

Integration Processes in the System of Higher Education: A Comparative Analysis of Western Education

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Abstract: This study is devoted to the analysis of integration in pedagogical activity of higher school. The author considers the peculiarities of pedagogical and educational integration as a necessary process of interaction in the modern world. As an example, the countries of Asia (Japan), China, the Russian Federation were considered. Attention was paid to the integration of Kazakhstani Universities and the result from it. We dwelt in detail on the example of the integration of Japan and China as the most successful experience of interaction in the system of education of Asian countries. Positive moments, the main results of introducing integration into the higher education system of the listed countries, including in our republic, are analyzed. The merit of the work is an analysis of the features of integration of Japan, China, Russia and Kazakhstan. Also, examples of interaction of domestic high schools with the countries of Europe are considered.

INTRODUCTION

The main content of the article is devoted to the description of integration processes in Asian countries: Japan, China and Kazakhstan, examples of interaction in the educational system of the Russian Federation and Kazakhstan universities with European countries are also described. Attention is paid to the issue of the reasons for the need to introduce integration into the system of higher education.

The modern world is characterized by the unification of cultures, education, economics and other spheres of human life. The process of uniting parts into a whole is called integration. Integration is a consequence of the

development of our civilization, conditioned by man's striving for unification and interaction. The integration process can take place within the existing and functioning system, increasing its effectiveness and integrity or in the case of a new system for increasing stability.

Education is one of the spheres of our life, the most vulnerable to integration processes. Modern education can't be closed, isolated and effective. This is due to the fact that research is conducted in different directions in different countries. The exchange of knowledge, experience and results will stimulate the development of society in general and education in particular^[1]. Integration in pedagogical activity means the development process associated with the unification of whole

previously disparate parts. In other words, this is the combination of pedagogical ideas and models of education, the introduction of developments and innovations in the activities of educational organizations, the exchange of experience.

Especially important is the process of integration in the educational process of higher education. At the present stage of the development of higher education, the process of integrating the process is used increasingly, evidencing an increasing tendency to unite not only organizational structures in higher education but also an array of knowledge and even human actions^[2].

One of the forms of manifestation of integration processes is the appropriation of the status of national research for individual universities, since, the main goal of this project in the sphere of higher education is not only to increase the effectiveness of the learning process but also to integrate it with scientific research conducted at the same university^[3].

MATERIALS AND METHODS

The research was based on scientific research of both domestic and foreign researchers. For example, the work of Japanese authors on the features of the integration process in Japanese universities was studied. In the works of Chernobay and Shanina questions about integration in the Russian higher school are revealed. Zhou Ji, etc., analyze the state of the Chinese higher school, point out not the need to integrate integration processes into it. Domestic researchers describe the features of interaction of Kazakh universities with countries in Asia and Europe. For example, Kunkhozhaeva describes the results of integration of the Kazakh higher school and the Chinese.

Integration of science and education is very important for the educational life of the country as it promotes a more rapid development of relations between universities of different countries. Than develop the process of integration in the country between national universities. The easier and faster it is possible to establish foreign contacts which will be of great benefit to all participants in the process of interaction^[4].

Entering into the interaction, participants of educational integration form integrated educational systems. They are distinguished by a complex and branched structure of several steps. Consequently, they have a high potential and are more preferable for applicants and employers. It can be concluded that participation in the integration process increases the competitiveness of the university^[5]. This fact is due to the fact that the objects of the integration system complement each other, adding new properties to the system. The content of education does not change in this case. The integration process has no effect on him. Changes in the content of training depend on the profiling of education^[6].

There are times when the process of integration leads to a strong change in the structure of education. In this case, the goals and objectives of education, the criteria for assessing student's knowledge, etc., can change. The education system begins to adopt new qualities and adapt them. Such, a strong interaction is very useful for education, since, similar systems in the future generate innovative methods of education or forms of education. For example, multilingualism, personal-oriented learning, inclusive education, etc., are beginning to develop^[7].

