

¹Babakulova R.B.

¹Art. teacher of the department. Regional studies., Osh State University

²Bolot kyzy Aikerim

²student, RV -2-18 (b)., Osh State University

E-mail: aikerimbolotkyzy@gmail.com

Article history:

Received: 21st December., 2021

Accepted: 22th December., 2021

Published: 23th December., 2021

Abstract: *The article examines modern education in higher education, analyzes the features of the didactic and structural organization of the research model of higher education in Russia and Kyrgyzstan, and has undergone a number of significant changes related primarily to the transition to a multi-level system and standardization of education.*

Keywords: *Kyrgyzstan, Russia, Bologna process, education, bachelor.*

1. INTRODUCTION

Since 1992, higher education in Russia has undergone a number of significant changes associated primarily with the transition to a multilevel system and the standardization of education.

Since 2003, the higher education system in Russia and Kyrgyzstan has been developing, including within the framework of the Bologna process.

The concept of an educational standard in Russia appeared with the introduction in 1992 of the RF Law "On Education". Article 7 of this law was devoted to state educational standards.

In Kyrgyzstan, the Law "On Education" is also emerging, which was first published in 1992 and updated in 2003.

A multi-level system of higher education was introduced in Russia and also in Kyrgyzstan in 1992, when the higher education system was supplemented by educational and professional programs of different levels, different in nature and volume. It was supposed to ensure the rights of citizens to choose the content and level of their education and create conditions for a flexible response of higher education to the needs of society in a market economy, the humanization of the educational system.

The system of multilevel higher education presented in the documents took into account the International Standard Classification of Education (ISCED), a classification adopted by UNESCO, which since 1978 has served as a comparative analysis tool in the field of education at the national and international levels to collect and present internationally comparable educational statistics [33].

Higher education began to be divided into three levels:

- educational and professional programs of the first level were incomplete higher education, synthesizing the general education part of the bachelor's degree programs (the first two years) and the program of secondary vocational education (the subsequent period of study). Therefore, upon their completion, a diploma of incomplete higher education was issued with the assignment of qualifications according to the list of specialties of secondary vocational education. The term of study varied from 2 to 3-3.5 years. Upon successful completion of only two years of study under the bachelor's program, a certificate of incomplete higher education was issued;

- educational and professional programs of the second level constituted basic higher education, its foundation. They covered all areas of science, technology and culture and provided the individual with the opportunity to master the system of scientific knowledge about man and society, history and culture, to receive fundamental natural science training and the basics of professional knowledge in the areas of study. These were bachelor's programs, after at least 4 years of study in which bachelors could either continue their education in third-level programs, or start working, independently mastering the professional knowledge and skills necessary to adapt to it;

- educational and professional programs of the third level were of two types:

- programs that continue basic higher education (second level) both in the form of integration into the training programs for graduates, and in the form of training masters of science, aimed at the research nature of subsequent professional activities. Persons who have mastered third-level programs have the right to enroll in graduate school [2].

The Law of the Russian Federation of July 10, 1992 No. 3266-1 "On Education" in the original version did not contain provisions on the graduation of higher education at the stages (levels), but referred to the competence of the Government of the Russian Federation to approve state educational standards (including higher professional education) ... The state educational standard of higher vocational education, approved by the Decree of the Government of the Russian Federation of August 12, 1994, No. 940, determined the structure of higher vocational education, which remained practically unchanged. Programs of three levels continued to exist:

- incomplete higher education (at least 2 years of study);

- higher education, confirmed by the assignment of the qualification "bachelor" (at least 4 years of study);

- higher education, confirmed by the assignment of a Master's qualification (at least 6 years of study, taking into account studies in a bachelor's degree) or a traditional specialist qualification (at least 5 years of study in total). The programs for the development of which were awarded the qualification "Master" were a continuation of the bachelor's degree programs.

2. MAIN PART

The Federal Law No. 125-FZ, adopted on August 22, 1996, "On Higher and Postgraduate Professional Education" distinguished three stages of higher professional education:

- higher professional education, confirmed by the assignment of a "bachelor's" qualification (degree) to a person who has successfully passed the final attestation (at least four years of study);

16	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 10 Issue: 12 in December-2021 https://www.gejournal.net/index.php/IJSSIR
	Copyright (c) 2021 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/

- higher professional education, confirmed by the assignment of the qualification “certified specialist” to a person who has successfully passed the final attestation (at least five years of study);
- higher professional education, confirmed by the assignment of a master's qualification (degree) to a person who has successfully passed the final attestation (at least six years of study).

