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# FEATURES OF COMPARATIVE ANALYSIS OF HIGHER EDUCATION SYSTEMS IN KAZAKHSTAN AND TURKEY

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*Abstract*

*This article discusses the comparative pedagogical analysis of the higher education systems of Kazakhstan and Turkey. Particular attention is paid to the fact that the peculiarities of the transformation of the Kazakh and Turkish higher education systems are similar in structure. However, given the fact that any system is unique, Kazakh education has a number of distinctive features from the Turkish system. For both countries, education means the path to success, achieving new results, the key to a happy future. States need qualified trained specialists who will help develop the country's economy.*

*Studying the experience of developed different countries leads to the idea that there is a mandatory well-thought-out multilevel higher education, close links between secondary education, higher education and postgraduate education-after graduation. The last links of secondary compulsory education are smoothly transitioning into higher education, and postgraduate practice is carried out in terms of continuing education.*

*A comparative analysis of pedagogical systems in different states is also of interest in terms of determining how material investments in education are related to what the results of this training are. The level of economic development can be considered a reflection of the quality of higher education, but not only, there is another side of the issue. It seems that an educated society is the real basis of political consent and national unity. An educated society is capable of analyzing the situation, is capable of tolerance and foreseeing the results of current processes.*

*In this work, through the analysis of research, the direction and ways of development of university education in Kazakhstan were identified, a comparison of university training in Turkey and*

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*Kazakhstan was carried out. The innovation in the article is the processes of transformation, globalization, internationalization and integration in education.*

*Keywords: higher education, comparative pedagogy, Bologna process, transformation, education in Kazakhstan, education in Turkey, comparative analysis.*

## Introduction

The analysis of the international situation leads to the idea that national interest processes and integration processes of society are carried out simultaneously. In this aspect, the role of higher education is great, on the quality of which the development of the state depends. At the same time, the training in the previous higher levels leads to a systematic transition to university training. For this purpose, the topics, sections, programs and teaching methods are adjusted. It is very important to strive for unity, to erase restrictions in the preparation of secondary school students in institutions of various types - gymnasiums, lyceums, colleges, etc., since everyone should get the appropriate knowledge, skills.

In this regard, the experience and practice of studying in other countries is of interest. Studies of the entry of national pedagogy into the world education system in Kazakhstan and in other countries will certainly become important factors in the development of higher school pedagogy.

Analysis and consideration of positive trends introduced by the leading national educational systems of the world, already today leads the level of training in higher education to the requirements prevailing in the world. In turn, these changes make it possible to increase the competitiveness of Kazakh bachelors in the global labor market, will contribute to the natural growth of their academic and professional mobility for the current situation in the world.

At the same time, the objective trends of modern education are still insufficiently considered in the personnel training system. The reason for this situation is the lack of relations between the new goals of personnel training, which are built relative to the modern requirements of the world educational system, and the outdated content of work with students. In the context of higher education reform, studying and taking into account the positive experience of training personnel abroad have great prospects.

The purpose of our work is to review, i.e. comparative characteristics of higher education in Turkey and Kazakhstan. At the same time, we pay attention to how the set goal determines the content of training, what is the methodology of the training impact, how the result is evaluated and what is the role of transformations.

Attention should be paid to the need for a detailed description and a clear definition of the nature of pedagogical influence in the works of such a plan.

These include:

1. Description of the goal to be achieved with the help of control actions (the goals of education, training and the content of education uniquely set by them).

2. Methods of pedagogical influences that ensure the transition from the initial state to the final one (methods of teaching and upbringing, as well as improvement and restructuring of the entire system of higher education, its individual links).

3. Methods of monitoring the achievement of the set goals, i.e. assessment of the achieved state.

Of particular importance in comparative pedagogical research are the clear definition and analysis of the content of education and training [1].

The relevance of the comparative study of higher school pedagogy in different countries is unquestionable.Without the connection of higher education with other links, without the effectiveness of training, without reliance in pedagogy on reliable comparative studies, it is difficult to solve economic and humanitarian problems.

Research objectives: to substantiate the logic of a comparative analysis of the existing higher education system in Kazakhstan and Turkey; to identify the features of transformations, trends in the development of the higher education system in Kazakhstan and Turkey.

