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THE ANALYSIS OF A CONDITION OF TRAINING ECOLOGISTS IN THE KAZAKHSTAN AND TURKISH HIGHER EDUCATION SYSTEM

Abstract. Ecological education becomes the subject of interest and actions of foreign organizations on a high level. Higher education gives imagination and knowledge of the laws about the biosocial system "mankind - society - nature". This article deals with the peculiarities of the conditions of training future ecologists in the higher education system of Kazakhstan and Turkey. The search of ways of harmony interrelation of the society and nature leads to an intensive process of the ecologization of the general culture of the population. It is caused by the necessity of increasing of mankind's excitement and the degree of participation in research of the solution of the problem of development and conservation of the environment. From the level of professional competence of the future ecologists depends the state of the environment and the general ecological education of the whole population.

Keywords: ecological education, competence, condition, education system, environment, mankind.

Ecological education becomes a subject of interest and action of the international organizations at the highest level. Higher ecological education gives a representation and knowledge of laws about biosocial system "person- society-nature". The search of harmonious interaction of society and nature leads to an intensive process of ecologization of the general culture of mankind. It is caused by the need for an increase of people's susceptibility and their involvement degree in the solution search of development problems and preservation of the surrounding environment. On the global and universal value, ecological education is specified as the main means of constructive transformation of social and individual ecological consciousness almost at all international forums about the environmental problems. Many of them are actually devoted to ecological education since the condition of the surrounding environment, the general ecological education of all population depends on the level of professional competency of a future ecologist.

In "the declaration of the United Nations Conference on the Human Environment", adopted in Nairobi (1982), it was said about the value of education in strengthening the social awareness about the importance of ecological problems. In 1983 in "Bansko declarations" developed by 60 experts from 15 countries on education and policy in the environment area, it was specified that ecological education should be a public business exclusively from the business of specialists.

"In compliance with the Program of activities for implementation of the ecological education Concept and upbringing of the growing-up generation, approved by the resolution of the Cabinet of Ministers of RK No. 137 dated February 3, 1997, the Ministry of Culture and Healthcare of RK and the Ministry of Ecology and the RK natural resources approved the national program of ecological education in which the general principles of ecological policy in the areas of ecological education developed by the UN, UNESCO, UNEP and others are taken into account and specific periods of growth and development of ecological education and upbringing system were defined. Among the numerous problems, the questions of training specialists in ecology and environment protection, who are capable to solve environmental management questions in various fields in the conditions of market economy, deepening and expansion of complex ecological knowledge of students of Higher Education Institution of other specialties occupy a special place. The necessity of developing an inventory of ecological specialties, educational plans and working programs allowing students to get special ecological knowledge necessary for active independent work in this area was specified in the program of ecological education and upbringing in the RK".

In conditions of updating of planetary consciousness, contradiction of development of world education system consists in a deep gap between rates of practical inquiries of promptly changing world and real opportunities of the corresponding transformations in the maintenance of national education systems of different states of the world. Therefore, essential questions are studying of the structure and maintenance of the world educational systems, identification of modern tendencies of their development [1].

The purpose of this subsection is studying, comparison and analysis of a formation process of communicative competence of future ecologists in the Kazakhstan and Turkish higher education systems.

The State policy in the field of education of the Republic of Kazakhstan in compliance with the Constitution [2] of the country is based on the following principles: equality of the rights of all citizens of the Republic of Kazakhstan for education; availability of education at all levels to the population with the account of intellectual development, psycho-physiological and individual characteristics of each person; secular nature of education; stimulation of a personality to the education system and endowment development; continuity of education process ensuring succession of its steps; unity of training and upbringing; variety of education organizations in forms of property, training and upbringing and directions of education; democratic nature of education management, expansion of the academic freedom and power of education organizations; humanistic and developing nature of education; integration of education, science and production; professional orientation of learners; informatization of education systems.

