

## DEVELOPMENT OF HIGHER EDUCATION IN GLOBAL TRANSCULTURAL ENVIRONMENT

**Gulmira Rakisheva,**

PhD student of Department of social pedagogy and self-cognition,  
Eurasian National University named after L.N.Gumilyov (Astana,  
Kazakhstan),  
e-mail: gulmira\_rakisheva@mail.ru

***Annotation.** The article is devoted to the problems of higher professional education in the conditions of the functioning society. The author reveals to the features of an educational system which is considered in the connection with the trends of the developing society. It is shown that transcultural environment is one of the factors that influence the developing processes in education.*

***Key words:** higher professional education, transcultural environment, educational system, feature of system, transcultural competence.*

Higher professional education is the most important social institution, actively responding to all the social changes and processes. The growth of national cultures' international openness, the world major trends in the development of civilization is certainly refracted in the educational system [1]. Constantly increasing volume and expanding the content of economic relations form the need for universal professionals receiving training in the national universities. It leads to the fact that the content of national higher education systems naturally tends to the so-called "international standards", produced by the world science and practice. New modern technology, with its powerful infrastructure, making information accessible to virtually every corner of the globe and universalizing higher education content, provides coverage of knowledge trained in the leading educational centers.

Globalization, which despite the different opinions, is an objective reality, requires the national higher education systems of the new orientation of the target, taking into account the need for international solidarity on the values of human ethics. All that is going on in almost all countries is the expansion of democracy and strengthen the rule of law, increases the role of education in the education of youth in the spirit of democratic citizenship. Initially appropriate to science and higher education, the idea of academic freedom with the growth of the higher education scale broadcast on all of society, universalizing its political system. The formation of the new socio-cultural values shared by the majority of countries in the international community, such as the civilized free market and the humanization of social relations, is not only to change the structure of higher education that expands the training of economists, managers, humanists, lawyers, sociologists, political scientists, but also to change its entire paradigm. These challenges of the modern age, especially international life generate the main trends in higher education.

The most important tendency related to increasing the role of science in production and in society is to increase the scale of higher education, which is why a higher education is becoming increasingly widespread. Another important trend,

growing especially rapidly in the second half of the XX century, is the diversification of higher education in the institutional forms, levels and content. With the increase in the variety of educational institutions that provide knowledge and skills in the field of mental work, the role of classical universities not only not diminished, but increased. They rightly claim to be the centers of the formation of social and cultural environment in the region. And third, dynamically gaining power is the tendency of internationalization of higher education based on the universal nature of knowledge, on the mobilization of the collective efforts of the international scientific community. This is manifested in the increasing role of international cooperation in the activities of national educational institutions and organizations, as well as in the emergence of supranational organizations, programs and funds. In higher education there are close encounter issues, trends, objectives and targets, forcing to forget the national and regional differences and specificities. There is a universalization of the content of education, which cannot be stopped in the era of the information revolution and the existing world of universal communication systems in the form of the Internet. Year by year there is a growing number of students, researchers and teachers who study, work, live and communicate in the international environment [2].

The internationalization of higher education is an objective, dynamic process in the global transcultural environment. In opinion of many scientists and researchers of higher school, the internationalization of higher education acquires the features of a qualitatively new stage - integration, as evidenced by the appearance of the appropriate political and legal superstructure of the integration of the complex. The content of the integration of higher education is an all-round convergence of national educational systems, their complementarity, the transformation of higher education in the global social system. The integration of the world system of higher education is the process of unification.

The world system of higher education can be described as an open social system with a loose coupling between the elements, system elements themselves and variability of normative regulation. At the same time, it meets the basic signs of systemic. Firstly, the world higher education is a multiplicity of inter-related elements of different level and character. These include educational institutions, which establish strong relationships with international partners and organizations, some national and regional systems, producing overall development strategy for the whole world under the UNESCO auspices of the UN and various international educational organizations and associations that contribute to the unification of the world of higher education in a single system. Undoubtedly, all institutions and organizations of higher education administratively autonomous, taking their specific place in the education market, they interact in the form of cooperation or competition.

At present the international aspect is a dominant in the work of educational institutions, existing as a guide, a standard to address regional and national problems solved higher education.

In the world of higher education, there are signs of integrity and autonomy with respect to economic, political and other global social systems. The basis for these processes becomes the existence of universal norms of academic freedom and democracy, traditionally governing the activities of traditional universities, and it is

becoming increasingly normative significance for national educational systems of international conventions, the Universal Declaration, adopted at the international forums that determine the prospects for the development of higher education and to voluntarily accept for execution all acceding countries. Formed world system of higher education associative type, administration is not regulated, but ideologically defining the paradigm of all educational systems - national, regional and international. This world system of higher education has such a feature of the systems, as stability which is achieved due to the constant reproduction of its structural elements, frames and rules governing its functioning. Moreover, sustainability implies continuous development of higher education system and its adaptation to the changing conditions of the modern world.

In modern science the new concept of higher education of the XXI century is being developed through a prism to improve the culture of the future specialist, which should include a set of knowledge, skills and accumulated by mankind cultural and moral values, which are necessary for the formation of culture, a competent individual, his professional maturity. Trends in the development of modern society necessitate a rethinking of the role of higher education, as well as the development of new approaches in it [3].

The innovative transformation of society, the new strategic guidelines in the development of the economy, the openness of society and its rapid informatization and dynamic dramatically changed the requirements for higher education. Higher education systems of most leading countries in the world have responded to these challenges that have become founding objectives, content and education technology on the results expected from it. The main purpose of education is not a simple combination of knowledge, skills, and based on their personal, professional and transcultural competence, that is the ability to produce independently, analyze and leverage information, the ability to live and work efficiently and effectively in a rapidly changing world. The nature of this quality, being a product of training, is not directly derived from it, but is a consequence of self-development. This issue lies at the junction of structuring personal and professional culture. Unfortunately, the practice of high school does not always demonstrate a high level of forming transcultural competence of graduates. Obviously, the reasons for the lack of transcultural competence in the training are based on the fact that transcultural approach has not received a proper scientific and theoretical and methodological support yet. This leads to the special importance of this issue.

In this context, transcultural education is nothing else but a signal for the need to reform the content, forms and objectives in response to the challenge of the era. A successful development of higher education in the global transcultural environment is possible if only combining national forces and resources, subject to international solidarity, mutual assistance and support.

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