

Socio-Cultural Implication in the Development of Educational Institutions of Kazakhstan: Interdisciplinary Research

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Abstract: *Objective:* The purpose of the paper is to determine the specifics of the modern process of democratisation of the educational environment in Kazakhstan through the analysis of the implicative development of subject-to-subject interactions in educational institutions of the country.

Background: The implication of traditionalism, patriarchy (collectivism), and individualism in the modern culture of Kazakhstani society form the basis for the development of a special, paternalistic type of subject-to-subject interactions in educational institutions of Kazakhstan. The specific nature of this type of interaction is in the preservation of students' value-and-role views about teacher's functions in the educational process.

Method: The study used a comparative method, conducted a questionnaire survey among students and schoolchildren with special educational needs, an expert survey of teachers, as well as in-depth interviews of schoolchildren and teachers at the second stage.

Results: Based on the results of empirical studies, proposals are being developed on the conceptualisation of the development of the educational environment in the Kazakh school and on the further development of subject-to-subject relations in higher educational institutions. Democratisation of the educational process as a world trend necessitates considering local specific peculiarities when modernising the educational process in societies with a predominance of collectivist values.

Conclusion: The authors, analysing the results of studies on the formation of an individual's subjectivity in various types of societies, having identified implicative relationships in the socio-cultural development of Kazakhstan, conclude that a new institutional significance of education is necessary as a fundamental factor in the overtaking modernisation of Kazakhstan.

Keywords: Social identity, subject-to-subject interaction, mentality, democratisation of education, subjectification of an individual.

INTRODUCTION

The current stage of civilisation development imposes new requirements on the special education system, which acts as a mechanism for democratisation and humanisation of social relations. Particular focus is made on the development of intelligent and moral, creative, entrepreneurial human beings, capable of making high impact decisions in situations of choice, capable of cooperation, possessing such qualities as mobility, dynamism, gumption, and a well-developed sense of responsibility for the fate of society. The relevant and anticipated learning outcomes include the development of individual's internal activity, and their longing not only

for professional growth but also for continuous spiritual improvement, preservation of their cultural identity, as a source of stable development of any society.

According to J. Dewey, social effectiveness of special education should not be reduced to the qualified performance of official duties, as its main components are certain human qualities, such as reasonable empathy, goodwill, the desire to make their internally significant experience useful and important for other people. From the point of view of this respected scholar, it is these educational outcomes that can contribute to the growth and development of society and preservation of democracy and progressive development of the society [1, 2].

All over the world, there is an increase in the number of children with special educational needs. Therefore, the problem of difficulties in teaching children with mental retardation has become one of the

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urgent psychological and pedagogical problems of today. In modern pedagogical theory and practice, the process of teaching children with mental retardation is considered from the standpoint of providing children with developmental problems with learning opportunities in a mass general education school together with ordinary children, while creating additional conditions (organisational, pedagogical, psychological) that facilitate the learning process. It is important to understand that children with mental retardation need an individual approach that will help them develop their personal qualities and unleash their potential.

The fateful moment in the life of a modern individual is their subjectivity. This personality quality combines activity, independence, longing for self-development, and high adaptability to change. In accordance with the leading methodological foundations, personal subjectivity is characterised by an individual's ability to reach their goals, their willingness to master effective methods and means of achieving them, innovative thinking, systematic and persistent self-development and self-fulfilment. Modernisation of public consciousness in the context of the Republic of Kazakhstan becoming one of the advanced states, first of all, presupposes the formation of individual's subjectivity and subjectification of the educational process, ensuring the achievement of this quality, provided that the cultural pattern of the multinational state is preserved.

As follows from socio-pedagogical research, the personality of the student with special educational needs develops through the establishment of subject-subject relations in any educational process. Teachers who are to educate children with mental retardation are keenly aware of the need to change the existing type of relationships between teachers and students, where everyone is involved in solving the problem under discussion, offers their own ways and methods of addressing the problem. Subject interaction in special education means the establishment of "pedagogy of cooperation", co-management of participants in the educational process. At the same time, conditions are created that make it possible to become aware of and enhance personal responsibility of both teachers and students for their self-development and the final outcomes of their work.