In the legislation of the Republic of Kazakhstan, the concept of "education system" is defined as "a set of interacting beings":

- 1) the education organizations, regardless of their ownership, types and kinds;
- 2) successive educational programs and the state obligatory standards of education for various levels of education;
- 3) bodies of education management and the subordinated organizations, ensuring the implementation of educational programs and development of education system.

Nowadays, in the informatization conditions, the purpose of higher education of the Republic of Kazakhstan is the training of professional specialists possessing communicative and foreign-language competences, creative potential and critical thinking style. The modern higher education should be continuous, qualitative, versatile, based on the information and telecommunication technologies and an emphasis should be made on learners' activity, independence and ability to adapt to changing conditions of modern society. A search for the reserves of professional training improvement of future specialists is displaced in the plane of formation and development of their information, professional and communicative competence.

"The academic mobility" differs from traditional foreign training, primarily in that, firstly, students go abroad albeit on limited but for long terms - from a semester up to an academic year, and, secondly, during such trainings they study fully, they study not only a language, but also separate disciplines and undergo a semestrial or one-year course which is counted by their return to the basic higher education institution. We propose to name the higher education institution, where the student was enrolled and from where he initially wanted to get a diploma as "a basic higher education institution".

Comparability in education allows to achieve the following objectives:

formation of educational programs in which all main elements of the educational process (the educational plan, methods of training and an assessment, the requirement to the maintenance of courses and teachers) are coordinated; automatic recognition of training results at university - the partner with all participants of partnership, that is a guarantee of embedding a mobility element in educational process; creation of a general body of program management; delivery of joint (on behalf of program participants) diploma or diplomas of universities-participants after completion of training. Similar programs pursue, as the rule, long-term interest for all its participants. They can provide students with the possibility to acquire additional academic and cultural experience abroad and higher education institutions with new possibility of cooperation and expansion of its potential jointly.

Owing to the implementation of the program "double diploma education" together with foreign universities in perspective, the problem of convertibility of the Kazakhstan higher education diplomas, their recognition at the international level, the involvement of domestic universities in the international ratings and other educational projects will be solved.

A number of standard documents adopted at the international and state level form the legal basis for education development in the field of the environment. It is the Constitution of the Republic of Kazakhstan (Article 31), the Law of the Republic of Kazakhstan "About education" (Article 3), the Law of the Republic of Kazakhstan "About higher education" (Article 3), the Concept of steady (self-sustaining) developments of civilization (the United Nations Conference on Environment and Development in Rio de Janeiro, 1992), the Concept of training specialists - ecologists in Kazakhstan (1995), National strategy of ecological education and upbringing in the Republic of Kazakhstan (1998), the Program of ecological education (1999), the Concept of ecological education of the Republic of Kazakhstan (No. 697 Order of MES of RK dated September 25, 2002), The Concept of Ecological safety of the Republic of Kazakhstan " 2015 (The decree of the President of RK dated December 3, 2003, No. 1241) and a number of other regulatory documents defining "an ecological orientation" of educations .

Methodological basics of ecological education at modern school are covered in the works of N.S.Sarybekov, A.S.Beysenova, A.B.Bayeshova, Г.К.Длибетова, A.Zh.Akbasova, Zh.B.Shildebayeva, A.E. Mankish, Zh.I. Baltagulova, etc.

Ecologization conditions of a number of educational disciplines were presented in the works of M.Yu.Savdenaliev, Zh.N.Bazarbekova, A.K.Eginisova, N.M.Stukalenko, A.S.Ingenbayeva. The investigations of A.S.Beysenova, M.A.Ligai, M.N.Sarybekov, A.G.Sarmurzina, G.K.Dlimbetova, A.K.Satynska, G.M.Smirmova, Zh.K.Tleshova, Sh.Sh.Hamzina and others were devoted to problems of ecological education at higher school.

Nowadays, one of the priority directions in terms of development of ecological preparation in the Republic is introduction and development of continuous ecological education system directed on the formation of scientific and practical knowledge and abilities as well as valuable orientations, behavior and activity in the sphere of environment protection, steady environmental management and consumption, formation of ecological lifestyle [3].

