			Regional			University		
	Yes	Sometimes	No	Yes	Sometimes	No	Yes	Sometimes	No
Participation in planning higher education management	3.3	-	96.7	-	-	100	9.3	52.7	38
Participation in organising higher education management	5.3	-	94.7	7.6	1.3	91.1	18.1	36.4	45.5
Participation in controlling and analysing the higher education system	-	2.5	97.5	-	6.0	94.0	84.0	14.4	1.6

were not invited to participate in higher education management (Table 8). However, a small number stated that they sat on State Examination Boards and another small number sometimes participated at university level.

Table 8
Employers' opinions of their participation in the higher education management, % of the total number of the respondents

Management functions	Management levels								
	State			Regional			University		
	Yes	Sometimes	No	Yes	Sometimes	No	Yes	Sometimes	No
Participation in planning higher education management	1.2	-	98.8	-	-	100	-	-	100
Participation in organising higher education management	2.2	-	97.8	-	-	100	-	-	100
Participation in controlling and analysing the higher education system	-	-	100	-	-	100	-	2.7	97.3

DISCUSSION

The results of this research showed that the training of specialists in higher education institutions was mainly focussed on knowledge acquisition, whereas effective management of the higher education system must ensure that students develop into professional and competent persons who are able to solve professional problems independently and creatively as well as be able to realise the personal and public importance of their professional activity.

The results also showed that there was no opportunity for students to pursue their individual educational trajectory, so as to be able to correlate their educational needs with the appropriate training content and standard of vocational training as approved by the Ministry of Education and Science. As a consequence, teachers had no opportunity to fulfil students' requirements

related to teaching content. This proves once again that there is no component in higher education system management that provides for individual educational needs of students.

The main reasons for this are as follows:

- teachers have no experience in working at production sites. This makes education more academic, with little industrial input;
- insufficient connection between higher educational institutions and organisations at which students can pursue practical training and learn to solve real-life industrial problems;
- higher education's focus is on a theoretical approach in delivering education;
- little opportunity to participate in higher education management.

To solve these problems, students need to be encouraged to pursue additional qualification and master the application of the knowledge they acquire. They also need to be certified as specialists of the various technologies and enterprises involved in higher education management.

In recent years there has been a change in the job description and status, to a degree, of university teachers. If previously professors and associate professors could enjoy academic freedom, free time for self-improvement and research activity and the opportunity to fraternise with talented students as compensation for being paid less than the professionals in their fields, now university teachers have to clock in long hours, face large numbers of students, deal with a heavy academic load and have less time and fewer resources for their independent work and own research.

Meanwhile, professionals in the same field in the private and non-state scientific sector are largely concerned with innovations (technical, scientific and social) and are highly paid. Professors are not always the ones who release innovative knowledge and ability to society. So, they are paid less and have to be satisfied with a lower academic status and less freedom than their counterparts of earlier years. Universities no longer offer advantages of an intangible nature as they used to before. Instead of academic incentives, compensation for the time spent at work is usually economic. Moreover, today, more and more people who are not connected with science or teaching have academic titles. They do not conduct

research, write scientific articles, review academic articles or work with graduate students etc. but they are awarded honorary academic titles. All this reduces the status of professor and associate professor (Florian, 2000; Fomichyev, 2012). Meanwhile, education or science continue to have no accurate criteria for quality evaluation. It is left to the academic reputation and the qualification of those in the future who will manage education and lead in research to hopefully steer it in the right direction. The final quality of research results can only be clear after the research has been conducted i.e. after money and other resources have been spent; if they have not been used wisely or correctly, they can only be lamented as wasted resources. In financing the training of future specialists, employers are guided by the experience and formal qualification of teachers. The quality of the finished work can be seen only after resources have been spent. So this trust and investment are particularly important.

If more and more people who are not interested in scientific work and innovative teaching are admitted to the teaching staff of universities, the education system will begin to degrade. When people are only interested in training cost, the probability of entering a university and graduating from it with a diploma, the chances of being employed in the labour market and career parameters, they will only look for universities that churn out qualifications for a certain sum of money.

Thus, the general degradation of teaching staff leads to a distorted process

of choosing universities. Paid education becomes prominent as universities begin to pay attention to the solvency of potential students. Tuition fees rise, as it is not an additional resource for development any more. It completely covers expenses for training specialists. However, not all graduates can pay tuition. The criteria selection changes (solvency is more important than knowledge or talent), and so does the quality of the student body. A decline in the quality of students influences the quality of the training and the teachers' work; as noted above, the efficiency of a student group is important for maintaining the quality of training.

