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# THE EDUCATION DEVELOPMENT CONCEPT OF THE KYRGYZ REPUBLIC (2020-2030)

***(As a recommendation)***

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## INTRODUCTION

Education as a development priority determines the development of the Kyrgyz Republic. Globalization processes and other changes at a global level have caused each country to recognize the need for sustainable development. The development of any country is directly dependent on human resources, and this, in turn, urgently requires the establishment of a modern education system in said country.

In 2015, the UN General Assembly passed the Sustainable Development Goals for 2030, adopting the goal to guarantee every person the opportunity to receive quality education in life. The document notes that the world of the future is one of universal literacy, in which everyone is given the same opportunity to develop their abilities and has the same access to get an adequate education.

In recent years, in order to develop education in accordance with modern requirements, a number of important documents have been developed and adopted in the Kyrgyz Republic, including "Concept for the development of education in the Kyrgyz Republic until 2020", "Strategy for the development of education in the Kyrgyz Republic in 2012-2020", "State educational standards of general education schools", "Development Program for 2018 - 2022. Unity. Confidence. Creation", and " National Strategy of the Kyrgyz Republic for 2018 - 2040".

In these documents, strategic directions for the development of education were identified, including: the formation of students' competencies, the implementation of student-centered learning, the construction of an informative education system using information technologies, the exchange of information at the managerial level, improving the quality of education through the development of the regions, among others.

The proposed concept of education development in the Kyrgyz Republic by 2030 was created based on the Law of the Kyrgyz Republic entitled "On Education" and on the above documents, with the aim of deepening the main principles found in them. In the Kyrgyz Republic, education aims to develop human resource capacities as well as accomplish two large-scale undertakings. First, preservation and further development of national and cultural identities, national values, and

diversity in the context of globalization. Second, integration into the world educational system by taking into account the coming together of the patterns of globalization and national identity. In this process, the issues of educating the younger generation on the basis of national values and determining the level of knowledge that students achieve in different levels of education should prevail.

The concept contains theoretical, methodological and organizational provisions and directions that contribute to the achievement of the above goals.

## 1. PRIORITY AREAS OF DEVELOPMENT OF THE EDUCATION SYSTEM IN THE KYRGYZ REPUBLIC

1. *Special attention should be paid to the consistency of purpose and result*. It is necessary at all levels of the education system to clearly indicate model graduates. This will ensure that the principles of continuity and consistency are maintained. In the future, certain specializations will become obsolete and new specializations will appear. Therefore, education must prepare graduates to meet changing labor market demand. The main responsibility of every teacher is to achieve the learning outcomes required by the subject standards of education. Currently, it is important to focus not only on the content of education, but on its end result.
2. *The main goal is the formation of student competence, including functional literacy*. A Program for International Student Assessment (PISA) study shows that an outcome of learning is the important aspect of education in the world. Today, a student is expected to understand and be able to use knowledge gained through education to solve emerging problems while also being able to independently deepen that knowledge. It is very important to introduce into the education scheme academic subjects that can contribute to the formation of student independent learning skills. This requires teachers to make extensive use of electronic educational systems and resources.
3. *Textbooks should be honed for the formation of student competencies.* The contents of educational materials are expected to aim not at memorization of theoretical facts, but at the formation of functional literacy, to contribute to solving life problems using knowledge. The overwhelming majority of textbook materials should include project tasks based on situational, research, and creative problem-solving cases.
4. *Emphasis on education (upbringing) for the formation of national values*. In education, it is necessary to combine global and national values. In the process of globalization there is a great danger of elimination of national values. Therefore, it is essential to preserve and even step up the role of national values in this process.

5. *The need to conduct scientific research in accordance with the development priorities of the Kyrgyz Republic*. Research universities with high-tech science facilities should be created to carry out research.
6. *Full implementation of multilingualism and inclusive education*. Along with the development of the national language, it is necessary to give priority to teaching in Russian and English in educational institutions. Local teachers should be trained to teach certain high school subjects in English. The principle of inclusive education must work at all levels of education. To support children with disabilities, it is necessary to achieve joint efforts of educational institutions, families, and local governments.
7. *Training of specialists in Information Technology (IT).* Currently, in the labor markets of all countries, including the Kyrgyz Republic, there is an urgent need for IT personnel. Along with strong requirements for the strengthening of the development of social partnership between business, industry, and education, graduates of all educational institutions are expected to possess competencies in the use of IT in their professional fields.
8. *The provision of a student-centered, safe learning as a paramount aspect to education.* The creation of a safe and student-friendly learning environment requires a collaborative effort of the school, families, and local authorities. For the physical, psychological, and environmental safety of students, the creation of a tolerant environment is necessary to provide the education system with an appropriate regulatory and material and technical base.

## 2. BACKGROUND FOR THE DEVELOPMENT OF EDUCATION IN THE KYRGYZ REPUBLIC

It is an indisputable fact that education is one of the most important indicators and qualitatively preferred paths for the development of every society in the world. Forming and developing human resources, the positive impact of education on society is the responsibility of each state.

The worldwide adoption of “Industry 4.0” technology is expected to spread as the boundaries of technological, digital, and biological spheres intersect. Industry 4.0 is the third industrial revolution, achieving the emergence of new innovations. In order not to disappear in a new environment of innovation, the education system must also adjust its trajectory in a new, innovative way.

The National Development Strategy of the Kyrgyz Republic for 2018-2040 especially notes that "The education system is aimed at revealing the abilities of each person, educating a comprehensive personality, providing individuals with knowledge and skills used in practice." In accordance with this, every citizen has the right to access to quality education. It is also envisioned that teachers, school administration, students, parents, and the public act together in close connection with each other. This is among the fundamental conditions required for renewal of the education system.

In recent years, the labor market has been rapidly changing in accordance with global changes; consequently, the demand for some professions has been increased. At the World Economic Forum in Davos (2016), it was noted that in the near future 60% of students will be forced to master completely new professions, including robotics, biotechnology, information technologies, new areas of the economy, nanotechnology, and others. Consequently, it is necessary to urgently and decisively introduce fundamental changes into the education system. The UN Sustainable Development Goals for 2030 note that the provision of quality education is one of the most important aspects of development for each country; it can become a tool for sustainable development, improving the living conditions of every citizen.

# 3. THE FUTURE OUTLOOK OF EDUCATION IN THE KYRGYZ REPUBLIC FOR 2030

## 3.1. Pre-School Education

As a source of knowledge and development of children at an early age, pre-school education is the foundation for the formation of a future personality. Relevant psychological and pedagogical research has proven that the importance of teaching children at an early age and the formation of competencies in accordance with their abilities at that age give excellent results.

***The current state of pre-school education and upbringing***

Coverage of children by preschool educational institutions is only about 22.5%. In 2007, Government Standard "Pre-School Education and Upbringing of Children" was developed, in 2009, the Law "On Pre-school Education", in 2017, the "'Balalyk' (Childhood) Program for the Development of Children 3-6 Years" was adopted. All these documents are designed to develop the abilities of children according to their age-group characteristics.

In the first years of independence in Kyrgyzstan, pre-school education and upbringing coverage dropped sharply, decreasing to almost 7%. This happened because out of 1596 preschools, more than 1000 were privatized or re-profiled into other organizations; consequently, the number of teachers trained to work in pre-school institutions has sharply decreased. In order to solve the problems of pre-school education, the "Nariste" Program was developed, teaching 100 hours in 2006, 240 hours in 2012, and a full 480 hours in 2016. Currently, almost all children 5-7 years old are taught by this program.

Although the "Balalyk" program for the knowledge development of children 3-6 years old was adopted, it does not provide information on the preparation of children for school nor their admission in the short term.

***The development of pre-school education in 2030***

1. The pre-school education system and upbringing, which fully meets the modern requirements and expectations of parents, will function successfully. All public, private, and state Early Childhood Development Centers will work. Alternative forms of pre-school education will actively function.
2. Educational and methodological systems based on modern technologies will be widely implemented. Their application contributes to the socialization of the young generation in the educational process, their adaptation to cultural diversity, and the formation of aesthetic feelings. National identity in early children education will become one of the main priorities.
3. Programs that form a culture of inclusive education will be successful.
4. Parents will develop a culture of reading books to their young children and will actively cooperate with pre-school institutions.
5. Professional qualification standards of teachers will be effectively used and their professional competencies will correspond to international standards.
6. A pleasant, comfortable, and safe educational environment will be created.

## 3.2. Primary Education

General primary education is an important stage in the development of children, given in a period when their cognitive and creative abilities and interests are actively formed.

***The current state of general primary education***

Currently, primary education in Kyrgyzstan lasts four years. In order to update the content of primary education, a curriculum was developed in 2010, on the basis of which many textbooks were updated. In 2014, the Government Standard of General School Education was adopted in the Kyrgyz Republic. On its basis, in 2015 - 2016, subject standards for the

primary education level were developed and published. As part of a World Bank project, advanced training courses were held in the country. More than seven thousand teachers attended courses on the use of formative assessment in their work (READ program), on the transition to the development of competence-based relationships, about 12,000 teachers have improved their professional skills. In order to improve the reading skills of primary school students, the USAID projects "Read Together" and "Let's Read!" national assessment of student educational achievements is systematically carried out. Within the framework of the project of the German Technical Cooperation Society (GIZ), a comparative assessment of the formation of reading and mathematical skills of students from four countries (Kyrgyzstan, Kazakhstan, Turkmenistan, Tajikistan) was carried out.

***The following problems exist in the current primary education system:***

- Due to the fact that teachers' salaries are tied only to the number of hours they work, they do not strive to work better. The 10% incentive fund does not cause feelings of professional competition among teachers. There is a need to revise the Attestation Regulation.
- Despite the many activities carried out in the primary education system, there has not been a full-fledged transition to competence-based relationships.
- Despite the adoption of the State Standard for General School Education in 2014, the new generation textbooks and teaching aids have not yet been prepared.
- If there are ten subjects in the Basic Curriculum of primary education used in recent years, then five subjects of them are studied only once a week.
- There is absolutely no continuity between the “Nariste” curriculum (480 hours) and the first-grade curriculum of primary school.
- The number of students in primary grades in large cities of the country is much higher than the permissible normative per-grade number of students. In 159 schools, teaching is conducted in three shifts.

