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**GLOBALIZATION AND INNOVATION IN HIGHER EDUCATION OF THE REPUBLIC
OF KAZAKHSTAN: LEGAL PROBLEMS AND PROSPECTS**

Abstract

The article examines the features of the transformation of higher education in the context of globalization and digitalization, which have a significant impact on the content, forms and methods of organizing educational activities. The transition to a digital society, strengthening international integration, the development of artificial intelligence technologies and online communication create new opportunities for the modernization of the country's educational system, but at the same time pose a number of serious challenges to it.

The analysis identified key directions for the development of Kazakhstani higher educational institutions: the internationalization of the educational space, the active introduction of digital technologies, the expansion of the academic autonomy of universities, as well as the formation of the competencies of the future necessary for graduates to successfully realize themselves in the exploits of the Fourth Industrial Revolution. It is noted that internationalization will manifest itself not only in the academic mobility of students and teachers, but also in the adaptation of educational programs to international standards, the development of bilingual and English-language education, the participation of Kazakhstan's universities in global rankings and international scientific and educational projects.

Digitalization of higher education is seen as a strategic direction that contributes to improving the availability and quality of education, expanding opportunities for individualization of educational trajectories, and development. Electronic libraries and online courses. At the same time, it is emphasized that this process is accompanied by the risks of digital inequality, uneven access to modern technologies and insufficient digital literacy of some teachers and students.

Particular attention in the article is paid to issues of academic autonomy, which is considered as the most important condition for the development of competitive universities that can independently determine the priorities of scientific research, educational strategies and personnel policy. At the same time, the need for the responsibility of universities for the quality of education, the preservation of academic ethics and the strengthening of the spiritual and moral foundations of education is emphasized.

The authors of the article draw attention to the contradictory nature of globalization processes: on the one hand, they contribute to the openness, innovativeness and mobility of the educational environment, and on the other hand, they can lead to the loss of cultural identity, the formalization of innovations and the weakening of the humanitarian foundations of education.

Keywords: higher education, digitalization, online learning, innovative technologies, globalization, academic autonomy.

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ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ ЖОҒАРЫ БІЛІМ БЕРУДЕГІ ЖАҒАНДАНУ ЖӘНЕ ИННОВАЦИЯЛАР: ҚҰҚЫҚТЫҚ ПРОБЛЕМАЛАР ЖӘНЕ ПЕРСПЕКТИВАЛАР

Аңдатпа

Мақалада білім беру қызметін ұйымдастырудың мазмұнына, нысандары мен әдістеріне елеулі әсер ететін жаһандану және цифрландыру тұрғысынан Қазақстан Республикасының жоғары білім беру трансформациясының ерекшеліктері қарастырылады. Цифрлық қоғамға өту, халықаралық интеграцияны күшейту, жасанды интеллект және онлайн-коммуникация технологияларын дамыту елдің білім беру жүйесін жаңғырту үшін жаңа мүмкіндіктер жасайды, бірақ сонымен бірге оның алдына бірқатар елеулі сын-қатерлер қояды.

Талдау барысында қазақстандық жоғары оқу орындарын дамытудың негізгі бағыттары айқындалды: білім беру кеңістігін интернационалдандыру, цифрлық технологияларды белсенді енгізу, университеттердің академиялық дербестігін кеңейту, сондай-ақ Төртінші өнеркәсіптік революция аясында түлектерге өзін-өзі табысты жүзеге асыру үшін қажетті болашақ құзыреттерін қалыптастыру. Интернационализация студенттер мен оқытушылардың академиялық ұтқырлығынан ғана емес, білім беру бағдарламаларын халықаралық стандарттарға бейімдеуден, екі тілде және ағылшын тілінде оқытуды дамытудан, Қазақстанның жоғары оқу орындарының жаһандық рейтингтер мен халықаралық ғылыми-білім беру жобаларына қатысуынан көрініс табады.