The trend of democratisation of the educational space through the development of subject-to-subject relationships is to create conditions that actualise

proactivity values of an individual through the implementation of the principle of humanisation, the continuity of the educational process, its practice-orientedness, aimed both at developing the person's competitiveness and maintaining traditionally significant values that make up the core of civic identity. The problem of the development of subject-to-subject relationships in the educational environment is not new. Through humanistic pedagogy, pedagogy of cooperation, personality-oriented technologies, teachers who are to educate children with mental retardation have the opportunity to form the desired image of a student who is socially responsible and motivated to have an active life position.

At the same time, the conceptualisation of educational and pedagogical support of the process of formation of students' subjectivity in the prevailing tradition in the socio-cultural field of society, the definition of a strategy for the development of educational institutions in the context of the anticipated Kazakhstan's entry into top thirty most developed countries of the world, is an understudied and potentially highly debatable problem. In the papers of foreign researchers, the subject-to-subject process, as an indicator of countries' democratisation and progress, is often associated with the process of transition to European educational standards only [3].

Several scholars believe that there is a connection between the democratisation of relations in educational institutions and the formation of a citizen's position [4]. We study the nature of the process of youth subjectification through social networks (at the interpersonal or group level [5], the relationship between the "subjectivity" of an individual and their "autonomy" in society [6]. For all the variety of scientific aspects in the study of the development of subject-to-subject relations as a democratisation factor, the socio-cultural aspect of its outcomes for the Eurasian communities has not yet been adequately studied.

According to experts, the globalisation process destroys the traditionally established organisational foundations of the educational system of states, and results in a weakening of the influence of the national-state factor; it changes the value system of society, a transition to a new type of rationality is underway, involving an emphasis on education only as a requirement for professional success [7-10]. According to experts, the globalisation process destroys the traditionally established organisational foundations of the educational system of states, and results in a

weakening of the influence of the national-state factor; it changes the value system of society, a transition to a new type of rationality is underway, involving an emphasis on education only as a requirement for professional success. Globalization, as a response of states to globalism, implies that no country will fully accept the rejection of its own culture of being.

The purpose of this study is to determine the way democratisation of the special education system takes place by analysing the implicative development of subject interactions in educational institutions of Kazakhstan.

MATERIALS AND METHODS

Research materials and methods include the analysis of foreign and domestic publications on the problem of the formation of students' subjectification, taking into account the cultural characteristics of the learning environment. A comparative method was used, a questionnaire survey of students and schoolchildren with special educational needs, an expert survey of teachers who are to educate children with mental retardation, in-depth interviews of schoolchildren and teachers. The sample size was 585 respondents (487 schoolchildren and students, 98 teachers and lecturers). When designing the study, the authors proceeded from the premise that, by analysing the practice of implementing the subject-subject approach in schools of the South Kazakhstan region (where traits of tradition and patriarchy are most preserved), it will be possible to formulate effective recommendations for improving the process of modernisation of education in the republic as a whole. Schoolchildren from ordinary, non-specialised, average schools of the South Kazakhstan region participated. The sample survey involved respondents from the city secondary school No. 102 of the city of Shymkent, 8-11 grades students with retarded mental development, 13 to 17 years old.

The total number of respondents was 119 students with retarded mental development (65.5% – boys, 49.45% – girls), 98 school students with special educational needs living in rural areas (secondary school No. 29 of the Sairamsky district of the South Kazakhstan region), school students with special educational needs in grades 7-11 (43.48% – boys, 56.52 % – girls) of the same age group (13 to 17 years old). The study also involved 20 teachers who are to educate children with mental retardation of the city school No. 102 of Shymkent and 20 teachers who are

to educate children with mental retardation of the rural school (No. 29 Sairamsky district of the South Kazakhstan region), whose teaching experience exceeds 10 years.

In May 2017, at the second stage of the study, students and university professors of the republic were engaged. The questionnaire and in-depth interviews involved 24 teachers of leading Kazakhstani universities (Al-Farabi Kazakh National University and K.I. Satpayev Kazakh National Research Technical University (ages: 29 to 66 years, work experience of at least 5 years), 45 undergraduates of 1-2 courses to Al-Farabi Kazakh National University (aged 22 to 38 years) of three departments (department of philosophy and political science, department of international relations and the physical and technical department), a target survey of 16 respondents – the 5th year students, specialising as "general internists" of Asfendiyarov National Medical University. At this stage, it was crucial to find out ways to improve the educational process in universities, taking into account the prevailing stereotype attitudes towards the educational process and to its participants as subjects.