***The portrait of primary education by 2030***

1) Based on the regulatory documents, a system of five-year primary education is practiced. Primary school teachers hold a high status.

2) A sustainable primary education system is built that forms national identity.
3) The learning environment is individual-oriented and based on the principles of media education. The content of education is optimized with integrated lessons.
4) The school building and its infrastructure fully meets the requirements of inclusive education.
5) Within the framework of multilingual education, joint work in the classroom of two teachers (teacher and assistant) is provided. The primary teachers have a master's degree.
6) The system of moral and material incentives for teachers is functioning successfully. The system of flexible certification of primary school teachers is working.

***A model graduate (Primary School)***

The primary school model graduate contains the following main components:

- Cognitive (informational) experience. Indicators: cognition, understanding, independent work with information, search for information, ability to make decisions, competence to present their views and strengthen them after discussion.
- Formation of skills to feel and reflect (social and communicative). Indicators: feeling the value of conversation (exchange of views), ability to cooperate, formation of the ability to think critically and logically, competence of the level of thinking skills (analysis, synthesis, assessment).
- Formation of personal qualities. Indicators: self-organization, ability to solve problems (independently and jointly), competence to show tolerance, truthfulness, patience, and ability to withstand difficulties.
- Formation of aesthetic feelings. Indicators: music, painting, sculpting, acting, understanding of the areas of artistic creation. Brought up on examples of national and universal human spiritual wealth.
- Formation of primary computer literacy. Indicators: formation of computer skills, basic level of algorithm development, ability to perform didactic computer games, ability to perform simple tasks on the Internet.
- Formation of primary financial literacy. Indicators: formation of basic concepts of financial literacy, development of competence to plan a family budget.

1) Formation of socio- and inclusive culture, understanding of gender equality.

## 3.3. Basic Secondary and General Secondary Education

The general secondary education is the largest part of the school curriculum. In Kyrgyzstan, 1.2 million students attend secondary schools. For several decades, reforms have been carried out aimed at improving the quality of secondary school education. Monitoring and research by international research institutions show the non-satisfactory outcomes of these reforms.

***The current state of basic secondary and general secondary education***

An increase in the number of school subjects does not in any way affect the quality of education. This is clearly evidenced by the fact that, in 1991, there were 17 subjects while in 2015, there were already 25 school subjects. That is, over almost a quarter of a century, from 1991 to 2015, 8 additional subjects had been added, whereas, in world practice, only 8-15 subjects are studied in schools.

There are practically no modern audio and visual teaching materials in schools. Through grants, the Ministry of Education and Science has provided 100 innovative schools with technical equipment for chemistry and physics lessons, as well as interactive whiteboards. This number is only about 5% of the total number of schools in the country.

In assessment of student performance, from a 5-point grading system, only 3 points are used (5, 4, 3). Another type of assessment provided by the State Standard, formative assessment, is not used; only summative assessment is used in the learning process. In schools, especially urban schools that work in 2 - 3 shifts, up to 60 students study in a classroom.

The concept of profile-oriented education was adopted by the decision of the Collegium of the Ministry, No. 3/2 of May 29, 2009, and was approved by the Decree of the Ministry of Education and Science of June 22, 2009 No. 713. However, to this day, the State Standards for profile-oriented education, subject standards have not been developed, and there are no textbooks, teaching materials, nor programs. Working standards for only 4 subjects were developed by the support of Asian Development Bank (ADB).

***The proposed development level of basic secondary and general secondary education by 2030:***

1) Specialized education will be formed and begin to function.
2) The number of subjects taught will be optimized, and their content is going to be worked out to enable the development of student competencies.
3) Textbooks are not focused on theoretical material, but on organization of students' activities, application of knowledge in practice. Teachers use alternative textbooks
4) Certified, accredited teachers with a master's degree will work in the educational environment.
5) Teachers will receive salaries no lower than the average salary in the country.
6) The number of students in classes will meet the regulatory requirements and the number of schools will be sufficient and school buildings will be safe.

***A model graduate (Secondary School)***

The general secondary school model graduate will be a continuation of the primary school model graduate, but the competencies rise to a higher level. Taking into account the age characteristics of students in secondary school, the psychological specifics of adolescence, and a decreased interest in learning, the model of a graduate of a secondary school includes the following components:

- Attention to physical education and sports.
- Education before profile orientation (in accordance with interests and abilities) will be implemented.
- Ability to work with information and communication technologies.
- Emphasis on multilingualism (Kyrgyz, Russian, English and other languages).
- Ability to respect and preserve the national values.
- Understanding of socio-cultural inclusion and gender equality and the ability to assess these phenomena.

## 3.4. Supplementary (Additional) Education

Nowadays, supplementary (additional) education is an integral part of a school educational process and accompanies a person throughout his life. The pedagogically expedient learning of children in their free time forms their character and will while fostering tolerance and respect for peers and elders, tempering them physically, and enabling them to be creative. In the future, all these qualities will help them to achieve success in technical creativity, in science, in art, in the sports arena, and, most importantly, in life.

***The current state of supplementary (additional) education***

As of October 2019, 74 school organizations are particularly engaged in the creative development of children in Kyrgyzstan. The cross-regional distribution is as follows: 11 in Osh Oblast and Osh City, 22 in Jalal-Abad Oblast, 5 in Batken Oblast, 4 in Naryn Oblast, 4 in Talas Oblast, 9 in Issyk-Kul Oblast, 9 in Chui Oblast, 6 in Bishkek City, and 4 in state extracurricular organizations. The total number of clubs and studios provided by out-of-school education centers in the country is 2,101, of which 675 are based in schools. The distribution of studios in different development areas are: 422 in music, 452 in the fine and applied arts, 252 in education, 103 in sports, 303 in environment, 131 in technology, and 228 in miscellaneous categories.

The percentage of children involved in out-of-school (additional) education is only 7.8%, and the percentage of children that engaged in technical creativity is only 0.5%. These figures clearly illustrate how acute the problem of public understanding of the need for additional education is in specialized education, which most fully ensures the development and free choice of various types of activities, in which personal and professional self-determination of children, adolescents and youth takes place.

According to the labor demand in contemporary Kyrgyz economy, an early professional orientation towards engineering and technical professions is considered an effective mechanism for preparing and training young specialists. Therefore, it is important to pay increased attention to improving conditions for the development of technical education and creativity of young people, research and inventive activity, and the early identification and support of technically gifted children.

The key problem affecting the quality of additional education for children, its availability, and prevention of a social behavior is the underdevelopment of a system to ensure the sustainable development of organizations of additional education in the country, including;

- imperfection of the regulatory framework for additional education;
- insufficiency of educational-methodological support of the content of additional education;
- low resource and financial support for additional education: 60% of out-of-school organizations are located in adapted buildings, 26 organizations do not have their own building;
- the lack of a system for training teachers for extracurricular additional education by universities and colleges in Kyrgyzstan.

***The development of supplementary (additional) education by 2030***

1) The infrastructure for the development of scientific and technical education is restored;
2) The material and technical base for engaging in scientific and technical creativity is strengthened and technically updated;
3) New areas of technical orientation will be opened: specialized engineering and technical schools, specialized technical classes, scientific and technical communities, robotics, astrophysics, space education, etc.;
4) Programs for the development of technical thinking in the subjects of natural and mathematical disciplines is created in the system of secondary school education;
5) IT is introduced into the educational process;
6) A system of incentives at the state level has been developed for gifted children;
7) Universities and other Higher Education Institutions of the country launch faculties for preparing the "Teacher of additional education" specialty;
8) A system of training and re-training for teachers of additional education programs is created;
9) Adoption of a law on supplementary education for children and adults;
10) The coverage of children with extracurricular additional education from the total number of school-age children is increased to 35%.

## 3.5. Primary and Secondary Professional (Vocational) Education

The main goal of primary and secondary vocational education is to prepare and provide highly qualified specialists in accordance with market demand. The activities of educational institutions of primary and secondary vocational education are aimed at training and retraining qualified workers and technical personnel for the priority areas of the national economy. In order to comply with modern requirements and trends, vocational education institutions are required to be open, to be flexible, to respond to continuing changes in society and entrepreneurial environment, and to update their activities and education content.

### *The current state of primary and secondary professional (vocational) education*

Currently, in the labor market, the need for workers and specialists with secondary vocational education is significantly increasing. According to the National Statistical Committee[1], there are 2.3 million economically active people in the Kyrgyz Republic. 1.5 million, or 64% of the economically active population, do not possess any professional knowledge; this indicates the need to modernize the vocational education policy in the country.

Students enter primary and secondary vocational education after the ninth grade of secondary education, and the duration of this is usually three years. It should also be noted that there are short-term courses that compete with three-year vocational schools, and there is a successive sequence between the curricula of primary and secondary vocational educations; they do not continue with each other.

In Kyrgyzstan, public professional colleges are mainly aimed at preparing pedagogical, medical, and economic specialists. For other specializations, teaching is carried out on the basis of institutions of higher education. Given that colleges consider their main task to prepare their students for higher education, their impact on the labor market is not significant.

Despite the significant number of primary specializations (434 in primary vocational education) and secondary specializations (243 in secondary vocational education), only 10% of them are taught in primary and secondary vocational schools.

Due to the small variety of curricula, the interest in professional knowledge is low, which leads a gender imbalance in colleges and

[1] http://www.stat.kg/ru/statistics/zanyatost/

lyceums. For example, if in primary vocational institutions the number of boys is 2.5 times greater than the number of girls, then in colleges the ratio is the opposite, with 2 times more girls than boys.

In primary vocational institutions, more attention is paid to practice, and in secondary vocational institutions, to theory. The competency of teachers does not meet the modern requirements and the professional skills of graduates do not reach a sufficient level.