The main way of integrating higher education is the academic mobility of students or teachers. Students have the opportunity to go abroad under a special program and get there the education stipulated by the program. Typically, this is 1 or 2 semesters. Another example of the integration of higher education is the internationalization of university science. This process is carried out through conducting joint scientific research in the framework of international programs, the export of educational services and scientific achievements. This kind of interaction can give impetus for the emergence of an international research center on the basis of one of the participants in the integration process^[8].

Let's analyze examples of integration in higher educational institutions. For starters, let's take as an example the Moscow Higher School of Social and Economic Sciences. This educational institution was originally created as a synthesis of the distinctive features of Russian and British science. Moscow Higher School since, its inception is a product of integration activities^[9].

The training at the Moscow School is fundamentally different from teaching in British or Russian universities. Its distinctive features are education, built in such a way that students. Mastering the curriculum, they get knowledge much faster and master professional skills they develop their intellect more quickly. Also, the number of compulsory and elective courses was reduced, the classroom load on students and teachers decreased, the old methods of teaching were transformed into new ones. There are new methods for assessing student's knowledge.

All this necessitated a great work on changing the world outlook among teachers and students, the need to form a new type of thinking and learning activities^[10]. The experience of the Moscow Higher School can be considered a successful example of the process of integration in higher education. There are other examples of interaction of Russian universities with foreign ones in the classical scheme: academic mobility, participation in international internships, conferences. Let's analyze the Japanese experience of integration of the higher school. The Japanese higher education system has faced the need to reform to meet the ever-growing public demands for universities and colleges to ensure the sustainable development of society^[11].

In the sphere of higher education, in preparation for internalization in Japan, cardinal 170 reforms were carried out, significantly changing the system of higher education in Japan. The result of the reform was the following facts:

- Introduction of a system of accreditation and certification, quality assessment of higher education
- The internationalization of the higher education system
- Increasing the competitiveness of HEIs^[12]

The Central Council for Education in 2005 presented the report "Future Prospects for the Development of Higher Education in Japan" which described the strategy for the development of higher education in Japan from 2005-2015-2020 and ways to implement it. And in 2012, the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT) introduced the "University Reform Action Plan".

As part of the integration of higher education in Japan, the ASEAN University Network/Southeast Asia Engineering Education Development Network (AUN/seed-net) project was launched, in which Japanese university members provide support to the ASEAN Association of Universities) concerning the preparation of graduates with master's and doctoral degrees in accordance with world standards in the engineering industry with a view to promoting stable socio-economic development of the countries of Southeast Asia.

Another example of the integration processes in the universities of Japan is the CAMPUS Asia Program (Collective Action for Mobility Program of University Students). It was launched at the initiative of the government, industry and universities in Japan to strengthen cooperation with Japan's closest neighbors-China and South Korea^[13]. In the context of multilateral cooperation, UMAP (University Mobility in Asia and the Pacific) contributes to the effective international academic mobility of students in the Asia and Pacific region through the use of UCTS (UMAP Credit Transfer Scheme) credit compatibility.

The internationalization plan for higher education "Global 30", adopted in 2008 is one of the most effective projects for reforming the system of higher education. The government set the goal of attracting 300,000 foreign students until 2020. To this end, in 2009, the Ministry of Education of Japan (MEXT) elected 30 universities with centers in 13 leading universities in the country^[14].

In Asia, discussions on the effective exchange of experiences between universities are taking place in China, South Korea and ASEAN countries in order to provide quality higher education and to improve regional cooperation in Southeast Asia. An analysis of these and other issues was carried out at the fifth summit of the leaders of China, Japan and South Korea, Japan-China-

Republic of Korea Trilateral Summit which resulted in the signing of a tripartite agreement "aimed at future cooperation and partnership between countries."