In February – April 2019, at the third stage, a sample survey of bachelors and undergraduates in the natural sciences and humanities (department of chemistry and chemical technology (6 specialities), higher school of economics and business (9 specialities), department of medicine and healthcare, speciality "public health", philology and world languages, speciality "translation studies", department of philosophy and political science, specialities "pedagogy and psychology", "social pedagogy and self-cognition"- only 209 respondents of 1-4 year bachelor and master's degree students, an expert survey of 34 teachers of Al-Farabi Kazakh National University, Pavlodar State Pedagogical University, M.O. Auezov South Kazakhstan State University, human science departments, whose professional experience exceeds 10 years.

RESULTS

Students with special educational needs of urban and rural schools see the factors that form the subject-to-subject relationship differently. In urban schools, the democratisation of the educational process is associated with the development of the values of individualism, rivalry and fierce competition in school classes. In rural educational institutions, students with retarded mental development mostly value the

collectivist type in communication, group work, and in teachers, they primarily value spiritual and moral qualities of teachers who are able to organise friendly work and a supportive environment, rather than their leadership. Patriarchal-community relations, which were the core of the traditional lifestyle of the Kazakh society, are extremely stable in rural areas. The status, education and achievements of an individual here should not differ significantly. The teacher who is to educate children with mental retardation in the village remains the main and very respected figure.

What is the difference in determining the role of a teacher who is to educate children with mental retardation in the educational process in urban and rural schoolchildren with special educational needs? From the proposed list of social roles (friend, guardian, psychologist, trainer, leader, close person, etc.), 69.62% of students in the urbanised areas chose the "leader". This is a person who teaches them to "fight for a place in the sun" by their personal example. For rural respondents, the competition typical of an individualistic culture, the struggle for leadership, is not a significant value. In a rural school, students prefer "collective cooperation and mutual aid" instead of competing for academic performance. They explain, "Competition and rivalry "crushes", causes tension, and generates insincere relationships" – 65.0% of the respondents' choice.

In a rural school, students associate the image of a teacher, first, with "someone close" – 25.51%, a friend – 18.37%, a psychologist – 20.41%. To them, the human, spiritual and moral qualities of a teacher are more valuable. An expert survey among teachers of urban and rural schools showed that 40.0% of them understand the importance of developing the process of subjectification of students. However, 72.5% say that it would not be entirely right to overestimate the process of subjectification, to present it as a cure-all solution to all problems of school education. The forethought of the innovation algorithm should be maximum – from the point of view of mental preparedness and sufficient professionalism of the teaching staff, the existing organisational and managerial culture in the school team, and support for such a relationship strategy on the part of parents.

Experts recognise the fact that students with retarded mental development often perceive the school learning process as something that they are forced to do; they do not see its significance for their development. For various reasons, teachers who are to

educate children with mental retardation (due to the overload of bureaucratic functions, the endless reorganisation of the educational process, and sometimes due to a lack of professionalism) lose interest in self-development and creative approach. These circumstances seem to pose a rather serious obstacle to the subjectification of an individual, the formation of healthy practicalism through the educational environment. Innovations in the educational process in schools should transform the fundamental nature of Kazakhstani special education into the fundamental nature of self-education of both students with special educational needs and teachers, developing a love of self-management and time management, and, in a sense, even disposition to workaholism.

What do respondents offer to improve the system of Kazakhstani special education within the framework of a state-defined strategy? Equally, teachers and undergraduates noted the lack of consistency in educational policy and expressed the need to follow the continuity of educational tradition. The factors hindering the effective organisation of the educational process were indicated, including the drastic restructuring of the educational process, frequent changes in educational programs, and non-creative use of innovations. Respondents noted the need to make greater use of already tested, ready-to-use positive experiences (20.29% of respondents). 5.78% of respondents openly spoke out for reducing bureaucracy in the educational process. To emphasise the improvement of the quality of the educational process, and not on the formation of the image, 2.90% of respondents consider it necessary. The proposals also included a demand to enhance the practical focus of training based on solid fundamental knowledge – 17.39%.

