

# ACCREDITATION VECTOR - QUALITY OF EDUCATION: CHALLENGES AND OPPORTUNITIES

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**ABSTRACT.** The system of education is considered as a key vector of economic development and social domain of the state. The article considers the main directions of development of educational systems in the world, the expansion of internationalisation and students and teachers' academic mobility as the main factor of quality assurance in education. The study used methods of comparative analysis and evaluation of educational systems, which made it possible to identify common and specific features of higher education development in the future. The aim of the article is to review the main trends in ensuring the quality of education and to identify ways to develop educational services.

**KEYWORDS:** education, legal support, quality of education, accreditation, demand for graduates, labour market.

## АККРЕДИТТЕУ ВЕКТОРЫ – БІЛІМ САПАСЫ: ҚИЫНДЫҚТАР МЕН МҮМКІНДІКТЕР

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**АҢДАТПА.** Білім беру жүйесі экономика мен әлеуметтік саланы дамытудың негізгі векторы ретінде қарастырылады. Мақалада білім беру сапасын қамтамасыз етудің негізгі факторы ретінде әлемдегі білім беру жүйесін дамытудың негізгі бағыттары, студенттер мен оқытушылардың интернационализациясы мен академиялық ұтқырлығын кеңейту қарастырылған. Зерттеу барысында білім беру жүйесін салыстырмалы талдау және бағалау әдістері қолданылды, бұл болашақта жоғары білім берудің дамуының жалпы және ерекше ерекшеліктерін анықтауға мүмкіндік берді. Мақаланың мақсаты – білім сапасын қамтамасыз етудегі негізгі тенденцияларды қарастыру және білім беру қызметін дамыту жолдарын анықтау.

**ТҮЙІН СӨЗДЕР:** білім, құқықтық қамтамасыз ету, білім сапасы, аккредиттеу, түлектерге сұраныс, еңбек нарығы.

# ВЕКТОР АККРЕДИТАЦИИ – КАЧЕСТВО ОБРАЗОВАНИЯ: ВЫЗОВЫ И ВОЗМОЖНОСТИ

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**АННОТАЦИЯ.** Система образования рассматривается, как ключевой вектор развития экономики и социальной сферы государства. В статье рассмотрены главные направления развития образовательных систем в мире, расширение интернационализации и академической мобильности студентов и преподавателей как основного фактора обеспечения качества образования. В исследовании применялись методы сравнительного анализа и оценки образовательных систем, что позволило определить общие и специфические особенности развития высшего образования в перспективе. Цель статьи – рассмотреть основные тенденции обеспечения качества образования и определить пути развития образовательных услуг.

**КЛЮЧЕВЫЕ СЛОВА:** образование, правовое обеспечение, качество образования, аккредитация, востребованность выпускников, рынок труда.

**INTRODUCTION.** The main factor of economic development of the country is the transformation of the education system. Today science and innovations determine the level of the country's economic growth. Protection of national interests and national security of the country depends on the solution of urgent problems in the education system.

The rapidly changing world, changes in the labour market and the demand for new professions determine new priorities for the development of the education system and the level of graduates training.

Therefore, quality assurance in education is the most important guarantee that graduates, acquiring skills, competences and knowledge, will be in demand and competitive in the labour market.

It is clear to everyone, education is becoming the engine of human progress. We are in the epicentre of technological transformation. The digital economy sets fundamentally new trends oriented towards training specialists of a qualitatively new level. Educational programmes should meet the challenges of the time, and higher education institutions (HEIs)

should train creative staff with a broad outlook and high intelligence.

To enable everyone to participate in the global digital ecosystem, education combined with universal accessibility will stimulate economic development and prosperity of society.

Independent accreditation of HEIs is an important mechanism for higher education quality assurance and evaluation. The system of accreditation of HEIs in Kazakhstan seeks to preserve the best traditions of national education, take into account global trends of modern development and offer modern methods and approaches to ensure the quality of personnel training. Due to the changes introduced in the Law of the Republic of Kazakhstan "On Education", a new stage in the development of the national accreditation system was the expansion of academic freedom, financial and managerial independence of HEIs.

Under the conditions of digitalisation, knowledge is rapidly updated every 3-5 years. The current situation is fundamentally different from the past, when the period of knowledge renewal was at least 50-60 years. A person who received higher education actually used it

throughout his/her life [1].

Now that this period has shortened, even a HEI's graduate cannot be sure of his/her qualification and acquired skills in a range of knowledge. Therefore, the need for retraining and professional development or even a change of the field of education is relevant today. The so-called "silver universities", which are over 40 or more years old, have appeared in the higher education system.

#### **MATERIALS AND METHODS OF RESEARCH.**

In the process of conducting the study, the methods of assessing the development of the quality assurance system, from simple to complex, quantitative changes into qualitative ones, comparative analysis, forecasting the improvement of the quality of educational services were used.

The study includes the analysis of the development of the education system, possible reserves and resources of HEIs to improve the quality of graduates' training, expand opportunities for filling the labour market with qualified personnel and the formation of new demanded professions.

The comparative analysis of educational systems and their evaluation allowed us to identify the features and common features of development directions.

The concept of quality includes 5 separate interrelated components:

- exclusivity (for employers);
- impeccability (for stakeholders);
- expediency (for students and HEIs);
- optimality of price and quality (for the state);
- capacity for change and transformation (society as a whole).

The education quality system includes:

- Quality control and management (system operating within the HEI);
- quality audit - compliance with international standards;
- quality assessment - external quality assurance system;
- accreditation.

It is relevant to introduce innovations in pedagogical activity. Both objective and subjective reasons can be singled out for this:

- Economic (financing and the state of the

material base);

- social (inefficient information system);
- psychological (unwillingness of teaching staff);
- professional (lack of innovative climate);
- temporary (lack of quick result of introduction) [2].