Due to the lack of interaction between the ministries (Ministry of Economy, Ministry of Labor and Social Development) in determining and forecasting the needs for certain specializations, their importance for state priorities and regional development, the types of specializations are forecasted and taught on their own.

There is a lack of effective management in the system of primary and secondary professional education. Modern infrastructure and material and technical base are not enough to improve the quality of professional education.

***The development of professional (vocational) education by 2030***

1) A national qualification system is developed and an independent quality certification system is developed.
2) Flexible and continuous training programs in primary and secondary professional educational institutions for both students and adults (modular training) is implemented. A dual system is introduced.
3) An innovative environment with information technology is created. E-colleges and lyceums connected to the information management system function.
4) Working together with profile-oriented education system, an effective policy of state orders on a certain profession is implemented.
5) A system of continuous improvement of professional skills of pedagogical workers and monitoring functions.
6) The formation of information and communication, technological skills of skilled workers and technical staff, as well as training and retraining of professional staff are supported.

***The model graduate (Vocational education)***

The model of the graduate, taking into account the professional specialization of primary and secondary professional education, consists of the following main components:

- Meets the demand of the labor market;
- Understanding the basics of entrepreneurship;
- Educated in a way to be against corruption;
- Has formed communicative skills (including inclusive interaction);
- Development of the entrepreneurial skills;
- Multilingual education (Kyrgyz, Russian, English, and other languages);
- Understanding of socio-cultural inclusion, gender equality, and tolerance;

## 3.6. Higher Education

Currently, education, and especially higher education, is considered as a key factor in social and economic developments. Worldwide changes dictate the conduct of global reforms which also require further development of national educational standards, models of education, and training technologies. Since all countries are not interested in losing their educational potential, they seek to enrich their national education systems with innovative content and the previous experience of other countries. This allows them to highlight the general frameworks of development of education and serves as a basis for the formation of a single educational system, to avoid some inaccuracies and mistakes experienced by other countries. Higher professional education significantly contributes to the formation of cultural and communication skills of the individuals in a society.

The introduction of a two-tier system in higher professional education[2] is considered one of the components of the dissemination of the principles of the Bologna Process in the Kyrgyz Republic. However, the question of the introduction of the three-tier education system still remains open.

[2] In accordance with the law of the Kyrgyz Republic "On Education" The Government of the Kyrgyz Republic made the following decision: “Starting from 2012 - 2013 academic year, along with academic degrees of "Bachelor" and "Master", a two-level structure of higher education, with the exception of some specialties, is introduced [translated].

### *The current state of Higher Professional Education*

The restructuring of the system of higher professional education is aimed at solving the following tasks:

- Development of a variety of educational programs and their use in a variable form;
- Ensuring the compliance of higher professional education with not only the state requirements, but also requirements of each individual, various social and professional groups, the market economy, as well as regions;
- Creation of a civilized market for educational services and their export and import;
- Liberation from deformations at some levels of the education system, including elimination of the discrepancy between the requirements of the labor market and teaching at Higher Professional education System;
- Optimization of educational institutions based on the needs of society.

Today, the knowledge obtained at higher professional education does not meet the basic needs of the labor market. In Kyrgyzstan, neither a preliminary forecast, nor a plan has not been developed to determine which specialists and in what quantity will be needed in the near future and in the long-run.

Since universities are not given academic freedom, students have limited opportunities for self-choice. The products of universities, graduates, are not trained to think critically nor search for information on their own; thus, they are not able to manage crises, nor give or receive. As a result, graduates do not have basic competencies.

Until now, the analysis, assessment, and rating of the activities of higher educational institutions is not fully used, there are practically no internationally accredited higher educational institutions in Kyrgyzstan. The functions of universities are not defined in accordance with modern requirements, including education, research, and product innovation. None of the universities in Kyrgyzstan are included in the list of world rankings.

Due to the weak state support of regional universities, they are unable to compete with the universities located in the capital, and the level of their material and technical base is also low. Children from families with high incomes study in the capital at comparatively prestigious educational institutions, and children from families with lower income mostly study at regional universities. The problem of supplying these educational institutions with highly qualified teachers is also acute.

School graduates who scored higher than the threshold points on the National University Admission Test (ORT) try to get into the universities located in Bishkek, since the infrastructure and social environment are more developed. The development of peripheral universities depends on the state of economic development. A weak industrial base does not allow universities to conduct full-fledged interns; in many cases, teaching at higher education institutions is carried out only formally.

***The development of higher professional education by 2030***

1) Higher education institutions will be optimized in accordance with new market requirements. State component will be revised, reduced, the tendency towards professionalization will deepen. The volume of the State component will not exceed 30-40%.
2) Due to the granting of academic freedom to universities, students will have more opportunities for free choice.
3) Universities will not be limited only to the provision of theoretical knowledge, they will connect learning with practice and innovation, actively cooperating with business and the real sector. At the national level, practical sites will be created (start-up centers, technology parks, laboratories, IT centers, etc.). The functions of universities will include not only teaching, but also scientific research and elements of innovation, which will lead to versatility of education; in other words, the trend-setting over 3-4 generations ("Cambridge phenomenon") of universities will be developed.
4) Admission to universities will be carried out according to the new policy of university admission testing. The grades of the matriculation certificate to be taken into account.
5) The educational process of universities will widely implement multilingualism, which will lead to active participation in the global educational process.
6) The state program for the development of regional universities is going to operate.
7) At the national and international levels, university teacher- and student-exchange will be active.
8) The technical and material base of institutions will be improved, which enable them to enhance their qualifications.

***The model graduate (Higher Education Institutions)***

The higher education model graduate will be an extension of the high school model graduate and has the following characteristics:

- Possesses multifaceted universal, multilingual, and digital competences;
- Ready for continuous learning;
- Able to quickly adapt to changing conditions (changes), quickly self-organizing;
- Thinks analytically, critically, creatively;
- Possesses diverse cultural and social competencies;
- Supports gender equality and tolerance;
- Perceives a multinational environment;
- Possesses professional competency;
- Piously adheres to national and world values;
- Possesses multilingual and information and communication competencies;
- Has an active civic disposition.

## 3.7. Development of Science

The sphere of science is the same sector as economics, medicine, ecology, and others, which has its own characteristics, rules and regulatory mechanisms. Therefore, the scientific and technological policy of the government is required to become an important factor in sustainable development.

***The current state of science and research sector***

At present, the science sector in the Kyrgyz Republic does not receive satisfactory support from the government. Therefore, the influence of science on production is practically not felt, causing the following problems:

- In the Kyrgyz Republic, priority scientific areas that can influence economic progress have not been identified; there is no systemic interaction between these two areas, the definition of research topics is left on its own.

- The financing of science in universities is not considered in any legal norms.
- There are practically no scientific studies that raise regional problems to the world level.
- The results of most studies are not used in practice.
- Since our science is not integrated into the system of world science, the degrees of scientific titles are not brought into a single system.

***The development of science and research sector by 2030***

1) A uniform policy will be pursued in the field of science.
2) The levels of scientific degrees will be clarified and brought in line with world standards.
3) Scientific research will be associated with the socio-economic and political priorities of the state.
4) Scientific research studying the regional problems are going to be brought to the world stage.
5) In order to create favorable scientific environment, scientific research will receive national and institutional supports
6) For the provision of empirical, strong scientific research, modern laboratories, and technoparks are going to be built.
7) Research findings of Kyrgyz scientists will be published in highly ranked world scientific publications.

## 3.8. Authority of the Teacher

Sustainable development of the country is tightly connected with quality of education, which, in turn, depends on the level of teacher professionalism. The government is obliged to protect the authority and reputation of the teacher and to support their professional development.

In the Kyrgyz Republic, the law “On the status of teachers” was adopted in 2001 according to which the social guarantees of the state for teachers were considered. However, the law "On the status of teachers" has not been implemented to this day. Currently the attitude of society towards teachers, their activities and in general towards the teaching profession has noticeably deteriorated. Insufficient attention is paid by the government to the issues of training teachers, improving their professional skills, and protecting their social status.

***By 2030, the authority and reputation of teachers will be high***

1) Students of Educational Faculties will receive high scholarships.
2) The salary of teachers will be higher than the average salary in the country at least by 20%.
3) There will be a teaching assistant position in primary school.
4) There will be special state programs to improve the status of teachers.
5) In the system of professional development of teachers, progressive principles will be used (vouchers, accumulative receptions, etc.).
6) Teachers will have the opportunity to choose educational and methodological systems, teaching technologies, forms, and types of professional development. Other better conditions will be created for the professional self-development of teachers.

## 3.9. Textbooks

***The current problems with textbooks***

Currently, the Ministry of Education and Science is allocating 120 million soms from the state budget for the preparation and publication of textbooks and their delivery to schools in the Kyrgyz Republic. However, for the complete provision of general education schools with educational and methodological complexes, five times more fund is required to be allocated, annually, totalling 600 million soms.

In 2017, using budget funds, 11 different textbooks with a total circulation of 641,850 copies were published and delivered to schools, as well as 7 different teaching aids for. In 2018, with the support of a World Bank project, 33 textbooks were published for grade 5-6 students with a circulation of about 3 million copies. With the support of the Asian Development Bank project, 12 different textbooks of educational and methodological systems of the natural and mathematical cycle were published for grade 7-9 students. Their approbation takes place in 25 schools.

The Alykul Osmonov National Library, together with the Association of Libraries of the Kyrgyz Republic, created a national repository of textbooks and teaching materials in electronic format (www.lib.kg) which was funded by the Information Program of the Soros-Kyrgyzstan Foundation.

Additional electronic educational materials were developed for primary grades "*iBilim*" (iKnowledge), as well as for grades 5-9 "*Bilim*

*bulagy*" (Knowledge Source), which are posted on the website of the Ministry of Education and Science of the Kyrgyz Republic.

