

ABSTRACT

of the thesis work “**Cooperation of Kazakhstan and Japan in Higher Education: Current Trends and Prospects**” submitted for the degree of Doctor of Philosophy (PhD) specialty «6D020900 – Oriental Studies»

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The end of the XX century and the beginning of the XXI century were a period of rapid reforms in the education system of Kazakhstan. This is due to a change in the requirements for the quality of education under the influence of external factors, as well as internal contradictions that had to be resolved for the development of the state.

After gaining independence, in order to strengthen ties in such spheres as the economy, trade, energy, processing of raw materials, technology, etc., it was necessary to start training specialists in various industries. The first contacts of Kazakhstan in various fields were established not only with the neighboring Russian Federation, but also with other countries, which led to the development of cooperation in the field of international education.

The first contacts of the Republic of Kazakhstan in the field of higher education were established with the countries of Western Europe, Russia and other countries of the Commonwealth of Independent States. This direction in the higher education system is described in the programs for the development of higher education of the Republic of Kazakhstan and is determined by the decision to join the Bologna process.

Despite its small population (about 18 million), Kazakhstan is in the top 15 countries in the world in terms of academic mobility of students abroad. However, the majority of Kazakhstani students study in Russia, China, Turkey and European countries. And the number of students who choose developed countries such as Japan is very small. This is an issue that requires special attention in the field of higher education and the constant development of partnerships with other countries.

The purpose of the study is to analyze the international partnership of independent Kazakhstan in higher education, to understand current trends and key problems, paying special attention to relations with Japan.

To achieve this goal, the following **tasks** were set:

– Analyze the theory of the process of higher education internationalization, highlight its types and main waves.

– Determining the goals of cooperation in the field of higher education, internationalization of the higher education system. Analyze the social and economic factors underlying it.

– Studying the policy of internationalization of the higher education system in Kazakhstan, identifying key features / principles.

– Determine the nature and characteristics of the internationalization process in the Japanese higher education system and analyze the main implemented projects.

– Analysis of the specifics, level of development and problems of cooperation between Kazakhstan and Japan in higher education.

– Identify the main problems and causes of the process of academic mobility of students between universities in Kazakhstan and Japan, predict development prospects.

Research methods.

In accordance with the goals and objectives of the research work, the methods of generalization, scientific systematization, historical-comparative, system-complex, scientific description were used. In addition, semi-structured interviews with university specialists and with an Embassy official were conducted to collect quality data.

In the course of the study, materials on inbound and outbound international academic mobility were collected and compared. A literature review was used to collect existing research conducted on international cooperation, the internationalization of higher education in Kazakhstan and Japan, mobility programs, and factors influencing students' choices, as well as reports published by world organizations such as the Organisation for Economic Co-operation and Development (OECD), UNESCO. Policy documents of the Republic of Kazakhstan were also analyzed for indicators of internationalization as the ratio of outbound and inbound student mobility, joining Bologna process, etc.

To understand the academic mobility of Kazakhstani students to Japanese universities, statistics of KazNU, ENU were used, also additional data were collected from Narxoz University, Abylai Khan Kazakh University of International Relations and World Languages and the international program "Bolashak". In addition, the data obtained from the Japanese government statistics portal made an important contribution to the analysis of the general situation. Data on outbound international academic mobility of KazNU were taken from the reports of the Department of the Far East of the Faculty of Oriental Studies on academic mobility for 2015-2020. An official request for assistance in obtaining access to information for this study was sent to ENU, Narxoz University, KazUIR and WL named after Abylai Khan and the Center for International Programs. Moreover, statistics available on the official website of the University of Tsukuba on the inbound mobility of Kazakhstani students were used.

In this study, a qualitative approach was used to analyze the current problems of cooperation between Kazakhstan and Japan in higher education and to predict development opportunities. The grounded theory method was used to create a theory based on the analysis of materials collected on the topic of the doctoral thesis, university data and interviews with experts.

Semi-structured interviews were conducted with 10 faculty members, one researcher, currently working at universities and research institutes in Kazakhstan or Japan, and one embassy staff.

Conclusions of the research proposed for defense.

As a result of the analysis of cooperation between Kazakhstan and Japan in the field of higher education, the following conclusions are proposed for defense:

1. Internationalization of the higher education system in Kazakhstan refers to traditional internationalization. In this regard, the policy of internationalization of

the higher education system in Kazakhstan and Japan is primarily aimed not at making a profit, but, on the contrary, at promoting and expanding partnerships. In general, the goals of Kazakhstani universities are to increase their international rankings, conduct joint research and promote student exchange in partnership with Japanese universities.