**RESULTS AND THEIR DISCUSSION.** In developed countries, the higher education system is characterised by a high level of mobility, actively responding to changes in the economy and science. Distinctive features are openness, level of knowledge, close interaction between science and production, orientation to the introduction of innovations.

Transformation of the education system by flexible innovations meets new challenges, in this regard, high-tech education becomes valuable, as a person acquires information freedom and opportunities to independently master new socially significant culture.

Taking into account the experience of foreign countries in the development of education, for instance, the USA, according to the constitution, the state does not participate in the management of education. Each state has its own laws in the education system, opportunities to develop its own education system necessary to meet specific local needs and meet the interests of the state population, obviously, while respecting constitutional guarantees, rights and privileges of US citizens. Similar decentralised approaches to education exist effectively in other developed European countries, for instance, in Great Britain, Germany, Austria, Belgium, Greece, Spain, Denmark, Norway, Sweden, Switzerland. Decentralisation processes are also actively developing in Finland, France, Czech Republic, Hungary.

The need for higher education is constantly growing. This cannot but attract attention to the study of the peculiarities of the development of higher education.

China ranks first in the world in terms of the number of students - over 60 million, India ranks second (57 million), and the United States ranks third in terms of the number of students - 13 million [3].

Today, the number of students in the world is growing and the need for higher education,

**Table 1. Number of students in Kazakhstan HEIs by country of arrival**

<b>Countries</b>	<b>2019, persons</b>	<b>2020, persons</b>	<b>2021, persons</b>
<b>Kazakhstan</b>	<b>564,787</b>	<b>547,488</b>	<b>547,317</b>
<b>Uzbekistan</b>	<b>25,964</b>	<b>15,642</b>	<b>14,404</b>
<b>India</b>	<b>4,450</b>	<b>4,220</b>	<b>5,987</b>
<b>Turkmenistan</b>	<b>3,176</b>	<b>2,795</b>	<b>2,795</b>
<b>Russia</b>	<b>1,247</b>	<b>1,298</b>	<b>1,263</b>
<b>Mongolia</b>	<b>888</b>	<b>1,128</b>	<b>1,010</b>
<b>China</b>	<b>807</b>	<b>871</b>	<b>811</b>
<b>Kyrgyzstan</b>	<b>1,026</b>	<b>1,067</b>	<b>659</b>
<b>Jordan</b>	<b>228</b>	<b>515</b>	<b>546</b>
<b>From other countries</b>	<b>1,683</b>	<b>1,533</b>	<b>1,462</b>

is of the so-called absolute massive scale. If in the middle of the last century the number of students in the world was 13 million, by the end of the last century it exceeded 80 million students. Today the number of students has doubled and is over 160 million. This trend will continue as developed countries envisage a transition to universal higher education. However, massivisation may affect the decrease in the quality of education [4].

The desire to achieve high quality of education as a prerequisite for professional success of a graduate always remains the main task of higher education development.

The Independent Agency for Accreditation and Rating constantly monitors and conducts extensive analytical work on the results of accreditation of educational organisations and presents to stakeholders, as well as informs on the website information on further improvement of HEIs’ operations.

Accreditation improves the quality of higher education, provides recognition of HEIs by stakeholders, mutual recognition of degree certificates and integration into the world educational space [5].

Deep integration processes are taking place in the higher education system. The expansion of communications in the international

educational space is characterised by the fact that new knowledge and innovative technologies developed on their basis, obtained in different countries, become the property of all mankind and influence the development of states regardless of their specific features.

An important form of globalisation of education is the academic mobility of students, teachers and internationalisation, which has embraced the entire world community.

Today there is an increase in foreigners enrolling in foreign HEIs. Europe is the most popular, accounting for 41% of all students from abroad, North America has 21% of all foreign students. Every 2nd student from abroad is studying in universities - USA, UK, Australia, Germany and France. Thus, the share of international students in the US is 17%, UK - 13%, Australia 7%, Germany 6% and France 6%.

Internationalisation of education is actively developing in the international education market. In such countries as Canada, the share of foreign students is 5%, the Russian Federation - 4%, Japan - 3% and Spain about 2%. According to statistics, currently the largest exporters, more than 50% of the total number of international students in the world are China, India and Korea [6].

Table 1 presents the statistics of the number

of students in HEIs of Kazakhstan for 2019-2021 and the number of foreign students entering higher education institutions of the Republic of Kazakhstan. So, in 2019, the number of foreigners was 39,469 or almost 7% of the total student population, but in 2021 this indicator decreased and was 28,937 or 5.3% respectively [7].

In the Republic of Kazakhstan for the 2021-2022 academic year, the number of operating HEIs reached 122, of which: 83 universities, including research universities, 16 academies, 12 institutes and equated conservatories, higher schools and higher education colleges, 9 national higher education institutions, 2 national research universities.

The number of students in private educational institutions increased by 136,900 or 53.8 per cent. In public institutions, this indicator has decreased by 16.9 per cent over five years, and in foreign-owned organisations it has decreased by 14.5 per cent.

**CONCLUSION.** Thus, the quality of education is an important task of human development in the era of global changes and transformation of the system of educational services. Accreditation is a conclusion confirming that the quality of education or educational organisation meets international standards. Accreditation and quality assurance are closely related [8]. In other words, accreditation is an important vector of quality assessment where an independent decision is made about compliance with the basic level of quality [9].

Therefore, accreditation of higher education institutions and educational programmes becomes the main trend in improving the quality of graduate training, expanding academic mobility and internationalisation, introducing innovative technologies, developing student-centred and practice-oriented learning, developing joint educational programmes and double degree education.

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