The issue of renting the new generation of books was resolved, and the organization "*Zhany kitep*" (New Book) was created under the Ministry.

***Problems in providing students with textbooks:***

- The system of providing textbooks for library funds of educational organizations is working ineffectively. Funds allocated to provide schools with textbooks are insufficient.
- More than half of the textbooks in the libraries of schools of the republic, both physically and morally, have long been outdated, in other words, neither in sanitary-hygienic, nor in aesthetic qualities. They have been unable to meet the requirements of modern programs.
- The content of textbooks is dominated by the emphasis on teaching knowledge, but there are not enough materials for developing competencies. There is no quality improvement training and program for authors who are involved in the preparation of the new generation of textbooks. The regulation on the preparation and publication of textbooks does not meet the contemporary requirements.
- Publishing houses engaged in the publication of textbooks do not have enough production capacities, and they are not enough quantitatively.
- To date, the issues of competition and variability of textbooks have not been resolved. The problem of electronic textbooks has not been resolved.

***The textbook provision by 2030***

1) Preparation of textbooks, considering the changes and contemporary requirements, corresponding to the regulations on publication, of various types (paper and electronic), in sufficient quantity;
2) The textbook rental scheme will work effectively, the funds raised used rationally.
3) Educational materials and open educational resources will be successfully used.
4) Organizations that improve the qualifications of the authors of textbooks will work regularly, problems of approval of textbooks, as well as international regulations in this matter will be successfully resolved.

5) Textbooks are not aimed at imparting only theoretical knowledge, but at granting the practical activities of students.

## 3.10. Multilingual Education

One of the sides of the state policy, contributing to the strengthening of integration processes, will be increased attention to multilingual and multicultural education[3].

***The current state of Multilingual Education***

The multicultural principle is a determining factor in the National Strategy for Sustainable Development adopted in 2013, as well as in the Concept for Strengthening the Unity of the People and Interethnic Relations in the Kyrgyz Republic. Education in these documents is considered an integral element that contributes to the development of human capital.

On June 30, 2016, the Jogorku Kenesh of the Kyrgyz Republic adopted a resolution "On the introduction of multilingual education in the Kyrgyz Republic". In the Education Development Strategy of the Kyrgyz Republic (2012-2020), one of the characteristics of a graduate is noted as "understanding the value of freedom and individual rights, gender equality, respect for cultural, ethnic and political diversity."

The Education Development Strategy of the Kyrgyz Republic (2012-2020) also notes that multiculturalism is an integral characteristic of the education sector, which forms in children the ability to live in a diverse world[4].

In the 2017-2018 academic year, multilingual education was introduced in 78 schools, 17 kindergartens, 5 pedagogical higher educational institutions. In 49 pilot schools, instruction is conducted in Kyrgyz and Russian (target languages: Russian or Kyrgyz); in 28 schools, teaching is conducted in minority languages (Uzbek or Tajik) with the target languages being Kyrgyz and Russian; in one of the schools (Zhetigen) the languages of instruction are Kyrgyz, Russian and English. In total, 376 pilot grades, 10,144 students, and more than 500 teachers are involved in this plan.

[3] Recommendations of the study "Education as a means of integration into multi-ethnic societies "(2004) and the Coordination Forum "Multilingual and multicultural education in Kyrgyzstan: from disparate actions to program management and development "(2005).
[4] Strategy for the development of education in the Kyrgyz Republic in 2012-2020

In the period from 2017 to 2030, multilingual education will be introduced in three phases.

**At the first stage** (2018 - 2020), in the system of training of pedagogical personnel, teacher training programs are going to be carried out. Multilingual education criteria will be added to the training system; in pilot kindergartens, schools and universities, the sustainability of multilingualism programs will be ensured and language assistance will be provided to teachers involved in pilot educational institutions.

**At the second stage** (2022 - 2025), multilingual education programs using the mother tongue, state and official languages will be systematically introduced. Monitoring of the quality of language and subject competences of students will be carried out. English will be included in the testing of multilingualism programs at each level of education.

**At the third stage (2026 - 2030)** multilingual programs with the obligatory presence of English will be introduced into the education system. Multilingual education programs will cover other foreign languages as well.

***By 2030, the state of multilingual education:***

1) Schools teach in several languages (Kyrgyz, Russian and one foreign language)[5];
2) Schools are not divided by languages of instruction; an education system operates in which there is no emphasis only one of the languages;
3) The program for the training of multilingual teaching staff is successfully implemented;
4) The program is provided with sufficient internal and external resources;
5) The system of organizing various events on multilingualism (guest lectures, meetings with employers, webinars, debates, competitions, etc.) is permanently functioning in educational institutions.

[5] For example, mathematics, physics, chemistry, geography are in English (or Kyrgyz, Russian), and Kyrgyz language, Kyrgyz literature, history of Kyrgyzstan and world history are in Kyrgyz, Russian language and Russian literature are in Russian.

## 3.11. Inclusive Education

The Government of the Kyrgyz Republic, in order to provide children with disabilities with a better education, has developed a concept on the introduction of inclusive education in Kyrgyzstan. This concept was approved on November 16, 2018. Several international foundations (UNICEF, Soros Foundation, UK based "Save the Children" ) supported the introduction of inclusive education in Kyrgyzstan with projects and funding.

***The current state of Inclusive Education***

Currently, 4,000 school-age children with disabilities study in 675 educational institutions in the Kyrgyz Republic, and 2,000 children with disabilities study in preschool educational facilities. According to the National Statistics Committee, in the 2016-2017 academic year, 12,000 schoolchildren with various health problems studied in schools of the Kyrgyz Republic.

***In the system of inclusive education there are the following problems:***

**1. At the state level.** At the political and legal level, inclusive education is only declarative in nature, and there is no clear and systematic mechanism for its implementation. There is only one specialist in the Ministry of Education, and no interaction with other ministries (Ministry of Social Development, Ministry of Health). There is no law on inclusive education. The activities of local self-government bodies are not aimed at supporting children with disabilities.

**2. At the school level.** There is no understanding of what inclusive education is; therefore, not all children with disabilities are admitted to school (due to selective approach) and teachers, except in pilot schools, do not possess methodology of working with children with disabilities. Schools do not have an inclusive environment, and there are no indicators of an accepted "inclusive school".

A shortage of specialists in the field of inclusive education, speech therapists, psychologists and social educators are also severe issues. With the exception of pilot schools, the physical infrastructure of schools is not ready for the introduction of inclusive education. The institute of tutors and other types of pedagogical support (assistant, teacher's assistant) are not considered. The system for professional development of teachers is chaotic and unsystematic.

**3. At the community level.** Most parents are not aware that their children have a full right to education and that there are different forms of education. Local governments do not help to attract children with disabilities to school at all due to the underdevelopment of transportation, infrastructure, and access to additional resources.
The attitude toward children's disabilities in the community leads to the isolation of these children and the emergence of the stereotype of their being illiterate.

***The development of inclusive education by 2030***

1) The Law of the Kyrgyz Republic "On Inclusive Education" is adopted in accordance with the conditions of inclusive education and complied with on all levels of education.
2) There will be an early diagnosis system, assistance, and special service to help families with children of preschool age with limited opportunities of health.
3) There will be a well-thought-out mechanism for attracting children with limited health opportunities to the learning process: educational standards, flexible assessment, indicators of an inclusive school, and approved methods of working with these children.
4) There will be a system of professional development of teachers, in which a mandatory component will be inclusive and profile-oriented education functions.
5) Will be conducted through the expansion of the functions of municipal services with the coverage of educational services and through the expansion of the capacity of local self-government bodies to support the families of families with limited opportunities for health.

## 3.12. Education (Upbringing)

The Concept of Education of Schoolchildren and Youth in the Kyrgyz Republic for 2020 was approved by the order of the Ministry of Education and Science of the Kyrgyz Republic dated July 22, 2014 №545 / 1.

***Current situation and problems***

Today, our society is facing a moral crisis. Adolescents' questionnaires focused on such concepts as "money", "profit", "power and wealth", and "personal fame". Selfishness and greed are on the rise. This global trend in our children is alarming.

Most young people do not see have a strong connection with their Fatherland and do not see a future there. In the 2011-2012 survey of 1,410 young people's "patriotic" score in the seven oblasts of the Kyrgyz Republic ranked 8.3%. Young people are also passive about studying the spiritual heritage of their country.

Young people are moving away from reading culture. More and more children are being transferred to nurseries. Our young people follow different religions and sects, are divided into groups based on foreign religious beliefs, and the internal unity of our people is in danger of being destroyed. These trends are non-satisfactory.

***The development of the educational (upbringing) process in Kyrgyzstan by 2030 will be as follows:***

1) The unity of education, upbringing and development is effectively ensured.
2) In educating the youth of Kyrgyzstan, universal cultural and spiritual values, national and ethnic values, and national, ethno-, and moral pedagogical values are emphasized. Priority is given to children's civic culture, national, and ethnocultural identity.
3) The methodology will be guided by a combination of universal and national values, teaching ensures that young people learn interethnic values, while educating citizens based on folk pedagogy, national, multiculturalism is a priority.
4) The community (family, school, environment, state, and social structures) is actively involved in the assimilation and general upbringing of the spiritual and moral values of the child.
5) Areas of education (environmental education, physical education, aesthetic education, and others) are based on the unity of national and universal values.

## 3.13. Financing of Education

The education system of the Kyrgyz Republic uses three main sources of funding:

- State sources (state and local budgets);
- Private funds (parent funds in schools and preschools, public associations);
- External financing (funds from international education institutions).

### *The current situation*

In order to change the principle of financing in the education system, in 2008 the first stage of the reform on a pilot basis on the principle of per capita financing began in Issyk-Ata district of Chui Oblast.

On August 1, 2013, a broad sectoral SWAP program was launched to collect funding from international donors and other funding sources. Part of the funds received from international donors is used for implementation of various projects in the education field in the form of parallel funding through international organizations. The main funding is provided by the World Bank, the European Union, and the Asian Development Bank.