Most of the proposals were made regarding the improvement of the work of teachers (68.12%). Among the barriers of subjectification were mentioned: the teacher's workload with everyday minutiae, far from academic and research activities, high academic load, low salary, low status of the profession and other well-known factors. The respondents were asked to indicate the main area of improvement of the educational process. The survey results showed what most experts see as priority areas: improving the educational and methodological base of training and improving the quality of teaching. Along these lines, the opinions of teachers who are to educate children with mental retardation and students with special educational needs share one view, one way or another. However,

Table 1: Things that Need to be Improved in the First Place

No.	Question	Students, results, %	Teachers, result, %
In your opinion, which performance indicators of the Kazakh special education system should be addressed?			
1	improvement of the quality of teaching	10.87	37.78
2	improvement of the educational and methodological base of educational institutions	61.96	55.0
3	improvement of the nature of teacher-student relationships	8.15	15.0
4	improvement of the nature of the interaction between university management and students with special educational needs	9.24	15.0
5	raising the status of a teacher	9.78	34.44

the issue of raising the status of a teacher concerns teachers more than students (Table 1).

Respondents were given the opportunity to give their suggestions for improving the special education system as a whole, in addition to the proposed options. Most respondents are inclined to create a mixed educational model that combines the best qualities tested in practical teaching and educating young people with retarded mental development. What is the model of effective relationships in the educational process that would suit both students and teachers? The points of view, when answering this question, differ. For students with special educational needs, the teacher should be, first of all, a trainer, teaching the rules of behaviour in any society. This is an order for the formation of a business-like individual that easily adapts to any environment. Teacher experts think otherwise – they believe that a modern teacher should perform a whole range of roles. They should be a model, a leader whom students can look up to, as well as an individual psychologist and a qualified mediator to help determine life priorities (Table 2).

The responses of both groups of respondents there can be seen the expectation of the leading role of the teacher who is to educate children with mental retardation in the educational process – a respected, comprehensively trained figure. However, to the question, “Who in practice is a modern Kazakhstani teacher in the educational process of universities?” – most of the respondents indicated – “a co-participant in the educational process, interested in developing the intellectual potential of the student’s personality”. In other words, both teachers and students would like to see the teacher in a stronger status position in relation to their students.

In answer to the question: “Can a model of subject-subject relations, which is present in European universities, be established in Kazakhstani universities?”, students and undergraduates with retarded mental development admit the possibility of its emergence (30.82% of respondents); 12.33% believe that nothing prevents the establishment of these relationships. Meanwhile, 16.43% of respondents do not believe it is impossible – conservative thinking and mentalities interfere. Almost 9% (8.89%) of students

Table 2: Preferred Model of Subject-to-Subject Interaction

No.	Question	Students, results, %	Teachers, result, %
What model of the relationship between the teacher and students with special educational needs do you consider the most appropriate for an effective educational process?			
1	a teacher is a friend, an assistant in any business and in solving everyday problems;	11.73	5.56
2	a teacher is a guardian, consultant, qualified mediator in business, correctly identifying priority goals;	18.89	22.78
3	a teacher is a psychologist who helps to understand oneself and to figure out your relationships;	15.64	27.78
4	a teacher is a trainer teaching the rules of conduct, forming persistent behavioural patterns in society;	19.54	18.33
5	leader, and a role model, encouraging one to act;	17.59	44.44
6	someone close personifying a loved one whom you can talk ‘heart to heart’ and consult with;	5.54	8.89
7	All of the above roles are necessary	11.07	46.67

believe that this is practically prevented by the overload of teachers with administrative functions, uncreative work and high academic load, which impede normal human communication and individual attention to the student. A corruption component is also a barrier to the implementation (3.42% of respondents). Almost a third of respondents (29.45%) could not answer this question.

The opinions of teachers who are to educate children with mental retardation are somewhat different. 33.33% gave a positive reply to this question. However, they indicated the following as a pre-requisite to the implementation of these relationships – “use innovative teaching methods”, “rely on the classical principles of pedagogy of cooperation”, “adhere to a facilitative position”; “it all depends on the awareness of the parties of the peculiarities of communication.” 41.67% of teachers tender to say “no” (“no and no”; “who said that this model is present there?”, “the grass is always greener on the other side”; “some things could be adopted, but not all of it”, “we have our own culture, we need to take into account our mentality and culture”; “we need to have our own, domestic model of subject-to-subject relations”; “we live in a traditional, patriarchal society, some elements of which are very persistent”, etc.).