## Methods and Methodology

The methodological basis was theoretical (analysis and synthesis, modeling, theory of the system-activity approach), empirical (pedagogical observation, pedagogical consultation, study and generalization of pedagogical experience, pedagogical experiment), methods that made it possible to make deep generalizations based on scientific ideas on the most important issues of comparative pedagogy.

Conducted a comparative analysis of Kazakh and foreign psychological and pedagogical literature on the problem, the study and processing of materials of the Turkish periodical press, as well as published on the global Internet; the study and analysis of documentary educational sources. Interdisciplinary methods were used in the study of the practice of training personnel with higher education: questionnaires, included observation, analysis of documents and the method of comparison.

Such control methods as a survey, as well as observation conducted in natural conditions were used to collect, evaluate objective, reliable information related to the transformation of higher education systems in Kazakhstan and Turkey.

The materials necessary for our research were obtained in the process of conducting experiments in conditions close to natural, in order to compare the characteristics of higher education in Turkey and Kazakhstan.

The material based on the results of the experiment, prototype information were processed by the method of numerical systematization, on the basis of which graphs were created.

The theoretical part of the study.

Determining the level of development of society as a whole and the state of pedagogy is associated with the use of statistical data, on the basis of which it is possible to talk about how the educational system meets the needs of a person and society. On the other hand, the results are the basis for building "automated databases on education systems" [2].

Current pedagogical research is characterized by a focus on results, in this regard, the comparison of training systems becomes the basis for improving the quality of education and lead to real reform in this area, the appropriate methodology and optimal methods are used to prevent mistakes in the planning of the educational process.

The process of any research will be productive if it is based on the correct methodological principles, methodological basis and methods adequate to the study [3].

The creation of the theory of pedagogy cannot be imagined without taking into account many factors related to the science of philosophical traditions, management, logical postulates. At the same time, there is a need for the synthesis of these provisions.

Focusing on the integration of various provisions into comparative pedagogy, it should be noted the significance of the works of A.A. Bodalev, K.A.Abulkhanova-Slavskaya, Hansen, A.A.Verbitsky, N.Nechaev, E.A. Klimov, etc. Their research, which has a pedagogical and psychological orientation, reflects the intersection of different sciences. It seems important to provide systematic coverage based on comparison in the analyzed area.

In this paper, a comparative analysis of higher school pedagogics based on a systematic approach is carried out, directions in improving the practice of teaching are identified, approaches to improving the practice of teaching are described, approaches to addressing the experience of other countries are described.

The effectiveness of research on higher education becomes apparent when relying on the conditions of "studying the general in a separate and through a separate" [4]. We relied on this principle, defining private and general education in different countries, characterizing these systems as a whole, establishing the nature of orientation in the learning process.

The study in comparison, what is the direction of education in pedagogy of different countries, led to the establishment of a common:

1). the links of higher education are based on strong links between them;

2). the orientation in training is both social and personal in nature;

3).landmarks are not "rigid" in nature, they are quite flexible, it is possible to distinguish elements related to different systems that are of a general nature - it is like a core, but there are elements peculiar only to a given system.

4). there are guidelines in pedagogical systems that are characterized by regularity.

Each of these trends could be an aspect of a separate study. Our research is of a complex nature.

Private factors include what is explained by the life of society, economics, history, the customs and rituals of the people and how it has long been customary to teach in higher schools.

As we can see, the general has an impact on society, the economy; adequately constructed education serves as a stimulus for the development of the country. A number of complex problems that are of global importance also find their solution through higher education[5].

Higher education increasingly affects all spheres of society, morality and other spiritual values, meaning the economy, it is clear that the introduction and practical development of new things in science depends on the level of education of the population, and if new scientific research is based on morality and spirituality, then this determines the flourishing of society.

Science is currently the property of the world from these positions, there is a need to build education on the basis of unified programs. Young people should have access to up-to-date information on all branches of science and technology. Due to this necessity, central and peripheral data banks are being combined, and global information networks are becoming available [6].

In recent years, work has been actively carried out in developed countries in the higher education system. The higher education globalization makes it necessary to combine international efforts to

develop academic mobility and implement vocational education programs, create regional and national banks of educational and scientific information capable of accessing the world database and knowledge and providing access to to global communication networks.

The developed countries of the world (Japan,USA,Great Britain, France) have the richest knowledge, methods of obtaining them, as well as approaches to creative and scientific research. These states compete for the primacy in terms of indicators in education. Let's give examples of this competition: Japan is ahead of the USA in many respects, and Germany is ahead of both the USA and Japan in terms of its place in the market of high-tech products, etc. [7,8].