The Kyrgyz Republic spends more than 20% of the total state budget expenditures on education (refer to Table №1).

**Table 1. Financing of the education sector**

| **Years** | **2015** | | **2016** | | **2017** | | **2018** |
|---|---|---|---|---|---|---|---|
| | Estimated | Actual | Estimated | Actual | Estimated | Actual | Approximate |
| | Million soms | | | | | | |
| Education (Total) | 21,316.1 | 27,801.3 | 21,991.1 | 31,821.4 | 28,031.4 | 31,680.6 | 29,725.2 |
| School Education | 10,572.0 | 12,010.3 | 11,021.3 | 14,907.0 | 15,149.2 | 15,530.9 | 15,956.3 |

Efforts to improve the quality of education without changing the approach to financing and management of education will not lead to significant growth. How resources are invested and used is more important than the amount of resources and has a greater impact on student academic achievement.

### *Education financing policy in Kyrgyzstan by 2030*

1) The autonomy of the policy of financing of educational organizations is ensured.
2) Public-private partnerships will be developed in order to expand equal access to education and comprehensively develop sources of funding for the education sector.
3) In accordance with the requirements for professional certification of teachers, salaries will improve depending on the quality of education.

4) Boards of trustees are active in the formation, distribution, and supervision of funding of educational organizations in accordance with the law "On boards of trustees".
5) The system of financing from international donors will be implemented effectively.

## 3.14. Professional Development and Training

Professional development and retraining is education aimed at continuous professional development and vocational (re)training of people with vocational education outside the basic vocational education program. It promotes the development of entrepreneurial and creative skills in accordance with the qualification requirements for the profession and position.

***Current state of professional development and retraining***

Reforms in the economies of developed countries have led to post-industrial economies, which in turn have begun to affect the education system. A rising deficit of professionals in Kyrgyzstan hinders the development of an innovative economy. The process of modernization of the economy contributes to the emergence of new social structures, along with the direction of informatization of society and the emergence of professional mobility.

It is clear that professional development or retraining is lagging behind due to the lack of stability and stability trends in professions. The impact of globalization on us requires the search for new approaches to socio-cultural, linguistic, and qualification adaptation. Today, human resources are considered as an integral and continuous part of the active position of life, so they are thought of as the wealth of the state in the same manner as electricity, minerals, and production capacity.

***Currents problems in professional development and training***

- The financial deficit in the field of professional development and retraining and the fact that the content of additional vocational education is conservative and not practice-oriented.
- Short-term and five-year refresher courses do not meet the requirements of globalization and integration.
- There is a low level of logistics and teaching aids and a lack of information infrastructure indicate a low level of additional education.

- Teachers have low motivation in professional development and retraining.
- Regulations governing professional development and retraining do not meet modern requirements.
- There is no monitoring system to check the effectiveness of professional development and retraining.

***Professional development and retraining by 2030***

The system of professional development and retraining will be transformed into a priority component of continuing vocational education, providing additional education available to every citizen of Kyrgyzstan, and will provide advanced training and retraining.

1) The system of professional development and retraining is transformed into priority component of continuous professional training, creating conditions for every citizen of Kyrgyzstan to receive affordable additional education, and during active life, implement professional development and retraining.
2) The model of teacher professional development meeting socio-economic requirements and cultural and national identity will be implemented.
3) A sectoral, digital environment for professional development of each teacher (the development of requirements for the quality of e-learning materials, the introduction of digital culture in the educational process through the integration of digital culture to create a new generation of digital infrastructure for additional vocational education); modernization of communication and the structure of the educational infosystem (electronic diary, electronic learning area, digital learning materials, digital archives, an exam infosystem, etc.).
4) The Institute for Independent Professional Development and Quality Assessment of Retraining (Monitoring Institute, European Qualifications Framework) was established.
5) Retraining classifiers will be developed.
6) New salary standards in the system of professional development and retraining and incentive social packages (health prevention, educational grants, social benefits, etc., along with the system of professional development).
7) International and local partners are integrated into the system of professional skills as providers and have the opportunity to improve the professional skills of teachers abroad.

## CONCEPT DEVELOPMENT WORKING GROUP MEMBERS

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8. GULNUR MAMYROVA
9. NURLAN ATABAYEV

## SUPPORT LETTERS

The support letters of prominent scientists, experts, and leaders in the field of education and science in the Kyrgyz Republic are annexed.

## ОЙ ПИКИРЛЕР

1. Концепциянын түзүлүшү-структурасы логикалык жактан туура, ага коюлуучу талаптарга жооп берет. Билим берүүнүн бардык элементтерин камтыган.
2. Билим берүүнү башкаруу, максатты аныктоо, пландаштыруу, уюштуруу, текшерүү, баалоо, рефлексия, коррекция жана башкалар жөнүндө жазылса кандай болот эле.
3. Компетенттүү окуучуну даярдоо иши компетенттүү педагогдор, компетенттүү ата-энелер тарбынан аткарылат. Мугалимдерди даярдоо ата-энелердин педагогикалык маданиятын көтөрүү алардын жоопкерчилигин жогорулатуу боюнча да айтылса деген ой бар.
4. Негизинен мен колдойм. Концепцияны ишке киргизүүдөгү аракеттерге ийгилик каалайм.

Профессор Мамбетакунов Э.

**Кыргыз Республикасында билим берүүнү жана тарбиялоону 2020–2030-жылдарга карата өнүктүрүүнүн концепциясы аттуу документтин долбооруна**

**ПИКИР**

Аталган документтин долбоору өз учурунда даярдалган деп айтууга болот. Анткени учурда мамлекеттик деңгээлде кабыл алынган жаңы документтер, программалар – 2018-2040-жылдары Кыргыз Республикасын өнүктүрүүнүн улуттук стратегиясы, Кыргыз Республикасынын "Таза коом" санариптештирүү программасы – билим берүүдө дагы ага жараша жаңы багыттарды иштеп чыгууну шарттайт. Өзгөчө акыркы убактагы дүйнөлүк масштабда пайда болгон кырдаал учурдагы билим берүүдө жаңы концептуалдуу жаңы багыттарды иштеп чыгуу зарылдыгын көрсөттү. Бул көз караштан алып караганда талдоого алынган документтин зарылдыгын белгилей кетүүгө болот.

Документте Кыргыз Республикасында билим берүү системасын өнүктүрүүнү шарттаган бир нече приоритеттүү багыттар келтирилген. Алардын ичинен, билим алуучунун компетенттүүлүгүн калыптандыруу, улуттук баалуулуктарды калыптандыруучу тарбияга басым жасоо, санариптештирүүнү саясатын ишке ашырууга багытталган IT технологиялар менен иш алып баруучу адистерди даярдоо маселелерин маанилүү деп атоого болот. Концепциянын негизги багыты – бул, өлкөдө сапаттуу билим берүүнү ишке ашыруу. Ошондуктан концепциядагы билим берүүнүн бардык баскычтары боюнча перспективдүү иш чаралар ушул сапатты камсыз кылуу максатынын көз карашынан аныкталып чыккандыгы байкалып турат.

Концепциянын дагы бир алгылыктуу жактарынан деп, окутуунун ар бир баскычында бүтүрүүчү кандай натыйжаларга ээ болоорунун ачык баяндалышын атоого болот. Анткени бүтүрүүчүнүн моделин так аныктап алуу, ар баскыч боюнча ушул натыйжаларга жетүү үчүн максаттуу иш алып барууга мажбурлайт. Билим берүүнүн маанилүү багыттарын келечектин көз карашынан алып чечмелөөдө адегенде учурдагы абал, келип чыккан көйгөйлөр иликтөөгө алынып, андан кийин 2030-жылдагы көрүнүштөр баяндалган.

Республикада билим берүүнү өнүктүрүүдө жогорку кесиптик билим берүүнүн ролу жогору. Концепцияда бул тууралуу бир кыйла прогрессивдүү ойлор айтылган. Жогорку окуу жайларында республиканын муктаждыктарын

чечүүгө арналган илимий изилдөөлөрдү жүргүзүп, аны өндүрүшкө жайылтуу багыттары белгиленген. Кесиптик билим берүүдө билимди экспорттоо маселеси оңой менен ишке ашпай турган иш. Бирок, келечекте аны ишке ашырууну максат коюп, ага жетүүгө чечкиндүү аракеттерди көрүүгө дагы болот. Бул жагынан концепциянын бул идеяларын жактырууга болот.

Бирок, азыркы кырдаалга жараша билим берүү системасында окутуу формалары жагынан, электрондук окутуу ресурстарды түзүү жана пайдалануу жагынан бир кыйла жаңылануулар башталды. Билим берүү жетекчилерин, жалпы эле педагогикалык жамаатты ушул сыяктуу келечектүү маселелерди эске алууга, аны менен катар бул жаатта дагы бир нече багыттарды ишке ашырууга мажбурлайт. Ушул өңдөнгөн дагы бир кыйла иш чаралар алдын ала прогноздолуп, белгиленсе, бул документтин баасы, мааниси артат эле деген ойдомун.

**Ала-Тоо эл аралык университетинин проректору,**

**педагогика илимдеринин доктору, профессор,**

**коомдук ишмер** **Ж.Каниметов**

Рецензия

на Концепцию развития образования на 2020-2030 годы

Документ, представленный как Концепция развития образования, является актуальным в настоящее время, время активного и всестороннего реформирования образования, и востребованным на всех уровнях: как на политическом, так и на уровне практической реализации. В документе освещаются принципы и основные направления развития образовательной системы в стране.

Следует отметить, что документ сосредоточен на идее повышения качества образования и представляет концепцию развития образования на всех ступенях: от системы дошкольного воспитания, общеобразовательной школы, профессионально-технического образования, среднего специального образования до высшего и послевузовского, включая систему повышения квалификации и переподготовки кадров, а также дополнительного образования.