In this array of statements, we are going to highlight the barriers to the process of establishing subject-to-subject interactions: 52.78% – mentality; 25.0% – authoritarianism, manifested in the management style; “Formalism and unreasonable race of leadership for top world indicators” – 8.33%; low teacher status – 47.22%. The professional burnout factor among the teaching staff as a barrier to the desired process was identified by 22.0% of respondents. In this regard, we give a typical statement: “Teachers are like abused horses, – they are not protected, are moneyless, have no motivation for pedagogical creativity and kindness towards their students”. Almost a quarter of the teachers indicated that students with retarded mental development generally had low motivation and interest in learning. 8.33% of respondents identified “fear of loss of authority among a certain segment of teachers” as a barrier to the process when switching to a new principle of relationships in the educational process, 38.87% of respondents found it difficult to answer.

The overwhelming majority of respondents confirmed the importance of the process of forming the subjectivity of students for Kazakhstani special education, although there is still no clear path to this

goal. They recognise the urgency of the need to combine the cultural components of the Western system of education and the traditional educational system, which allows to maintain the competitiveness of Kazakhstani special education in the global market and, at the same time, ensures the observance of the national interests of Kazakhstan. The subject-to-subject interactions model, as viewed by respondents, should have its own national peculiar characteristics. The first one is compliance with the trend of raising an adaptive personality, ready for quick changes, business, and active life. At the same time, there is a clear awareness of the barrier factors to this process embedded in the mentality and culture of the people in Kazakhstan. The second peculiar feature is that importance is attached not to facilitating, but to the leadership, authoritarian qualities of the teaching staff, which clearly differs from the characteristics of the Western model of subject-to-subject relations in the educational process.

DISCUSSION

According to experts, the traditionally established organisational bases of education are changing and adapting to the trends of globalisation. There is a diminishing of the influence of the national-state factor; the set of values is changing, and a transition is being made to the development of a new type of rationality in a person, suggesting an emphasis on education as a pre-requisite for professional success. However, in the context of globalisation, societies strive to preserve their national identity, culture, and educational environment that reproduces the values that unite the nation and protect the spirituality of society as a condition for the survival of humankind in the context of a global crisis. Today's world has traditionally been divided into states adhering to Western values, and the eastern world, professing a slightly different set of value priorities. Consequently, in the modern world, individualistic and collectivist cultures coexist (E. Hofstede), which are designed to interact, mutually enriching one another, without losing the national identity of peoples. In the context of globalisation, educational institutions in Kazakhstan need to determine the parameters of the socio-cultural field that are acceptable for transformation, to establish the limits of what is necessary and desirable for adoption from the values of an individualistic culture.

The prospects for harmonising the educational process in urban schools, ensuring its proportionality to the particulars of the socio-cultural life of Kazakhstani society, require for the educational process to include

measures for the widespread introduction of methods for the development of collectivism, the development of cooperation and mutual assistance skills. Otherwise, the children will feel their "otherness" and will become the antipodes of their culture. Based on a comparative analysis of the essence of individualistic and collectivist cultures, we must note that the modern school, like any organisational structure, is capable of maintaining the balance of personality subjectivity and its social responsibility for the sake of stability of society, provided that teachers have the ability and motivation for such a training organisation system. An important aspect that other authors often overlook is the implementation of such systems in inclusive education. The education of children with mental retardation within the framework of cultural education must be consistent and meet certain criteria. This study shows the importance of building a stable relationship of trust between a teacher and a student with special educational needs.

Experimental data confirm the possibility of effective "cultivation" of collective traits with a systematic, mutually beneficial for group participants. To do this, the teacher should have sufficiently developed communication skills and interactive competencies, as well as spiritual qualities that allow managing group work, creating training teams motivated by effective work, developing partnerships with students and teaching them how to work [11]. However, it should be remembered that, according to the analysis of E. Hofstede, the collectivist culture implicitly inherent certain features that represent a serious hindrance to the modernisation of Kazakhstani society (a tendency to dependency, poor initiative, reliance on family ties). These are the features that are recognised in society, and the public consciousness is mobilised to overcome them. Tribalism has been and remains the main problem of the Kazakh people [12].