Turkish researchers have deeply studied and are studying the experience of the Turkish educational system, attracting their attention to the basis for building a modern Turkish school and the direction of its improvement. At the same time, the system as a whole and its parts are considered (A.Baskan, U.Bayindir, B.Bilecen, N.D.Yiingor, N.Y. Borahan, E. Hirsch, S.Hatakenake, B.B.Yaar, O.Ligicok, S.Elii, X.X. Ez, Z. Erden, A.Barblan, M. Hatipoglu, K.Yuruz, F. Mizikazi, O.Kaynak, R. Mevlanzade, etc.).

While investigating this problem, we drew attention to the situation in modern Turkish higher education as a whole, as well as to the organization and its parts.

Turkey seeks to compete with European countries. Turkish higher education bears traces of strong traditions, but is also interested in assimilation into the educational space of Europe. Turkey effectively solves issues related to the preservation of its own identity and integration in the field of higher education into the European educational space. All this determines our attention to the higher school of Turkey.

Thus, the system of teacher training in Kazakhstan has the following features:

1) the specifics of professional selection according to the requirement for the level of training of applicants are common, as for other pedagogical specialties, the difference is the need to score at least 7 points in a specialized subject – mathematics, the specifics of future professional activity are not taken into account, according to which the teacher will have to teach the child literacy, "sound-letter analysis", when receiving from applicants, not a certificate from a speech therapist is required; also, the admission procedure for pedagogical specialties has a massive character, elements of professional selection have been introduced since 2016 with the involvement of an exam in which applicants solve pedagogical situations.

2) educational work is organized through a system of events held at the level of the institute, faculty, department, groups - in this direction, the principles of self-government (KDM, student government, participation in the work of public associations) are implemented.

3) pedagogical technologies of teaching and learning traditional technologies of teaching and learning are implemented, in the implementation of which a lecture-seminar system is used. The consistent work of the teaching staff of the department to improve teaching technologies contributes to the career growth of graduates who are in demand in the labor market. In this direction, it is necessary to integrate the efforts of teachers to intensify the introduction of innovative learning technologies.

4) the technology of assessment (current, final control) of students' activities under this educational program is provided by standard rules. A point-rating evaluation system has been introduced, the provisions of which are described in sufficient detail in syllabuses. The current assessment is made on the basis of the work performed, the marks are put in an electronic journal. The assessments of the boundary control are also set based on the results of the work offered by the teachers. Exams in the disciplines of the mandatory component are given in the form of testing. According to the disciplines of the elective component, exams can be taken both in the form of testing and orally (interview on questions, portfolio assessment)

Speaking of Turkey, it should be noted how the presence of a higher school diploma in society evaluates. The approach to it is more rational. The diploma means that the graduate is well prepared as a specialist, and possession of relevant knowledge, skills and abilities will enable successful implementation in the near future. A person will have a good job, will overcome the steps of the service ladder and will be able to continue his creative development. The document on the completion of the program of the initial stage of higher education in Turkey is popular, and, first of all, the employment opportunities as a specialist are evaluated, the acquired skills of scientific work are not fully evaluated.

The problem lies in the fact that the processes of transferring new methods and methods identified in the course of research into production are not regulated, the legal aspects of the transformation of innovations into production are not clarified.

Researches

Comparison of higher education in Kazakhstan and Turkey demonstrates their orientation towards the Bologna process.

In Kazakhstan, there have been significant changes in the field under consideration. The three-stage higher school: bachelor – master –

doctor PHD has been justified and implemented; flexible, variable links have been established between these links; technical vocational education has experienced changes in structuring; the transition to twelve-year secondary school has been discussed and accepted, through this transition, natural connections between school and university. Attention is also paid to postgraduate training - the specialties covered by it are defined.

Such reforms have led to certain guidelines in the pedagogy of higher education, which, as a result of improving the system, can be attributed to them, firstly, reducing the dependence of higher education on the center, greater creativity and independence, and secondly, it should be noted that higher education has become more accessible for both city residents and rural residents thirdly, the laws and norms of higher education have been clarified and defined; fourth, the expansion of the student body through paid tuition; fifth, new state standards have been put into effect [9].