Концепция создана на основе анализа проблем в системе образования Кыргызской Республики и определяет в качестве главных целей обеспечение условий эффективного развития кыргызстанского образования, формирование конкурентоспособного выпускника на всех ступенях и во всех формах образования и стремления к конкурентоспособности кыргызстанского образования на международном уровне.

Концепция выделяет ряд актуальных задач и проектов, над решением которых необходимо работать уже в ближайшее время всему образовательному сообществу.
Особое внимание заслуживают следующие моменты Концепции:

- практическая направленность образования и увеличение объема практики в учебном процессе;
- формирование у молодежи ценностного сознания: общечеловеческие и национальные ценности как приоритет образования;
- формирование востребованной системы оценки качества образования и образовательных результатов;
- обеспечение личностно-ориентированной, безопасной сферы образования;
- повышение статуса учителя.

Однако следует отметить и ряд упущений:

1). В документе указаны не все разработанные материалы по дошкольному образованию, в частности, Руководства по развитию детей раннего возраста от 0 до 3 лет и от 3 до 7 лет.

2). Вызывает вопросы пункт о воспитании «национальной идентичности». Противоречие возникает позже, когда в документе отмечается:

«Руководством будет избрана методология, объемлющая в себе общечеловеческие и национальные ценности, при этом в качестве главенствующего направления будет воспитание, основанное на приоритете **овладения молодёжью межнациональными ценностями и в то же время с учётом народной педагогики, многообразием национальной культуры**".

Рекомендации:

1) Обратить внимание на повышение качества педагогического образования как ключевого звена и ключевого фактора повышения качества образования в стране.
2) Запланировать научно обоснованное долгосрочное прогнозирование потребностей в педагогических кадрах.
3) Обратить внимание на механизмы объективной взаимосвязи между квалификацией педагога, уровнем владения компетенциями, качеством, результатами его профессиональной деятельности и оплатой труда на основе аттестации.
4) Продумать и внести в концепцию статью о необходимости создания системы мониторинга внедрения инноваций в образовательный процесс при прохождении учителями КПК.
5) Обратить внимание на необходимость менторской поддержки и педагогического сопровождения учителя, осваивающего инновационные технологии обучения.
6) Усилить политику в области внедрения личностно-ориентированных технологий обучения в учебный процесс вплоть до императивного указания.
7) Заложить необходимость координация деятельности в профессиональном педагогическом сообществе и информированности для интеграции идей, совместной разработки программ, учебных пособий, медийного и PR сопровождения успешных учительских практик.
8) Создать условия для разработки разнообразных типов учебных пособий (учебники-решебники для гуманитарных предметов, учебники–практикумы и т.п.).

Документ требует редактирования и приведения терминологии и стиля к единым требованиям.

Рецензент И.А. Низовская, профессор направления «Педагогика» Международного университета в Центральной Азии

09.03.2020.

**2020-2030 жылдарда Кыргыз Республикасында билим берүүнү өнүктүрүүнүн концепциясынын долбооруна**
**ПИКИР**

Билим берүү Кыргыз Республикасын өнүктүрүүдөгү приоритеттүү багыттардын бири болуп эсептелет. Анткени мамлекет канчалык билим берүүнүн өнүгүшүн өз көзөмөлүнө алып, билим берүүнүн алдын ала, келечектүү багыттарын аныктап, ага жараша билим берүүнүн өнүгүшүнө көзөмөлдүк кылып тураса, ошончолук билим берүү системасы өнүгөөрү жана анын негизинде коомдун өзү өнүгөөрү белгилүү. Ошондуктан билим берүүнүн келечектеги өнүгүүсү алдын ала аныкталып, аны ишке ашырууда этаптуу иш аракеттерди пландаштырып алуу зарылдыгы пайда болот.

Талдоого алып, пикир берүүгө арналган бул документтин долбоору дагы Кыргыз Республикасында билим берүүнү өнүктүрүүнүн 2030 жылдарга чейинки приоритеттүү багыттарын аныктап алууга арналган. Концепция Кыргыз Республикасында билим берүүнүн бардык тепкичтеринде аткарыла турган иш аракеттерди белгилейт. Эң негизги баса көрсөтүүчү, алгылыктуу деп айтуучу нерсе, Концепция дүйнөлүк ааламдашуунун шарапаты менен жоголуп кетүүгө мажбур болуучу улуттук иденттүүлүктү, улуттук өз алдынчалуулукту, улуттук баалуулукту сактап калуу идеясын көздөйт.

Концепцияда Кыргыз Республикасында билим берүүнү өнүктүрүүдөгү башкы багыттары белгиленген. Алар: максат менен натыйжанын дал келүүсүнө жетишүү, билим алуучунун функционалдык сабаттуулугун камсыз кылуу, улуттук баалуулукка тарбиялоо, көп тилдүүлүктү жана инклюзивдик билим берүүнү ишке ашыруу, IT технология боюнча адистерди даярдоого приоритеттүү маани берүү, коопсуз билим берүүнү жолго коюу.

Ар бир жаңы багыттар, бериле турган сунуштар учурдагы абалдан түрткү алат, учурдагы абал менен келечектеги боло турган абалды салыштырат. Бул концепцияны иштеп чыгуудагы эң маанилүү бөлүктөрдүн бири болуп эсептелет. Ошол себептен Концепцияда билим берүүдөгү болуп жаткан процесстер, учурдагы абал көрсөтүлүп, республикада каблы алынган приоритеттүү документтер тууралуу сөз кылынат. Мына ушул абалга көз чаптыруу менен, 2030-жылы ишке ашырыла турган приоритеттүү багыттар билим берүү системасынын тепкичтери аркылуу баяндалып чыккан. Бардык тепкичтер боюнча билим берүүнүн өнүгүшүү

компетенттүүлүк мамилени ишке ашырууга, көп тилдүү билим берүүгө, бүтүрүүчүнүн моделин аныктоого, 21-кылымда адамдардын ишмердүүлүктөрүндө керек болуучу билгичтиктерге, республиканын гражданинин санариптүү гражданин болуусуна өзгөчө көңүл бурулган.

Концепцияда келтирилген багыттар, учурда аткарылып жаткан иш аракеттер Республикада кабыл алынган маанилүү документтер менен тастыкталган.

Концепцияда улуттук илимий изилдөөнүн өнүгүүсүнө, мугалимдин статусунун жогрулашына, окуу китептеринин, окуу куралдарынын жакшыртылышына, көп тилдүүлүктү өнүктүрүүгө, инклюзивдүү билим берүүнүн өнүгүүсүнө, республикада жалпы руханий баалуулуктарды калыптандыруу менен катар улуттук духта тарбиялоонун жолдорун аныктоого, билим берүүнү каржылоонун онүктүрүүгө, кошумча билим берүүнү өркүндөтүүгө өзгөчө маани берилген.

Концепция Кыргыз Республикасында билим берүүнүн өнүгүүсүн камсыз кылууга прогрессивдүү ой-пикирлер, сунуштар айтылганын баса белгилей кетүү керек. Мурдагы бул багытта кабыл алынган документтерден айырмаланып, бул концепция Кыргыз Республикасындагы билим берүү системасынын реалдуу абалын талдоого алуу менен, билим берүүнүн бардык жактарын, реалдуу өзгөчөлүктөрүн эсепке алуу менен иштелип чыккан.

Келечектеги билим берүүнүн өнүгүүсүн аныктай турган документтер иштелип чыга турган болсо, анын негиздүү маселелерин аныктоодо бул долбоор максаттуу түрдө өз жардамын көрсөтө алат.

**Кыргыз Республикасынын Президентинин алдындагы**
**мамлекеттик башкаруу академиясынын ректору,**
**философия илимдеринин кандидаты,**

**профессор** **А. Акматалиев**

“КЫРГЫЗ РЕСПУБЛИКАСЫНДА БИЛИМ БЕРҮҮНҮ ЖАНА ТАРБИЯЛООНУ 2020-2030-ЖЫЛДАРГА КАРАТА ӨНҮКТҮРҮҮНҮН КОНЦЕПЦИЯСЫ” БОЮНЧА ДОКУМЕНТКЕ

**ПИКИР**

Кыргыз Республикасынын билим берүүнү жана тарбиялоону 2020-2030-жылдарга карата өнүктүрүүнүн бул концепциясы КР “Билим берүү жөнүндө” мыйзамына жана акыркы жылдардагы иштелип чыгып кабыл алынган бир нече маанилүү документтерге таянып, аларда белгиленген негизги идеяларды улантуу максатын көздөйт. Концепциянын милдеттери катары: глобалдашуунун шартында билим берүүнүн улуттук ата-мекендик иденттүүлүгү, улуттук баалуулуктарга багытталышын, маданий өз алдынчалуулугун жана ар тараптуулугун сактап калууну жана өнүктүрүүнү; ааламдашуунун мыйзам ченемдүүлүктөрүнүн улуттук-ата мекендик өз алдынчалуулук менен айкалыштыруу аркылуу дүйнөлүк билим берүү системасына интеграциялашуу каралган. Концепцияда аталган милдеттерди ишке ашыруунун теориялык, методологиялык жана уюштуруучулук жоболорун жана багыттарын камтыйт.

Кыргыз Республикасында билим берүү системасын өнүктүрүүнүн негизги приоритеттүү багыттарына: максат менен натыйжанын дал келүүсү, окуучунун компетентүүлүгү, окуу китептеринин компетенттүүлүк мамилеге негизделиши, улуттук баалуулуктардыкалыптандыруучу тарбияга басым жасоо, приоритеттүү илимий изилдөөлөрдүн жүргүзүлүшү, көп түрдүүлүктү жана инклюзивдүү билим берүүнү толук ишке ашыруу, IT технологиялар боюнча адистерди даярдоо, окуучуга жагымдуу, коопсуз билим берүү чөйрөсүн камсыз кылуулар кирет.