The experience of establishing non-governmental educational institutions that train highly qualified specialists is represented by A.L. Shanyavsky and L.A. Shanyavsky (1908-1918) Moscow Public (People's) University in Russia. It was a free, non-governmental institution with strong philanthropic support, which invited the best professors from all universities on a competitive basis and for a period of not more than 3 years. Students were enrolled without taking exams, as long as they had abilities and a desire to learn. The certificate that the graduate attended the full course of

the university had the same value as the diploma of higher education itself. There were no age or class restrictions for admission to the university. The university functioned until 1918 when it became the core of a modern elite university – the Moscow State University.

In the same way, perhaps with sponsorship, the establishment of schools that teach, for example, V.F. Shatalov method, dramatically reducing the training time for both schoolchildren and students without compromising on quality. During 20 years of experimental work with the weakest students, the teacher proved that every person could study and get straight "A's" and learn with a great desire for further self-development. All of his students entered universities. Among his former pupils, there were 64 candidates of sciences, 12 doctors of sciences; moreover, they all specialise in different fields [13]. However, the sphere of inclusive education started developing in Kazakhstan not so long ago. This means that generations of teachers who were brought up under certain conditions and traditions must transform their methods and adapt to new requirements. This paper demonstrates that for forming trusting relationships between students with special educational needs and their teachers, it is important to incorporate the issue of inclusion in pedagogical training and develop this during the learning process.

At the present stage development of society, it is fundamentally important to preserve and develop pedagogical dynasties, the professional continuity of the domestic experience of older and younger generations of teachers. Successful professional and pedagogical selection can be successfully served by modern information and communication tools, such as Internet technologies that allow test teachers through Skype sessions, through open teaching skills competitions of various levels in the regions, broadcast directly. Telecommunication facilities should occupy an important place in the personnel selection of teachers, allowing them to circumvent the formal bureaucratic conditions of competitive enrollment in educational institutions. The peculiarity of the development of subject-to-subject relations that determine the success of education modernisation in Kazakhstan is that the teacher of a Kazakhstani university, following the domestic cultural tradition, should reserve the right to be a more of an educator rather than a manager, as this is a guarantee of maintaining the socio-cultural traditions in training modern specialists.

CONCLUSIONS

The process of modernisation of the educational system of a Eurasian country, its development through subject-to-subject interactions should not disturb the existing mentality of the people and must support the adaptability of an individual in a multinational state in the age of globalisation. Unlike the Western version of the implementation of subject-to-subject relations, the modernisation of the republic's educational system, and its development should focus on emotional rapprochement in the educational environment of all participants, overcoming formalities and authoritarianism in communication, strengthening family ties, creating trustful communication between the older and younger generations.

In the traditional (collectivist culture) it is impossible to find a replacement for the authority of the teacher, replacing it with administrative resources of control and leadership. A teacher who is to educate children with mental retardation here is called to act not only as a leader but also as a spiritual mentor. The prevalence of an individualistic or collectivist type of culture of participants in the educational process in Eurasian society obliges a teacher to individualise the learning process, developing either positive individualistic qualities when the collective-community psychology of students dominates, or collectivist features when the psychology of individualism dominates, balancing the adaptive capabilities of students with special educational needs.

The implication in the educational field objectively reflects the contradictions in the development of Kazakhstani society, due to the search for a model for the formation of the social identity of Kazakhstanis. In this regard, education acts as a fundamental social tool for maintaining stability in society, crystallising out and co-evolutionarily developing the following implicit socio-cultural ties: modernity – tradition, individualism-collectivism, internationalism – nationalism, freedom – non-freedom (responsibility). The logic of the current moment of development suggests that the ideology of education should proceed from the need to consolidate a value-based and rational type of thinking of Kazakhstanis, as fundamental, where the goal and moral imperatives, pragmatism and spirituality would not conflict with each other in the youth's life strategies.

The objective of modern education is to develop the best that people have and to transform its weaknesses into strengths. Kazakhs, who are the state-forming

ethnic group of Kazakhstan, are the carriers of authentic culture, characterised by high tolerance, openness, cordiality and hospitality, the priority of family-related (horizontal) ties; reverence for elders, for family, for relatives, and for the mother. These qualities should be preserved and developed, growing into the present-day canvas of society development. The task of teachers is to ensure the diversification of the value set of Kazakhstanis by their ability to live in modern society – to value its time, resources, and to ensure the efficiency and effectiveness of performance.

There is a need to understand the importance of co-evolution of education and society, where entering the leading positions of developed countries means the socio-cultural implication of traditional and innovative approaches to the implementation of the tasks of modernising the Eurasian society.

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