At the 15th ASEAN Summit "ASEAN Plus Three Commemorative Summit" it was noted that "education and tourism are important for the development of the South-East Asia region". Thus, globalization challenges and integration processes, the rapidly changing content of knowledge predetermine the cardinal reorganization of the system of higher education in Japan, to the main guidelines of which it is advisable to include:

- Fundamentalization of education
 - Focusing on the humanitarian component of education
 - The integration of higher education in the world education
 - Constant diversification of education
 - A course towards democratization has been taken
- Integration of higher education with science and production, computerization

Japan has a traditional system of managing higher education which is very strict. Despite this fact, Japan's higher education is actively being introduced into the world space. Asia is a region in which a high level of integration between countries is noted. In particular, integration in the field of education. Let us analyze the example of another Asian country, the DPRK. China is one of the most open countries. At present, >2300 universities operate in China. Such, a large number of educational institutions includes special professional institutions, colleges, universities for adults, etc. China actively supports the global process of integrating education. For a deeper integration, the educational system of China was changed, adapted to the European one. For example:

- Several years ago a credit system was introduced
- The development of doctoral programs (PhD)
- Implementation of international exchanges. Exchange on academic mobility is carried out through the invitation of students, teachers and scientists

If Chinese citizens study abroad not at the expense of the program but at their own expense, the Chinese government helps them, supports them throughout their entire term of study, thereby stimulating their return to their homeland^[15]. One can't fail to note the importance of the Confucius Institute for the global integration of education. At the end of 2009, >282 Confucius institutes and 272 Confucius classes were opened worldwide in 88 countries around the world. Our country has not become an exception. In one of the leading universities of the country-KazNU named after Al-Farabi, the Confucius Institute was opened and it functions even now.

The main result of the policy is the regular increase in the number of foreign students who come to study in China within the framework of educational programs. The integration experience of the Asia-Pacific region is interesting where interaction between universities is also carried out. In the Asia-Pacific region, a single educational space is being formed. The integration experience of the Asia-Pacific region is interesting where interaction between universities is also carried out. In the Asia-Pacific region, a single educational space is being formed. This region is quite perspective in terms of integration as it is one of the most numerous in the world. The population has the opportunity to receive education which also increases the potential of the region^[16].

If you analyze the world space, you can select several of the most promising countries for teaching foreign students: China (more than 510 thousand students), South Korea (>125 thousand), Malaysia, France, the USA (>50 thousand), Russia, Canada, Vietnam and Japan (>40 thousand).

Since, the accession of the Republic of Kazakhstan to the Bologna process, the most important issues for Kazakhstani education have been questions about the ways of its integration into the European and world educational space with the aim of bringing the national education in line with world standards.

RESULTS AND DISCUSSION

The main goal of the integration of education in our country is the staffing of the domestic labor market with highly qualified specialists. To achieve this goal, you must perform the following actions: Improve the quality of domestic education to international standards, train technical staff, professionals who are ready to engage in research activities, taking into account the achievements of modern science. Attract students and young professionals to scientific work stimulate them to engage in scientific research activities of young people in science and education^[17]. Increase the efficiency of using budgetary funds, personnel, information and material and technical resources of scientific organizations. It is important to absorb budgetary investments as this will help improve the material and technical base of the university which will positively affect the effectiveness of education. Intensify the relationship between education and entrepreneurship and corporate science. Strengthening the integration between business and an educational institution. This is necessary to increase the effectiveness of training and establish strong links with the labor market for future graduates.

Kazakhstan actively cooperates and acts as the initiator of integration processes with the states of the whole world. The most active cooperation is with the Russian Federation and China. Scientific cooperation

between the Republic of Kazakhstan and the People's Republic of China is carried out on the basis of interstate contracts, on the basis of international educational programs and inter-university agreements. The interaction between Kazakhstan and China is realized not only in the sphere of education but also in the economy, culture, trade. Never the less, it is educational integration that is most important and promising as this process is mutually beneficial. Great importance in this matter is given to the organization of cultural fairs and exhibitions, the exchange of knowledge and the student exchange program.