2. Japan's goals in expanding cooperation with other countries, including with Kazakhstan, are to promote the process of internationalization of the higher education system, conduct joint research, attract young, qualified specialists, and provide human resources. This is due to a lack of human capital due to declining birth rates and an aging population. In addition, partnership in the field of higher education is carried out with the aim of providing humanitarian assistance, improving the image of the state in a particular region and in the world.

3. The policy pursued in the higher education system of Kazakhstan is directly related to the foreign policy of the state. Japan is not a strategic partner in Kazakhstan's foreign policy, which contributes to weak ties in higher education. The mainstream of internationalization in the field of education in Kazakhstan is carried out by Russia, China and the countries participating in the Bologna Process.

4. Despite the fact that cooperation in the field of education plays an important role in the establishment and development of friendly relations, the partnership between Kazakhstan and Japan in the field of higher education is not given due attention in shaping the worldview of the two countries. Therefore, Japan's contribution to the internationalization of the higher education system in Kazakhstan is exceedingly small.

5. Cooperation between the two countries in the field of higher education is based on the initiative of several universities and individuals (teachers and professors). In general, the number of Kazakhstani universities cooperating with Japanese universities is small, and the number of exchange majors is limited. An exceedingly small number of Kazakhstani students choose Japan as a country of study. This is because there are obstacles to choosing Japan as a country of study, in particular: financial costs, living and travel costs, geographical distance between countries, language factors, etc.

6. At the government level, comprehensive programs should be adopted and decrees signed as a basis for the development of cooperation in the field of higher education. It is also important to raise awareness among citizens and students about the two countries, and about educational opportunities in those countries.

7. –Since the relationship between the two countries in the field of higher education is one-sided, in particular the presence of Kazakh students in Japan and the small number of Japanese students and professionals visiting Kazakhstan, it is important to develop various online, short and long-term courses to attract Japanese students. When preparing courses, it is necessary to pay special attention to language peculiarities and organizational issues.

Given the problems and constraints affecting cooperation in higher education, it is difficult to talk about dramatic changes in cooperation in the coming years. Without taking comprehensive measures to resolve the problems existing both in

cooperation and in the higher education system, the underdeveloped, one-sided trend will continue.

Substantiation of the novelty and importance of the results of the dissertation.

The topics such as internationalization of the education system of Kazakhstan, Kazakh-Japanese political and diplomatic relations were previously studied by foreign and domestic researchers. However, the problem of cooperation between the two countries in higher education was not considered, therefore, there isn't any scientific work that has comprehensively studied this the topic until now.

Based on Japanese, foreign and domestic documents, previously unpublished statistics and interviews conducted with experts, new results were obtained:

1. For the first time, the similarities and differences in internationalization of of higher education in Kazakhstan and Japan were identified and analyzed;

2. The history of the development of relations between Kazakhstan and Japan in the field of education and culture was analyzed on the basis of the activities of Japanese organizations for the first time. In addition, the role of Japan in the internationalization of the higher education in Kazakhstan was determined.

3. On the basis of statistical data of state scholarship and interuniversity programs, the dynamics of academic mobility of students between the two countries is revealed and described;

4. The goals of cooperation between Kazakhstani and Japanese universities were determined, the current situation and main problems were analyzed. The conclusions were additionally confirmed on the basis of interviews with specialists of higher education, and of Embassy official;

5. The factors that influence to the choice of Kazakhstani students were revealed and differentiated in accordance with the hypothetical method;

6. The most promising directions for the development of cooperation between Kazakhstan and Japan in higher education have been determined;

7. A number of proposals were made for the development of cooperation between the two countries in higher education.

Compliance of the dissertation topic with the priority directions of the development of science and / or state programs that are being implemented in the Republic of Kazakhstan.

The topic of the dissertation corresponds to the main provisions of the strategy "M.El - Scientific foundations of "Mangilik el" (education of the XXI century, fundamental and applied research in the humanities)". The study of current trends and key issues of cooperation in higher education contributes to the development of concepts and practices for the development of higher education and international cooperation.

Contribution of the doctoral student to the preparation of each publication.

The main materials of the dissertation were published in scientific periodicals and collections as 9 scientific articles. The following contributions were made by the PhD student for each publication: conceptualization, methodology, investigation,

independent data collection, curation, processing and analysis, writing and original draft preparation, further editing, resources, and validation.