Ecological preparation in the higher school system of Kazakhstan is carried out in two directions:

- the general is for students of all specialties: general education disciplines, for example, "Bases of ecological knowledge", "Environment Protection", "Environmental management economy", etc.;

- profile is (deepened) for ecological, naturally-geographical, chemical and biological faculties where specialist-ecologists are trained for the nature protection sphere ("Ecology", "Ecology and environmental management"). In some higher education institutions at the faculties of "Biology", "Chemistry", "Geography", preparation of specialists for engineering and agronomical profile is conducted ("Agroecology", "Engineering Protection of Environment", "Applied Ecology").

Generalizing the things told about the modern condition of training of future specialists with ecological education in Kazakhstan, it should be noted that the problem of training of highly qualified ecologists with the knowledge of a foreign language, capable to compete in the international market of work has not been fully decided yet, but the first steps were taken in this direction.

Though Kazakhstan is also seeking to be a competitive country not only in Asia, but also in all over the world, nevertheless, the state policy is not exposed to copy blindly and follow the western sample, as we have deep Turkic roots, historically interconnected with the Turkic people. In conditions of modernization and informatization of education, the Republic of Kazakhstan builds a national model of higher education where the high training quality of young generation is carried out on the basis of synthesis of science, culture and educational process in contexts of world history, history of the Turkic people, nomadic civilizations and the countries of the Central Asia. Therefore, it is possible to give thorough arguments of a choice of the Turkish Republic for studying, comparison and analysis of higher ecological education system in this country.

Firstly, it is connected with a linguistic, cultural and ethnic proximity of the Turkic people.

Secondly, Turkey also is a secular state aimed at comprehensive modernization of society and informatization of education. The Eurasian mentality, aspiration to adapt the best lines of the European culture, keeping the national identity and originality is inherent for both countries.

Thirdly, we are imposed by the developed lines of the Turkish ethno-pedagogical and creative reconsideration of advanced achievements of the world pedagogical thought and practice. Strong traditions of ecological training and upbringing in Turkey deserve to be noted.

Fourthly, in the domestic education system, there is a certain Turkish segment; it is K.A. Yassawi International Kazakh-Turkish University, which first received the status of an international university (Turkestan city), Suleiman Demirel Non-state University (Alma-Ata), Zhambyl Accounting-Credit-Economic College, the Educational Center "Doctyk", primary school "Shachlan" (at where children of Turkey citizens living and working in Kazakhstan are trained). In addition, it should be noted that Turkey is the first country which established close friendly contacts at once with Kazakhstan's independence.

As Tuba Goryumlyu emphasizes, "The environment is an environment or conditions in which there are live beings conducting their vital activities in it. Mankind is a creation of the world in course of time and up to present he has been dependent on the surrounding environment, but at the same time, he has affected the surrounding environment by his various kinds of activity, directly by devastating it" [4]. Nazlyogly considers that, "... from the beginning of the XYII century, mankind conducted searches for gaining domination over the nature and accepted the nature only as a car making only demanded products" [5].

In the Constitution and in other legislative acts of the Turkish Republic there are many provisions where the theme about prevention of forest massifs reduction, protection of cultivated territories, water sources and natural reserves is raised. The new laws adopted in Turkey show an increased attention to the question of ecological education.

For the detailed analysis of the condition of training future ecologists in the higher school system of Turkey, we have studied scientific publications and dissertation researches with a view of identifying the priority of opinions of famous scientists of Turkey about this question, determining problems and tendencies in training specialists with ecological education and availability of personal and professional qualities which they should possess.

The main purpose pursued by the Turkish higher education institutions in the process of training future ecologists is creation of conditions for systematic and consecutive work on studying ecological knowledge by students as well as upbringing of specialists in the sphere of nature protection activity [6].

In the address of Kirizogly presented on the II symposium of sciences about education, it was designated, "...that the science about environment (ecology) is a part of life of any person" [7].

Nazogly emphasizes that the solution of environmental problems is difficult for people, despite these problems arose later in Turkey in the comparison with the West, therefore, the most effective way of their decision is an increase of literacy of population in the questions of nature protection activity [8].