The above-mentioned conditions for improving higher education will ensure that people are informed about the availability of education in its highest form, will lead to the fullness of education in its highest form, will lead to the fullness of higher education, training corresponding to standards will enable quality control. As a result, a person with a high degree of competence in his business will be formed, with a broad social outlook, an active, responsible, cultured and highly moral personality, spiritual development. A young person will strive to acquire knowledge and skills after university, he will feel the need for constant familiarization with knowledge and their implementation.

Currently, the issues of postgraduate education, called continuous, are relevant. Researchers talk about the need to create a new model of such training. What dictates the importance and construction? The world does not stand still, new skills and knowledge are being formed, mastering all this is possible, if not limited to the qualifications already obtained.

A.K.Kusainov considers it necessary to develop a new model of the educational policy of the Republic of Kazakhstan in the context of sustainable development of the system of continuing education in order to increase the competitiveness of the Kazakh society. The main task, which is to train a competitive specialist in the international space.

In modern conditions, experience and knowledge, abilities and skills, investment in education, the full development of intellectual potential that are recognized as the main factor determining the competitiveness of workers and the country as a whole.

Material investment in training and the use of the potential of intelligence can determine the competitiveness of employees. The economy determined by the production of goods is giving way to an economy based on the use of intelligence in developed countries. Innovation and education in general have become the main factor of victory in this endless race for economic space" [10].

T.O. Balykbayev, in his study on the national assessment of the quality of education, defines the concept of Quality of education - the ratio of goals and learning outcomes, as a measure of diagnostically achieving set goals, described by a holistic set of learning indicators characterizing the result of interaction between a student and a teacher in the process of assimilation of the last provided educational material. The development of organization and methodology of quality management of higher education is associated with the solution of four complex tasks:

1) the first set of tasks focuses on a deep and comprehensive knowledge of the systemic multidimensional object of management - the higher education system quality, the structures of personal and social needs met through the activities of higher education, and their interaction;

2) the second set of tasks is related to the establishment, justification and selection of goals in the quality management systems of higher education, with their standardization, taking into account the results of research on the first set of tasks;

3) the third set of tasks involves the search for methods, ways and means of influencing the managed object - the higher education quality – for the best achievement of management goals, with the development of a management mechanism adequate in the nature of the managed object;

4) the fourth set of tasks is related to the activation (implementation) of the quality management mechanism of higher education, ensuring and maintaining its effectiveness and stable operation.

An important direction for improving the efficiency of the functioning of the national innovation system is the formation of a new institutional form of higher education institutions – National Research universities on the basis of state programs for the support and development of research universities [11].

Currently, universities of a new format are operating – research universities. These universities should teach personnel for the high-tech economy [12]. Such universities will demonstrate high quality if they teach specialists who are able to translate scientific knowledge into the economy in a mobile way.

Universities of the Republic of Kazakhstan in this period are not constrained by restrictions in the formation of a disciplinary structure,

there is an elective component, the percentage of disciplines provided for by the standard and elective disciplines is established (the elective component in the bachelor's degree has reached 50%), (in the master's degree-60%, in the doctoral degree-80%).

Let's turn to the higher school of Turkey. It is important to note that participation in the Bologna Process of Turkey matches to the general foreign policy line of country on joining the European Union [13]. Students from Turkey participate in such programs as Erasmus, Socrates, Youth, Leonardo Da Vinci, etc. within the framework of the Bologna process. It should be noted that students from Turkey make extensive use of learning opportunities, they do everything to return to their native country after graduating from foreign universities. Turkish entrepreneurs, coming to America, visited many universities there, met with students from Turkey, told them about the prospects for work they have in their homeland.

Higher education in Turkey has a long tradition.The University in Istanbul was founded in the 15th century and is considered the best in the country. Quality education is provided by the University in Ankara. There are a large number of private universities.

Since the proclamation of the Republic, the higher education system has been aimed at adopting Western and American university models, which is reflected in improving the effectiveness of foreign language learning [14].

How are the issues of language training solved in the country? Most of the teaching at the Turkish higher school is carried out in two languages.These are English and Turkish. There are universities where only English is used in the teaching process, there is a university where French is used.

In parallel with the basic training, language classes are conducted, which contribute to the deep development of foreign language speech.

In Turkey, multilevel education is a variation that is implemented depending on the specialty.A typical preparation is a distribution into two equations: the 1st level functions for 4 years and gives a bachelor's degree, the 2nd level is a master's degree.