Кыргыз Республикасында билим берүүнү өнүктүрүүнүн өбөлгөлөрүнүн маанилүү көрсөткүчү жана сапаттык жактан артыкчылыктуу багыты катары билим берүү экендиги баса көрсөтлгөн. Концепцияда “4.0 Индустриясы” технологиясынын келиши менен технологиялык, санариптик жана биологиялык тармактардын ортосундагы чектин жоюлушу, үчүнчү өнөр-жай революциясынын жетишкендиги жана жаңы инновациялардын келип чыгышы шартында билим берүү системасын өнүктүрүү зарылчылыгы көрсөтүлгөн. Айрыкча робототехника, биотехнология, IT-технология, экономиканын жаңы тармактары, нанотехнология ж.б. кесиптерге даярдоо белгиленген. Далил катары Бириккен улуттар уюмунун 2030-жылга чейин туруктуу өнүгүү максаттарында сапаттуу билим берүү ар бир өлкөнүн өнүгүү векторлорунун орчундуу милдеттеринин бири экендиги белгиленген.

Кыргыз Республикасында 2030-жылга карата билим берүүнүн келечегине төмөндөгүдөй көз караштар белгиленген:

1. Мектепке чейинки билим берүүнүн учурдагы абалы анализделип, анын өнүгүүсүнүн негизги жолдору көрсөтүлгөн.
2. Башталгыч билим берүү-баланын өнүгүүсүндөгү негизги баскыч экендигин баса көрсөтүү менен анын учурдагы абалы анализделиши (күчтүү жана начар жактары белгиленип) менен анын 2030-жылга карата өнүгүүсүнүн негизги жолдору жана бүтүрүүчүнүн модели көрсөтүлгөн.

3. Негизги орто жана орто жалпы билим берүүгө болгон көз карашта анын учурдагы абалын баяндоо менен 2030-жылга чейинки өнүгүүсү кандай жолдор менен болоору такталган жана бүтүрүүчүнүн модели аныкталган.
4. Кошумча билим берүү бирдиктүү билим берүү системасынын ажырагыс бөлүгү, адамдын жашоосунда дайым коштоп жүрүшү катары каралып, учурдагы абалынын көйгөйлүү жактары талкууланып, келечекте кандай жолдор менен өнүгүшү белгиленген.
5. Баштапкы жана орто кесиптик билим берүүдө негизги максат өлкөнүн экономикасын квалификациялуу жумушчу кадрлар менен камсыздоо экендиги белгиленип, учурдагы проблемдүү жактарын көрсөтүү менен 2030-жылга чейин жаңылануу нуктары аныкталып, бүтүрүүчүнүн моделинде кандай негизги компетенттер калыптанышы керектиги такталган.
6. Жогорку кесиптик билим берүү социалдык жана экономикалык прогресстин башкы, алдыңкы фактору катары каралып, глобалдык реформа болуусу керектиги белгиленген. Алардын аткарылышы улуттук билим берүү стандарттарын, билим берүү моделдерин, окутуунун технологияларын өркүндөтүүнү талап кылаары көрсөтүлгөн. Жогорку кесиптик билим берүүдөгү эки деңгээлдүү түзүлүштөн үч деңгээлдүү түзүлүшкө өтүү маселесин коюу менен анын чечүүчү негизги милдеттерин так көрсөтүп, учурдагы абалы анализделип, жогорку кесиптик билим берүүнүн өнүгүүсү 2030-жылы кандай болору такталган. Ошондой эле жогорку кесиптик билим берүүнүн бүтүрүүчүсүнүн модели негизги мектептин бүтүрүүчүсүнүн моделин улантып бир катар олуттуу аспектилерди камтуусу баяндалган.
7. Илимдин өнүгүүсү башка тармактардай эле өлкөнүн туруктуу өнүгүүсүнүн маанилүү фактору каралып, учурдагы негизги проблемдүү жактары каралуу менен анын өнүгүшүнүн жолдору көрсөтүлгөн.
8. Мугалимдин кадыр-баркынан, кесипкөйлүк деңгээлинен өлкөнүн өлкөнүн туруктуу өнүгүүсү көз каранды экендиги белгиленген. Мугалимдин кадыр-баркын, аброюн коргоого жана кесиптик жактан өстүрүүгө мамлекет милдеттүү жана тиешелүү кепилдиктер берилет. Бирок “Мугалимдин статусу жөнүндө” мыйзам аткарылбай, аларга болгон мамиле начарлагандыгы, көңүл бурулбагандыгы баса белгиленип, 2030-жылы мугалимдердин кадыр-баркы канчалык жогорулаары аныкталган.
9. Окуу китептеринин учурдагы абалы талкууланып, аны жакшыртуу шартта кандай иштер аткарылып жаткандыгы көрсөтүлүп, окуу китептерди камсыздоонун абалы 2030-жылы кандай болоору баяндалган.
10. Көп тилдүү билим берүү аркылуу коомдо интеграциялык процесстери тереңдетүү үчүн мамлекеттин саясатынын бир бөлүгү экендиги баса көрсөтүлүп, Республиканын деңгээлинде иштелип чыккан полимаданияттык принциптери-баскычтары, токтом,

стратегиялардын тизмеси келтирилген. Көп тилдүү билим берүүнүн өнүгүүсү 2030-жылы кандай абалга жетээри такталган.

11. Инклюзивдик билим берүүнүн концепциясы, учурдагы абалы, орчундуу көйгөйлөрүн көрсөтүү менен анын өнүгүүсү 2030-жылы кандай абалда болоору баяндалган.
12. Тарбиялоо. Тарбиялоонун учурдагы абалы, алардын көйгөйлөрүн көрсөтүү менен Кыргызстанда тарбиялоо процессинин өнүгүүсү 2030-жылы кандай ишке ашыруу чаралары белгиленген.
13. Билим берүүнү каржылоонун негизги булактарынын берүү секторлору боюнча 2015-2018-жылдардагы бөлүнүшүнүн цифралык маалыматы көрсөтүлгөн. Ал эми 2030-жылга Кыргызстанда билим берүү секторун каржылоо саясаты кандайча болоору жазылган.
14. Кесиптик чеберчиликти жогорулатуу жана кайрадан даярдоо-бул негизги кесиптик билим берүү программасынын чегинен тышкары кесиптик билимге ээ болшон адамдардын квалификациясын үзгүлтүксүз жогорулатууга жана кесипке даярдоого багытталган билим берүү талашсыз экендиги белгиленген. Кесиптик чеберчиликти жогорулатуу жана кайрадан даярдоонун учурдагы абалы, андагы негизги көйгөйлөрдү көрсөтүү менен Кыргызстанда кесиптик чеберчиликти жогорулатуу жана кайрадан даярдоо 2030-жылы кандай ишке ашары аныкталган.

КОРТУНДУ:

“Кыргыз Республикасынын билим берүүнү жана тарбиялоону 2020-2030-жылдарга карата өнүктүрүүнүн концепциясы” учурдагы типтүү концепциянын форматына ылайык жазылган. Концепциядагы негизги көйгөйлөр, аны чечүүнүн жолдору ачык жазылып, тиешелүү шилтемелер келтирилген.

Жогорудагы баяндалгандардын негизинде “Кыргыз Республикасынын билим берүүнү жана тарбиялоону 2020-2030-жылдарга карата өнүктүрүүнүн концепциясы” билим берүү процессиндеги көз караштардын системасы боюнча укуктук-нормативдик документ катары сунушталсын.

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тарых илимдеринин доктору, профессор
Абдырахманов Толобек Абылович

**Кыргыз Республикасында билим берүүнү жана тарбиялоону 2020-2030-жылдарга карата өнүктүрүүнүн концепциясына сунуштар**

Даярдалган "Кыргыз Республикасында билим берүүнү жана тарбиялоону 2020-2030-жылдарга карата өнүктүрүүнүн концепциясынын" долбоорунун мазмуну "2018-2040-жылдары Кыргыз Республикасын өнүктүрүү улуттук стратегиясынын" Сапаттуу билим берүү жана илим системасы бөлүмүндө коюлган максаттар менен жалпысынан шайкеш деп мүнөздөсө болот. Концепцияда колдоого алынуучу негизги принциптер катары билим берүүдө көп тилдүүлүктү, тарбиялоодо улуттук баалуулуктарды колдонууну, чыгармачылыкты жана дене тарбия менен спортту, экологиялык тарбияны белгилеп кетүү керек. Бул принциптерди заманбап билим жана технология менен бириктиргенде оригиналдуу кыргыз элине таандык, ошону менен бирге эл аралык билим системасынан бөлүнбөгөн улуттук билим берүү системасы пайда болот. Натыйжада ушундай чөйрөдө билим алган инсан дүйнө түшүнүгү кенен, кандай коом жана шарттар болбосун адаптацияга жөндөмдүү, ошол эле учурда улуттук маданиятын, каада салтын жана баалуулуктарын сактай билген адам болушу шексиз. Азыркы өнүккөн өлкөлөрдө билим берүүдө негизинен дүйнөнү глобалдаштырууга багытталган принциптер орун алган. Мындай саясаттын негизги максаты дүйнөнүн иш күчү, товар жана кызмат жүгүртүү рынокторун кеңейтүү, демографиялык проблемаларды чечүү эсептелет. Глобалдаштыруунун оң жактары менен бирге терс жактары да бар. Өзгөчө маани бере турган терс жактары кичи (аз сан) улуттардын чоң улуттарга сиңип, улуттук маданияттардын, тилдердин, салттардын жок болуп кетиши коркунучу бар болуусу. Ушундан улам кыргыз улуттук билим берүү системасын өнүктүрүүдө мамлекет жана жараандар бардык жагдайларды эске алуу менен бирге иш алпаруусу туура болот.

Документ менен таанышып чыгып, төмөндөгүлөргө көңүл буруп кетүүнү туура көрдүк.