In the thesis of Tosunogly, it was defined that Turkey is the developed country from the viewpoint of the industry and the inverse transformation and the presence of serious ecological problems is not peculiar for it as in the developed countries [9].

Besides, Aynur Gian Enghin, on the basis of the carried-out experiment, claims that the main source of ecological knowledge is a television. Other sources are a family, friends, means of mass information, the public organizations.

According to the data of Ornek "... future specialists show a big interest to studying of ecological disciplines" [10].

We find an explanation for this fact in the works of Arda, Yildyz [11], Dzheritli [12] considering a problem of shortage of teachers of ecological disciplines, for example, "the Environment", "Environment Protection". Furthermore, Dimishki notes a low level of preparation of teachers-ecologists [13].

In compliance with these deeply philosophical definitions, for creation of the society consisting of professionally literate people, realizing the importance of the environment, there is a need to solve the following tasks in the education system in forming a set of key and professional competences of future specialists - ecologists: training of personalities who make thrifty use of the environment and the natural phenomena; training of individuals, able to find the general points of contact with the artificial and natural environment; training of specialists, mastering a set of methods and applying them for environment researches; training of researchers. understanding and realizing a connection between sciences about the environment with other disciplines; training of scientific workers, capable to solve environment problems; training of individuals realizing harmony and unity of a person with the environment; training of researchers, propagandizing a philosophy of environmental protection of the surrounding environment; training of personalities, capable to transform the environment by participating in various kinds of social activity, without destroying internal unity of the natural environment and preserving it.

In Turkey, the discipline "Ecology" was for the first time entered into educational programs together with the foundation of the Institute of Physical Geography and Ecology, created at the forest faculty of Istanbul University in 1943.

At the present time, such subjects as "Ecology", "Environment Problems in Turkey", "Environmental Law", "Philosophy of Environment", "Ecosystems", "The environment and man", "Biology of Environment" are taught for students of the universities, the number of whose promptly grows in Turkey. At these classes, questions of the environment, varieties of ecosystems, problems arising as a result of the functioning of human activity, proposals on their solution are considered. At the profile faculties, such subjects as Rural Economy, the Wood, Biology, Architecture, Environmental Engineering, Biological Pedagogics are taught to students on a mandatory basis.

The features of teaching the above-mentioned subjects are not only an acquaintance with ecological problems, but also the development of students' ability to see, to recognize these problems and solve them with the help of available knowledge as well as the formation of information, communicative and professional competences. It should be noted that within the framework of International Cooperation, beginning from the year 2001, students of higher education institutions of the Mediterranean countries take classes in school "Young ecologist" at will, that allows to expand students' ecological outlook, to create ecological culture, information, communicative and professional competences, to develop creative potential and critical thinking style. Likewise, an emphasis is placed on activity, learners' independence, ability to be mobilized and adapt to the changing conditions of the modern society.

It is generally known that ecological education develops in many countries of the world. The process of training specialists in the area of nature protection activity and the implementation forms of ecological education reflect the features of mentality and specifics of education systems of the certain country. In Turkey, training specialists in the areas of nature protection activity and ecological education are directly connected with tourist business since more than a half of state budget revenues are formed by the account of service for vacationers in sanatoriums and tourists in resort zones.

Summing up, it should be noted that characteristic line of the Turkish system of training of specialists in the area of nature protection activity and formation of ecological education is purposeful and systematic work on formation of responsible relation to the environment at all levels of professional education which finds reflection both in important standard documents of the country and in scientific researches.

Having studied and analyzed the condition of training of future ecologists in Kazakhstan and Turkish higher education systems, we will note some similarities:

- Education modernization in both countries requires creation of new legal, scientifically - methodical, financially - material conditions;
- there are privileges for separate categories of citizens for ensuring availability of higher education, the state support of talented youth and improvement of the social position of the population;
- expanding the boundaries of international cooperation: training abroad, institutional mobility (opening of branches of foreign higher education institutions in RK), receiving foreign degree without leaving native country, invitation of leading foreign teachers, academic exchange of teachers;
- governmental programs of both states pay great attention to education since it is acknowledged as an important component of economic, technological and social development both in Kazakhstan and in Turkey;
- remote education: each citizen can receive remote education, realizing the equality of opportunities of receiving education.