A bachelor's degree in Turkey is awarded only after successful completion of four years of study at the university. Some qualifications are not divided into the first and second levels of training [15]. These include the training of specialists in the field of veterinary and dentistry medicine with a training duration of five years, medicine – six years. Qualifications are equivalent to a bachelor's degree plus a master's degree in these three fields of study. In Turkey the first level requires the accumulation of 240 ECTS credits. The second level leads to the award of a master's degree. There exist two types of master's

degree programs in Turkey: with writing a dissertation and without writing a dissertation.

The training of future dentists and animal technicians lasts 5 years, doctors of other areas 6 years.They get both bachelor's and master's degrees at the same time.

The preparation of masters can be completed by writing a scientific study and its defense; and other forms of control of the dissertation are not written. In this case, the term of study is shortened (when defending a dissertation -two years, without protection-one and a half).

In many ways, the place of a higher educational institution is determined by the number and quality of articles published in journals of global importance. In this regard, Turkey is ahead of Kazakhstan.

The higher school in Turkey is not only a training center, but also a place where deep scientific research is carried out and a close union between science, education and practice is carried out. There is a constant scientific training of university teachers, which finds expression in advanced training, mastering new things in science, etc. It should be noted that teachers and researchers from other countries are involved in order to retrain their personnel.

It should be noted that the Turkish higher school occupies a fairly high place in the world ranking, even a provincial university (Van), if compared with Russian universities, stands only after four Russian universities. Without listing the universities of Turkey, without dwelling on the data given in the publications, we will only say that Turkey's position in the world ranking is higher than Russia.

It is customary in the world to evaluate the value of scientific papers by references to an article in bibliographic lists. In the special literature, which provides an analysis of Turkey's position among the countries of Islam, Turkey's prevailing position is noted. But where the world rankings are set, Turkey does not have the best status.

Thus, Turkey's research problems lie in the desirability of increasing the number of people defending dissertations, firstly, and secondly, efforts should be directed at strengthening the integration of science in higher education into production. Currently , the effectiveness of higher school science does not always translate into production technologies.

## Results and Discussions

A review of studies on the problems of higher education in Turkey led to the conclusion that when assessing the quality of education, it is also taken into account the conditions in which a student lives, what opportunities are provided for education in universities in other

countries, the possibility of expanding the range of specialization, what is the willingness to work in exact specialty, and many others. The amount of payment for the education received is very important. The amount of payment depends on whether a state or non-state university conducts classes in Turkish or English from which countries foreign students arrived in Turkey, etc.

Currently, improving the quality of teaching in higher education in Turkey is undergoing certain changes because the emphasis is not only on the system of disciplines, not only on the amount of acquired knowledge, not only on how many years to spend in master's and bachelor's degrees, but on how a specialist is formed and what his horizons in fundamental sciences are.

In Turkey, the organization for the education of students from the Turkic-speaking countries of the CIS has been improved: a special agency has been created, the amount of tuition fees has been set, as well as how many young people will be able to receive Turkish universities annually. In the Turkic-speaking states and in many other countries, various Turkish language courses, foundations, schools and universities are functioning, funded by the Turkish side and representing the "soft power" of Turkey. Among them are the foundations named after. Yunus Emre, tariqat "Nur"21, A. Yassavi Turkish-Kazakh University, etc.

It should be noted that Turkey has successfully integrated its higher education system into the European one, the Bologna process has brought more positive than negative to Turkish science and education. The authorities of Turkey do not criticize rankings from Europe, but actively contribute to the promotion of their universities up their "ladders", and also form their own ratings. Despite the existing and still existing problems, Turkish higher education actively overcomes them, taking into account foreign experience and not hesitating to borrow it for the benefit of its own system, taking into account its own interests and peculiarities.

The needs of the Republic of Kazakhstan should have been analyzed in the qualitative characteristics that graduates of higher educational institutions. Specifies the system of indicators for measuring data used to analyze the materials of a comprehensive sociological study in the higher education system of Kazakhstan and Turkey. The results obtained empirically confirmed the theoretical constructions.

To some extent, the comparison of higher schools in Turkey and Kazakhstan, carried out on the basis of theoretical approaches, and statistical calculations correspond to each other.