It should be noted that the overall character of higher education makes a negative influence on the quality of work done by teaching staff. Teaching staff are separated from working directly with students as they have to work on standard education programmes and use standard textbooks or manuals. Pedagogical uniqueness and individuality decline in value under these conditions in the opinion of employers (the direction of a university) and consumers (students). Anonymous instructors deliver lectures through standard textbooks and computers check standardised tests.

CONCLUSION

This research looked at the interaction between the individual, society and the state in higher education management. We found the following tendencies to be true in the mission of revamping higher education

management in Kazakhstan:

- entities of administrative and educational processes realise the necessity to revamp the higher education system;
- there is no interaction between the entities involved in higher education management in working out the requirements to maintain the quality of higher education and its management;
- there is no interaction between the government bodies and public regulation institutions in determining the content of higher education in higher education management.

By some experts' estimates, only about one third of university graduates i.e. those who are specialists in their field, having obtained a Master's degree, actually work in the field they studied to enter after graduating from university. While more research is needed to determine figures and reasons for this situation, the situation can be interpreted as inefficiency on the part of higher educational institutions. They can be said to be guilty of inefficient use of public funds. On the other hand, only about a third of those with a Bachelor's degree continue to study in universities in developed countries. The rest will enter the job market without obtaining a Master's degree. Therefore, it is possible to read this situation as a reflection of the Kazakh labour market's lack of skill and knowledge. Indeed, students gain much professional knowledge in Master's

programmes. Bachelor programmes are largely focused on general higher education. However, the experience of other countries demonstrates that the modern labour market is aware that it can benefit from the set of competencies that are peculiar to holders of Bachelor's degrees, including their grasp of general culture, abilities, communication skills, ability to adapt quickly etc. It is also beneficial to these new workers who only have a Bachelor's degree to acquire employment rather than pursue a Master's degree as they are able to save time and money. Nevertheless, universities should pay more attention to resources and Master's programmes and improve their training for all programmes offered.

As higher education is not compulsory, unlike secondary education, students who pursue it are more motivated to study than secondary school students. The environment-influence effect i.e. the influence of an educational group is no less important than educational content and the educational process itself for the socialisation of young people. If all higher education institutions awarded state-recognised degrees, they could simplify the educational process for Bachelor's degree candidates. Higher education would also then attract other students as well as encourage students to further their studies and pursue a Master's degree. The state must establish a set of criteria and standards to for knowledge and competencies. Higher education institutions should be able to manage and control these.

Universities are transforming from elite institutions into popular educational

organisations, and this demands another approach to resource management, especially, finance management. First all, universities must increase the number of students and look for an opportunity to work with a large number of students efficiently (from the financial point of view). In this condition, the relationship between teachers and students will become more formal, so teachers who are able to work with a large number of students yet be able to communicate with each student through feedback and effective presentation skills, for instance, will be much appreciated. It should be recognised that for Bachelor's degree courses, teachers need to be like school teachers, who can manage a large classroom. Innovative knowledge is really based on teachers' own research and can be presented only during Master's courses, where teachers' work with students individually and the number of students is much less. In general, training Bachelor's degree students does not involve a great intensity of research or scientific work and the need to explore new innovative knowledge. So, students are not trained as future innovators, and their training is comparable to that gained at secondary school, albeit in more complicated ways and at greater depth (Teubert, 2010).

Cost effectiveness is of great importance to universities as entities of educational service. Distance universities offer simplified educational modules that can be studied from other locations using modern information and communication technology for the learner's convenience,

practically without having to engage with the teacher directly (Kunanbaeva, 2013, p. 294). However, this approach may not be acceptable for training topnotch specialists of any field. Universities today are also required to conduct pre-socialisation training such as learning a foreign language, using a computer and understanding the basics of economy, law, ethics etc. as it is not provided in secondary school whether in the city or in villages.

The problems stated above are peculiar to both Kazakhstani as well as post-Soviet universities. However, universities in developed countries also face such problems from time to time (Florian, 2000; Teubert, 2010). Most students consider universities as a means to acquiring a good job and salary in the future. Developed countries also face the serious problem of professional plagiarism. Unlike Kazakhstan, Western countries rely on solving these problems through their strong academic and research traditions. The established ratings of universities are a guide for both employers and graduates. The true scientific, educational, research, administrative and humanitarian elite are trained by a selected few universities in Western countries. This is confirmed by many studies looking into employment prospects of graduates beginning with higher education and ending with job placement.

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