The understanding of these steps remained the same. Persons who received state-recognized documents on higher vocational education of a certain level had the right, in accordance with the received direction of training (specialty), to continue their education according to the educational program of higher vocational education of the next level, which was not considered obtaining a second higher education. At the same time, incomplete higher education was removed from the category of the level of higher professional education.

Since 2000, the State educational standards of higher professional education of the first generation began to be adopted (since that time, for each specialty and each direction of training by levels of education).

In order to increase the efficiency of public spending on education, the Government of the Russian Federation provided for the implementation of measures aimed, among other things, at reorganizing vocational education institutions through their integration with higher education institutions and the creation of university complexes.

In the course of the implementation of this provision, on February 16, 2001, the Government of the Russian Federation adopted Resolution No. 119 "On the organization of an experiment to introduce a unified state examination." According to the document, the Unified State Exam was supposed to provide a combination of state (final) certification of graduates of the XI (XII) grades of educational institutions and entrance examinations for admission to educational institutions of higher professional education. The experiment was designed for 3 years (from 2001 to 2003), but in 2003 it was extended for one more year [3]. In 2001, educational institutions of five regions took part in the experiment - the republics of Chuvashia, Mari El, Yakutia, Samara and Rostov regions. The exams were held in two stages: the first (school) was held from 4 to 20 June - for school graduates in 2001, the second (university) - from 17 to 28 July for graduates of schools of previous years, applicants from other cities, graduates of technical schools and vocational schools. Examinations were held in 8 subjects (Russian, mathematics, biology, physics, history, chemistry, social studies and geography) [4].

3. CONCLUSION

In 2003, at the Berlin meeting of European education ministers, Russia joined the Bologna Process by signing the Bologna Declaration.

Since 2005, the State educational standards of higher professional education of the second generation have been adopted, aimed at obtaining knowledge, skills and abilities by students.

Since 2007, there has been an even more significant change in the structure of higher education. In 2009, amendments were adopted to the Federal Law of August 22, 1996, No. 125-FZ "On Higher and Postgraduate Professional Education". The stages of higher professional education were replaced by its levels. Two levels of higher education were introduced:

- bachelor's degree;
- specialist training, master's degree.

Thus, the bachelor's degree, specialist training and master's degree have become formally independent types of higher professional education (the term of study in a master's degree, for example, in connection with this provision became 2 years, and not 6). But at the same time (since the training of a specialist and a master's degree have become one level of education), upon receiving a specialist's diploma, admission to a master's program began to be considered as obtaining a second higher education.

At present, the State educational standard of higher professional education of the third generation, approved by the Ministry of Education and Science of the Kyrgyz Republic, is in force in Kyrgyzstan.

The MES KR (Ministry of Education and Science) is the main agency in the country responsible for the quality of education and the management of the education sector. It is responsible for setting policies, standards and programs, setting priorities, conducting strategic planning and regulating the activities of 31 state universities, including their branches and institutions at the regional level.

The MES KR is also responsible for allocating financial resources, monitoring quality through its licensing and certification department, keeping statistics and collaborating with the Academy of Sciences to prioritize research work.

The basis of the third generation Gosstandart is the competence-based approach, according to which higher education should develop general cultural and professional competencies in students. This approach was developed in the framework of the Bologna Process. According to the latest State Standard, higher education in the country remains multi-level (three-level):

- Level 1 - Bachelor's degree,
- 2nd level - magistrate,
- Level 3 - doctoral studies.

REFERENCES

1. Akinin P.V. Experience and problems of business development in higher education // Education in a changing world: goals, innovative approaches, personnel: Materials of scientific, practical. conf. - Stavropol, 1994.
2. Aleshina A. Education through the whole life // Teacher's newspaper-1998-№47 (9712).
3. Gromkova M.T. Pedagogy of adult education: (Textbook) M: Intel Tech LLP 1995.-96s.
4. Davanov V.N., Sokolovsky V.B. Model of the educational and management structure of the innovative process of an educational institution //
5. Education in a changing world: goals, innovative approaches, personnel: Materials of scientific-practical conference - Stavropol, 1994.