We should not forget that, while transferring a number of provisions regulating educational process in the Turkish higher education system, it is necessary to take into consideration that this system functions in other conditions, than the domestic system, therefore we should speak only about the use of separate elements if those lead to improvement of the Kazakhstan education. It is possible to refer a wide use of modern information technologies in a training process to such elements; we would like to pay special attention to accurately put work of the autonomous testing center, creation of conditions for independent works of students and active work in the areas of international cooperation.

Thus, the carried-out analysis about the initial condition of the Turkish higher education system will be useful in the modernization process of the Kazakhstan higher education on the basis of the positive aspects of constructing an educational policy of Turkey and development features of domestic education model.

Conclusion. In Kazakhstan, the problem of training ecologists with formed information, communicative and professional competences by the organization of ecological education did not get a full theoretical and practical decision, but the first steps were taken in this direction. A characteristic feature of the Turkish education system is a purposeful and systematic work on the formation of information, communicative and professional competences and responsible relation to the surrounding environment at all levels of education. Therefore, in Kazakhstan, it is necessary to form information, communicative and professional competences of future ecologists at all levels of education, namely, at higher school, which is limited in comparison with the education system in Turkey.

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ҚАЗАҚСТАН ЖӘНЕ ТҮРКИЯ МЕМЛЕКЕТТЕРІНІҢ ЖОҒАРҒЫ БІЛІМ БЕРУ ЖҮЙЕСІНДЕ ЭКОЛОГТАРДЫ ДАЙЫНДАУ ЖАҒДАЙЫН ТАЛДАУ

Аннотация. Экологиялық білім беру халықаралық ұйымдардың әрекеттері мен мүдделерін орындауда жоғары деңгейге ие. Жоғарғы экологиялық білім «адам-қоғам-табиғат» биологиялық жүйе заңдарын білу мен көзқарас қалыптастыруға көмектеседі. Аталған мақалада Қазақстан мен Түркия мемлекеттерінің жоғарғы білім беру жүйесінде болашақ экологтарды дайындау жағдайының ерекшеліктері қарастырылады. Қоғам мен табиғаттың өзара үйлесімді жолдарын іздестіру адамзат өркениетінің қарқынды экологизациялау үдерістеріне алып келді. Қоршаған ортаны қорғау мен дамыту мәселелерінің шешімін іздестіру адамзат сана-сезімінің жоғарылау нәтижесінде туындады. Қоршаған орта жағдайы мен халықтың экологиялық сауаттылығы болашақ эколог мамандардың біліктілік құзыреттіліктеріне тікелей байланысты.

Түйін сөздер: экологиялық білім, құзыреттілік, жағдай, білім беру жүйесі, қоршаған орта, адамзат.

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АНАЛИЗ СОСТОЯНИЯ ПОДГОТОВКИ ЭКОЛОГОВ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ КАЗАХСТАНА И ТУРЦИИ

Аннотация. Экологическое образование становится предметом интереса и действий международных организаций на самом высоком уровне. Высшее экологическое образование дает представление и знание законов о биосоциальной системе «человек – общество – природа». В данной статье рассматривается особенность условий подготовки будущих экологов в системе высшего образования Казахстана и Турции. Поиск путей гармонического взаимодействия общества и природы приводит к интенсивному процессу экологизации общей культуры человечества. Это вызвано необходимостью повышения восприимчивости людей и степени их участия в поиске решения проблем развития и сохранения окружающей среды. От уровня профессиональной компетентности будущего специалиста-эколога зависит состояние окружающей среды, общая экологическая образованность всего населения.

Ключевые слова: экологическое образование, компетенция, условие, образовательная система, окружающая среда, человечество.