From the perspective of China, the most beneficial cooperation belongs to the field of science and technology. Our Chinese partners welcome the participation of Kazakhstani educational organizations in various courses in the scientific and technical sphere. Educational integration between Kazakhstan and China began at the beginning of the XXI century. In 2005-2007, preparatory work was carried out to establish cooperation in the field of education and the exchange of innovative developments^[18].

In the same period, financing of innovative projects began to be introduced in our country which served as an impetus for the development of science. The 21 scientific projects are being launched, a system of venture financing with the participation of domestic and foreign capital is being created with the participation of 12 venture funds. The main activities of the integration of education in China and Kazakhstan are: Identification and solution of topical problems of education. In the course of the organization's activities, decisions were taken on existing problems relating to the activities of public and scientific organizations, the problems of the education system. Facilitating the preparation and holding of international regional conferences, seminars and workshops. International conferences and seminars contribute to the exchange of accumulated experience and developed innovations which positively affects the development of the sciences of the participating countries of the conference. Cooperation between China and Kazakhstan is actively developing, new contracts are signed, scientific conferences and seminars are held.

Regularly new contracts, educational programs, academic mobility programs are being conducted, scientists and teachers come to foreign universities with lectures. This is of great importance for the education of China and Kazakhstan, since, the two largest countries of Asia are in close cultural and educational ties. Every year, a huge number of students from China come to study in Kazakhstan, to China from Kazakhstan. They adopt another's culture and customs, experience of teaching and social practices.

Foreign trips of teachers contribute to the introduction of innovative experience of colleagues in the

domestic education. Thus, integration positively influences the development of all spheres of interaction between the state. Cooperation with China in the field of education is growing every year: the number of educational programs for students and internships for teachers is increasing. According to researchers, it will continue to grow. Perhaps, one day, cooperation in the field of education will evolve into the creation of an international research center.

But the integration process is carried out not only with Asian countries but also with the countries of Europe. For example, the domestic university KazEU introduced a double diploma program with a number of higher educational institutions. For example, an agreement was signed with the Korean University of Gangnam with the International School of Business of the University of Oxford-Brooks from Budapest with the University of Pierre Mendes France (Grenoble, France)^[19].

According to the “Bolashak” program, Kazakhstani students have the opportunity to get education in the countries of Europe and America. To do this, you must know the foreign and state language, pass the necessary examinations and pass an interview. After receiving education, students should return to Kazakhstan and work out a state grant. The program provides free education abroad for domestic students who, after return, can introduce new technologies and methods into the economy and production to increase the effectiveness of their professional activity^[20].

In 2013, 6 students of KazEU KazEU won a competition under the TEMPUS program. The prize was education abroad. Participation in the competition is already an example of integration of domestic education with foreign education and the opportunity to get education abroad stimulates the development of links between educational organizations^[21, 22].

Of course, Western education has a huge impact on domestic education. It is in the West that new trends are emerging and standards of quality are being developed. Which tends to match the whole world. Kazakhstan should establish links with Western universities for integration and exchange of experience. KazNu University named after al-Farabi sends masters of 1 course for an internship at the University of Granada. The private university of KazGYUIU cooperates with the University of Poland and Bulgaria. Thanks to the cooperation program, students have the opportunity to go to Poland for 1 semester or study in Germany.

CONCLUSION

Analyzing the above material, it can be concluded that the process of integration positively affects the process of education and the development of diplomatic

relations between countries. Kazakhstan should strive to establish partnership relations with the countries of Western Europe as soon as possible to enhance efficiency from the integration process. Such, kind of interaction will help our country cope with the current education crisis, develop the domestic education system more quickly, solve the problem with the lack of professional staff and gain access to world achievements science.

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