**Table 1.** RANKING OF WORLD COUNTRIES BY EDUCATION LEVEL INDEX

United Nations Development Programme:

Education Index 2022. [16].

| № | Country | Expected duration of training (in years) | Average duration of training (in years) |
|---|---|---|---|
| 1 | Australia | 21.1 | 12.7 |
| 2 | New Zealand | 20.3 | 12.9 |
| 3 | Iceland | 19.2 | 13.8 |
| 4 | Sweden | 19.4 | 12.6 |
| **36** | Kazakhstan | 15.8 | 12.3 |
| 51 | Turkey | 18.3 | 8.6 |
| 190 | Mali | 7.4 | 2.3 |
| 191 | Niger | 7.0 | 2.1 |

What part of the population in different countries enters universities every year? The UNESCO indicator calculates the percentage of young people enrolled in universities, in relation to the number of young people of the appropriate age. The output figure shows how much higher education is available to young people in this country.

According to UNESCO, 69.2% of the population belonging to the age category of potential applicants in Kazakhstan entered universities in 2015. And, in Turkey, this indicator is 92.3%, here is the percentage of applicants from the population belonging to the age category of potential applicants.

The coverage of higher education in Kazakhstan is only 62%, while in Russia and Belarus it is more than 80%.

The most important component of the education sector in any country is the higher education sector. At the beginning of the 2020/2021 academic year, 129 higher educational institutions were operating in Kazakhstan. The number of Kazakhstani students traveling abroad

has increased by 2 times over the past 7 years. In 130 countries of the world, more than 100 thousand Kazakhstanis receive higher education.

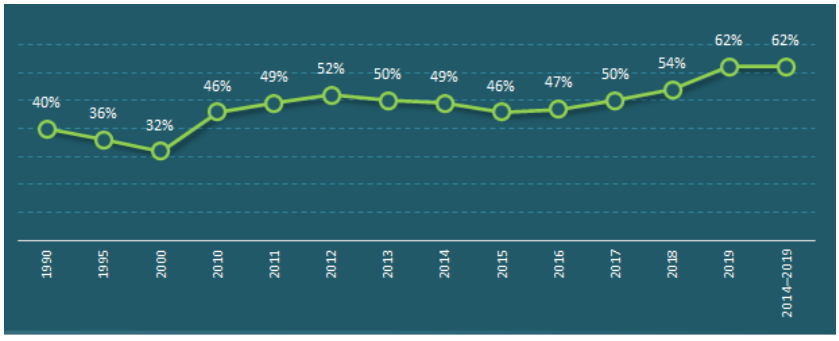
Now in Kazakhstan, the gross enrollment rate of higher education is 62%. At the same time, in many countries of the world this indicator is much higher: for example, in South Korea — 94%, in Russia it is 82%, in Belarus — 81%, in Ireland — 78%, etc.

Another important indicator of the effectiveness of higher education is its internationalization: the representation of local universities in world rankings, as well as the presence of recognized international universities in the country. By 2025, it is planned to open campuses of 5 leading foreign universities in the republic.

For example, it was planned to open a campus of the International University of Central Asia in Kazakhstan in 2021. The activities of this organization are aimed at stimulating the socio-economic development of Central Asia in general and its mountain communities in particular. The university provides an opportunity for rural residents to receive higher education: about 70% of all students are representatives of small towns and rural areas. Thus, the work of this particular university contributes to increasing the coverage of the country's population with higher education directly in the regions most in need of it.

Attracting external investments and opening campuses of international universities in the Republic of Kazakhstan affect the interest of talented young people in studying and living in their homeland, increasing the level of accessibility of higher education in general, increasing the quality of education and functional literacy of graduates. This contributes to increasing the competitiveness of the human capital of the Republic of Kazakhstan in the country and in the international arena.

**Figure 1-** Analysis of empirical data on higher education in Kazakhstan.




The socio-political, economic and cultural conditions existing in modern Kazakhstan and Turkey largely determine the possibility or

impossibility of integrating foreign pedagogical experience in order to modernize higher education systems. In the compared higher education systems, there are a number of socio-pedagogical characteristics that ensure their effective functioning, but due to the socio-political, economic and cultural characteristics of the countries under consideration, they cannot be transferred from one system to another. These approaches are designed for specific socio-pedagogical conditions and currently cannot function effectively in other conditions and for this reason are not subject to transfer from one system to another.