1. Тексте авторлор "бүтүрүүчүлөрдүн модели" түшүнүгүн колдонуп окуучу билим берүүнүн кайсы бир тепкичин аяктаганда кандай жөндөмдүүлүктөргө жана билимге ээ болгонун түшүндүрүшөт. Маалым болгондой Кыргыз Республикасынын Билим берүү жана илим министрлиги Кыргыз Республикасынын улуттук квалификациялык рамкасын (Национальная квалификационная рамка КР) иштеп чыккан. Бул документ жөнүндө концепцияда маалымат жок. Биздин оюбуз боюнча, концепцияда сунушталган "бүтүрүүчүлөрдүн моделдери" улуттук квалификациялык рамкасына ылайык келиши керек. Авторлор концепцияда берилген "бүтүрүүчүлөрдүн моделдерин" улуттук квалификациялык рамкасы менен салыштыруусун жана бул документке концепциянын тиешелүү бөлмөлөрүндө шилтеме жасалышын сунуштайм. Тексттин 13- бетинин 1-пункттунда кавалификациялык улуттук система ишке ашырылат деп белгиленген. Кайсы квалификациялык система жөнүндө сөз болуп жатат?
2. Концепцияда окуучулардын жетишкендиктерин баалоо эл аралык программасын ПИЗА жөнүндө баяндалат (5-бет). ПИЗА ордуна программанын расмий PISA (англ.

Programme for International Student Assessment) атын колдонууну сунуштайм. Кирил тамгалары менен жазылышы туура эмес.

3. 5-беттеги 5-пунктту төмөнкүдөй сунуштайм: Кыргыз Республикасынын стратегиялык багыттарда өнүгүүсүнө жардам берген илимий изилдөөлөр мамлекет тарабынан колдоого алынат. Бул изилдөөлөрдүн уюштурулушу, каржыланышы жана натыйжаларын баалоо эл аралык тажрыйбаны камтыган жаңы ыкмалардын негизинде ишке ашырылат.
4. 1-чи бөлүмдү (5-бет) кийинки пункт менен толукталышын сунуштайм: *Мугалимдердин квалификациясын жана ишмердүүлүгүн баалоо жаңы системасын иштеп чыгуу зарыл.* Өзгөчө мектеп мугалимдерин өз билимдерин өркүндөтүүгө, жаңы окутуу ыкмаларын өздөштүрүгө, информациялык технологияларды колдонууга шыктандырган стимулдарды иштеп чыгып колдонуу керек. Бул стимулдар материалдык (кесиптик категория, айлык маянанын өлчөмү, премия, стипендия ж.б.) жана моралдык (ардактуу наам, мамлекеттик сыйлык ж.б.) болот. Бул стимулдарды адилеттүү колдонуу максатында мугалимдердин квалификациясын жана ишмердүүлүгүн аныктоо критерийлерин жана аларды өлчөө мамлекеттик системасын иштеп чыгуу зарыл. Бул система мугалимдерди аккредитациялоонун да негизин түзөт.
5. "Кыргыз Республикасында билим берүүнү өнүктүрүүнүн өбөлгөлөрү" бөлүмүндө (6-бет) орун алган 4-индустриялык революция тууралуу абзацты алып салууну сунуштайм. Себеби, бүгүндөн тартып 2030-жылга чейинки убакыт аралыгында Кыргызстандын аймагында жана коңшулаш мамлекеттерде аталган 4.0-Индустрияга мүнөздүү экономиканын (акылдуу системалар башкарган автоматташтырылган санариптик өндүрүш, нейротармактар, буюм жана кызмат интернети ж.б.) пайда болуп иштеп кетиши жана ошондой экономиканын билим берүү тармагына кандай бир талаптарды жаратуусу күмөндүү. Мындай экономиканын Кыргызстанда орун алышы узак мөөнөттү жана мамлекет менен коом тарабынан эбегейсиз чоң аракеттерди талап кылат. Анын ордуна, Кыргызстандагы билим берүүнүн учурдагы негизги көйгөйлөрү болгон материалдык базаны камсыздоонун жок эсе экендигин, кадрларды даярдоо системасынын жоктугун, начар башкарууну, коррупцияны жою маселелери 2030-жылга чечилиши керек жана аталган көйгөйлөр билим берүү тармагын өнүктүрүүгө негизги өбөлгөлөр болуп каралышын сунуштайм. Узак мөөнөттөгү перспективага албетте эл аралык аренадагы болуп жаткан өгөрүүлөөр эске алыныш керек, бирок 10 жылдык мөөнөткө иш пландаштырууда өлкөнүн учурдагы актуалдуу көйгөйлөрү, чыныгы экономикалык дарамети, коомдун талаптары эске алынса алдыга койгон максаттар туура болуп турмушка ашырылышы мүмкүн болот.
6. Тексттин 8-бетинде жалпы башталгыч билим берүү 2030-жылы 5 жыл болот деп ырасталат. Ушундан улам мектептик билим берүү 12 жылды түзөбү? 11 жылдык мектептен 12 жылдык мектепке өтүү өлкөнүн социалдык жана экономикалык турмушуна олуттуу таасир этүүчү жагдай экенин эске алуу керек. Эгер 12 жылдык мектептик билим берүүгө өтсөк биз тапкан пайдабызды жана артыкчылыктарды концепцияда белгилеп кетиш керек.

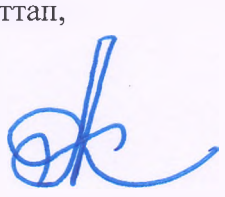
7. Негизги орто, орто жалпы билим берүүнүн 2030-жылда өнүгүүсүн көрсөткүчтөрүнүн бири болуп **магистрдик** академиялык наамы бар педагогдор эмгектенет деп белгиленген (10-бет). Учурда жогорку окуу жайларда (Кыргызстанда жана КМШ мамлекеттеринде) 5 жылдык "адис" (специалист) жогорку кесиптик билим берүү программалары ишке ашырылат. Бул программа боюнча берилген диплом (квалификациялар) магистр дипломуна тең келет. Ушундан улам "магистрдик" ордуна "кеминде 5 жылдык жогорку кесиптик билими бар" деп алмаштырылышын сунуштайм. Ошондой эле 5-пунктту төмөнкүдөй сунуштайм: **Окуу китептеринде теориялык материалды берүү менен бирге окуучулардын ишмердик жөндөмдүүлүктөрүн өркүндөтүүгө, билимин турмушта колдонууга басым жасалат**. (Билимдин негизинде теория болот. Теориядан кабары болмоюнча толук кандуу билим алыш мүмкүн эмес. Теорияны практикада колдоно билүү бул башка маселе. Чынында азыркы окуу китептеринде теориялык принциптерди күнүмдүк турмушта колдонууга үйрөтүү жокко эсе).
8. Кыргызстанда Болон процессине ылайык үч тепкичтүү (бакалавриат, магистратура жана докторантура (PhD)) жогорку кесиптик билим берүү системасы ишке ашырылып жатат десе болот. Кыргыз Республикасынын Билим берүү мыйзамына 2018-жылы доктор (PhD) академиялык даража тууралуу аныктама киргизилип азыркы учурда Билим берүү жана илим министрлиги докторантура (PhD) жобосун иштеп чыгып Өкмөттүн бекитүүсүнө жиберүүнүн алдында турат. Жобо бекитилгенден кийин кыргыз ЖОЖдору жободо көрсөтүлгөн тартипте философия докторлорун (PhD) даярдоону башташат. Кыргызстандын бир нече жогорку окуу жайларында пилоттук долбоор статусунда философия докторлору (PhD) ар түрдүү илимий тармактарда даярдалып келген. Ошундуктан 14-беттеги 2-абзацты алып салуу керек.
9. Жогорку кесиптик билим берүү системасын түзүмдүк кайра куруунун негизги чече турган багыттарынын катарына (14-бет) жогорку кесиптик билим берүү программаларынын эл аралык деңгелде таанылган критерийлерге жана талаптарга жооп беришин камсыз кылууну жана кыргыз жогорку окуу жайларынын эл аралык рейтингтерде орун алышын кошууну сунуштайм.
10. Жогорку кесиптик билим берүүнүн учурдагы абалы бөлүмүнө (14, 15-беттер) төмөкүлөрдү кошууну сунуштайм: жогорку окуу жайлардын басымдуу бөлүгү, өзгөчө регионалдык окуу жайлардын, окуу материалдык базасы, окутуучу профессордук курамы жана социалдык инфраструктурасы лицензиялык талаптарга жооп бербейт. Жаңы окуу жайларды жана даярдоо багыттарын ачууда бул талаптардын толук кандуу сакталышына формалдуу мамиле кылуу орун алат. Жогорку окуу жайлардын дистанттык окуу формасынын мазмуну жана уюштурулуусу эски сырттан окуудан эч айырмасы жок, окууда заманбап технологиялар колдонулбайт жана тажрыйба жетиштүү эмес.
11. 15-беттеги 5-абзацтын 1-пунктуна "мамлекеттик" алдына "окуу программаларынын" киргизүү туура болот; 3-пунктунда "... көп кырдуу билим берүү ишке ашат" менен суйлөмдү бүтүрүп калган бөлүгүн алып салыш керек; 4-пункттан бүтүрүүчүлөрдүн аттестатындагы баалар эске алынышын алып салуу керек (учурдагы өлкөнүн шартында мектептерде коррупциянын күчөшүнө жол ачылат).

12. 16-бетте “Илим тармагынын учурдагы абалы” бөлүмүнүн 2-пунктунда кайсы мыйзам жөнүндө сөз болгондугун тактоо керек; 5-пунктагы маселе жогоруда аталган Улуттук квалификациялык рамкасына байланса туура болот.

Текстте орун алган кээ бир оңдоолорду жасоо зарыл. Мисалы: “проекттик” ордуна “долбоордук” туура болот (5-беттин 3-пункту); “кружоктор” – ийримдер (11-бетте 2-абзац); “областтары” – “тармактары” (11-бетте ылдыйдан 7-сап); “закону” – “мыйзамы” (12-бетте 3-пункт); “эмгек базары” же “эмгек рыногу” (12-бетте 3, 6-абзацтар) ж.б.у.с.

Концепциянын орусча тексти кылдат текшерилиши керек.

Урматтап,



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