Жоғары білім беруді цифрландыру оқытудың қолжетімділігі мен сапасын арттыруға, білім беру траекторияларын дараландыру, дамыту үшін мүмкіндіктерді кеңейтуге ықпал ететін стратегиялық бағыт ретінде қарастырылады. Электрондық кітапханалар мен онлайн курстар. Сонымен қатар, бұл үдеріс сандық теңсіздік тәуекелімен, заманауи технологияларға қолжетімділіктің әркелкілігімен және оқытушылар мен студенттердің бір бөлігінің сандық сауаттылығының жеткіліксіздігімен байланысты екені атап өтілді.

Мақалада ғылыми зерттеулердің басымдықтарын, білім беру стратегиялары мен кадр саясатын дербес айқындауға қабілетті бәсекеге қабілетті университеттерді дамытудың маңызды шарты ретінде қаралатын академиялық автономия мәселелеріне ерекше назар аударылған. Сонымен қатар білім беру сапасына, академиялық этиканы сақтауға және білім берудің рухани-адамгершілік негіздерін нығайтуға ЖОО-лардың жауапкершілігі қажеттілігіне баса назар аударылады.

Мақаланың авторлары жаһандану үдерістерінің қарама-қайшы сипатына назар аударады: бір жағынан, олар білім беру ортасының ашықтығына, инновациялылығы мен ұтқырлығына ықпал етеді, екінші жағынан - мәдени бірегейліктің жоғалуына, инновациялардың қалыптасуына және білім берудің гуманитарлық негіздерінің әлсіреуіне әкелуі мүмкін.

Түйін сөздер: жоғары білім, цифрландыру, онлайн-оқыту, инновациялық технологиялар, жаһандану, академиялық автономия.

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ГЛОБАЛИЗАЦИЯ И ИННОВАЦИИ В ВЫСШЕМ ОБРАЗОВАНИИ РЕСПУБЛИКИ КАЗАХСТАН: ПРАВОВЫЕ ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

Аннотация

В статье рассматриваются особенности трансформации высшего образования Республики Казахстан в контексте глобализации и цифровизации, оказывающих значительное влияние на содержание, формы и методы организации образовательной деятельности. Переход к цифровому обществу, усиление международной интеграции, развитие технологий искусственного интеллекта и онлайн-коммуникации создают новые возможности для модернизации образовательной системы страны, но одновременно ставят перед ней и ряд серьезных вызовов.

В ходе анализа определены ключевые направления развития казахстанских высших учебных заведений: интернационализация образовательного пространства, активное внедрение цифровых технологий, расширение академической автономии университетов, а также формирование компетенций будущего, необходимых выпускникам для успешной самореализации в условиях Четвертой промышленной революции. Отмечается, что интернационализация проявляется не только в академической мобильности студентов и преподавателей, но и в адаптации образовательных программ к международным стандартам, развитии двуязычного и англоязычного обучения, участии вузов Казахстана в глобальных рейтингах и международных научно-образовательных проектах.

Цифровизация высшего образования рассматривается как стратегическое направление, способствующее повышению доступности и качества обучения, расширению возможностей для индивидуализации образовательных траекторий, развитию электронных библиотек и онлайн-курсов. Вместе с тем подчеркивается, что данный процесс сопровождается рисками цифрового неравенства, неравномерным доступом к современным технологиям и недостаточной цифровой грамотностью части преподавателей и студентов.

Особое внимание в статье уделено вопросам академической автономии, которая рассматривается как важнейшее условие развития конкурентоспособных университетов, способных самостоятельно определять приоритеты научных исследований, образовательные стратегии и кадровую политику. В то же время акцентируется необходимость ответственности вузов за качество образования, сохранение академической этики и укрепление духовно-нравственных основ образования.

Авторы статьи обращают внимание на противоречивый характер глобализационных процессов: с одной стороны, они способствуют открытости, инновационности и мобильности образовательной среды, а с другой – могут приводить к утрате культурной идентичности, формализации инноваций и ослаблению гуманитарных основ образования.