The paper presents (Figure 1) a theoretical description of the phenomenon of higher education, as well as an analysis of empirical data, thanks to which a picture of the situation under study was created.

By comparison, we came to the following conclusion: over the past 30 years, developed countries have largely changed their indicators in the field of education, science, technology, and production. And this directly affects the purpose of higher education, its structure, the conduct of the educational process, the connection of research with learning, communication with practice, etc.

Bases for implementing innovations in various fields are becoming popular in Turkey. Problems arise in connection with the material support of the translation of a scientific idea into production. In addition, university scientists devote a lot of time to research and teaching, there is not much time left to participate in the implementation of ideas in practice, to transform the subject of research into an object for profit, not all entrepreneurs are ready to turn to the possibilities of science in relation to production.

The problems associated with delaying the process of transformation of scientific structures into industry, as Turkish scientists understand it, could be solved through entrepreneurial activity in allocating funds already at the first stage of interaction, i.e. to provide material support in the field of university training of specialists, involving people who perceive new ones, ready to bring scientific products to the stage making a profit.

An analysis of the correlation of research activities, higher education and industrial activities in Turkey leads to conclusions about positive taxes in strengthening this trinity:

1. transformation in the economy of the country (the emergence of young branches in industry);

2. assistance from the authorities;

4. acceleration in the field of formation of the new in the environment;

5. taking into account the material motivation of scientists;

6. clarification of the direction of the country in the introduction of the new in education, business, production;

7. raising the status of Turkish scientists on a global scale, etc.

It is also necessary to identify and emphasize the negative aspects in the higher school of Turkey:

1. According to tradition, in Turkey, the society is interested in obtaining the bachelor's degree for young people, since this is already an opportunity to work in the specialty;

2. low level of motivation in the introduction of new in enterprises;

3. legislative acts concerning higher education, etc. need to be clarified.

These problems are also typical for Kazakhstan. Let's turn to some of them:

1. Internationalization of higher education in Central Asia and the Asia-Pacific region, thus balancing the "brain drain" from Kazakhstan;

2. weak aspect ratios of the trinity in terms of introducing a new;

3. clarifications are needed in the laws on the rules for the transformation of a scientific project into centers with proper equipment, and then into production.

Obviously, coordination between science, education and production could be improved if all spheres benefited from correlated actions. There is a need for the parties to discuss and define their aspirations together as a mutually beneficial process. The motivation of university scientists to transfer a scientific product into a profitable object should be taken into account...

Nevertheless, the relationship between higher education and business in terms of the introduction of a new entered a higher stage of development. Important points of contact between higher education and entrepreneurship have been identified. This is manifested in the application of scientific ideas for applied purposes, while university scientists work together with entrepreneurs, revealing the effectiveness of the new in production, refer to publications in this aspect, conduct trainings and seminars.

## Conclusions

The study of the foreign (Turkish) experience of higher education leads to the idea that the development of the economy is the main factor determining the change in higher education. The training of specialists at the university should ensure their demand in the labor market. The level of education of a person directly affects his ability to survive in this complex world, favors his success. There are many problems in the

world – ethnic, social, economic, political, and in many ways education will contribute to its stabilization.

In this paper, the indicators are determined, which is typical for the higher school of Turkey. To some extent, they can become characteristics of Kazakhstan's education. This includes the factor of changing the status of a student, which undergoes a transition from the role of a perceiving subject to the role of a participant in the learning process, we are talking about the interaction of a teacher and a student.

The above is also manifested in the fact that the student can determine the learning trajectory himself - this is the choice of discipline, and the determination of the place of the course in the system of disciplines and the manifestation of creativity in the construction of projects, etc.

It should be noted the improvement of the use of computer technologies in the process of education, the development of skills in the search for scientific information.

It is necessary to use the experience of Turkey in terms of organizing student protection in the professional and social spheres. This should also include the organization of the graduate's provision with employment in his specialty.

Career guidance work should take a systematic nature, starting in high school and covering the introduction of university courses, making all types of practices more effective and efficient.

It is advisable to give vocational training at the university a character that is ahead of the economy, it is possible to ensure this by the appropriate construction of programs, and during international exchange. The experience of Turkey is interesting, it should also be addressed in Kazakhstan, in terms of introducing study periods in other countries. This applies to students, researchers, and university teachers.

It is necessary to accept diplomas of higher education obtained in other countries, recognition of degrees and titles, etc.

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