Ключевые слова: высшее образование, цифровизация, онлайн-обучение, инновационные технологии, глобализация, академическая автономия.

Introduction

Globalization and digitalization are key factors in the transformation of higher education in the 21st century. Under the influence of these processes, profound changes are taking place in the content of educational programs, the organization of the educational process and the forms of interaction between teacher and student. Kazakhstan, which has integrated into the Bologna process and is actively developing digital infrastructure, is at the center of global educational transformations. Modern challenges require from the universities of the Republic of Kazakhstan not only the adaptation of international practices, but also the preservation of cultural and academic identity. The relevance of the

study is due to the contradiction between the need for innovative development and the need to preserve the national values of higher education.

Modern higher education in the Republic of Kazakhstan is developing in the context of global processes related to digitalization, internationalization and integration into the world educational space. After Kazakhstan joined the Bologna process in 2010, the country's higher education system began to actively focus on international quality standards, academic mobility and the formation of competitive human capital. At the same time, the processes of digitalization and the introduction of innovative technologies are intensifying, which transform not only the forms and methods of education, but also the philosophy of education itself. The state programs "Digital Kazakhstan", "Development of Education and Science for 2020-2025", other important strategic documents initiated and implemented by the Ministry of Science and Higher Education of the Republic of Kazakhstan have determined the course towards creating a flexible, open and innovative educational environment that can meet the challenges of the global knowledge economy.

However, along with the obvious benefits of globalization and digitalization, there are also risks associated with the loss of national educational identity, reduced quality of education, formalization of academic activities and dependence on transnational digital platforms. In these conditions, the search for a balance between traditional pedagogical values becomes relevant and innovative approaches, between global standards and national priorities.

According to the views researchers of this problem (A.A.Verbitsky, A.A.Ishchenko, E.A. Podolskaya, A.Clark, etc.), the modern system of higher education, which is being formed in a post-industrial society, demonstrates a number of stable trends relevant to its state [1-4]. First, the educational process is seen as a holistic and interconnected system, providing continuity between secondary, higher and subsequent vocational education. This corresponds to the strategic objectives of the state educational policy of Kazakhstan, aimed at the formation of a continuous educational trajectory of personality.

Secondly, the idea of lifelong education and training throughout life is of key importance. In the context of accelerating socio-economic and technological changes, it is adult education that is becoming a priority area that ensures the adaptation of specialists to the requirements of the modern economy and labor market of Kazakhstan.

Modern pedagogical practice also testifies to the expansion of the very concept of "education". It ceases to be associated exclusively with formal structures - a school or university. Today, any activity aimed at developing competencies, forming new professional and personal attitudes, mastering the skills and abilities demanded in the knowledge society is recognized as educational. An important feature of the development of higher education in Kazakhstan is the active informatization and digitalization of the educational process, implemented within the framework of the relevant programs. The use of digital platforms, online courses and electronic libraries contributes to the expansion of the educational space and the growth of the intellectual potential of students.

There is a transition from mainly lecture-information forms of education to interactive and research methods based on the active independent work of students. This corresponds to the competence approach enshrined in the regulatory documents of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

The modern paradigm of higher education focuses not so much on the assimilation of ready-made knowledge as on the development of the student's personality. The teacher becomes a moderator of the educational process, creating psychological and pedagogical benefits for the creative and research activity of students. Game, design and problem-oriented teaching methods that stimulate independent thinking and innovation are becoming increasingly important.

A special role is played by the transformation of knowledge into an economic category - in the digital economy of Kazakhstan, knowledge becomes a strategic resource that determines the competitiveness of the individual and the state. Innovations and the ability to put them into practice are considered as a key factor in the professional growth of a modern specialist.

At the same time, the processes of commercialization and market transformation of education are intensifying: universities are increasingly providing paid educational services, developing academic entrepreneurship, and participating in international projects and grants.

Information and communication technologies make education more open and accessible: forms of distance and hybrid learning are actively developing, digital resources of the national level are being created, ensuring equal access of students from different regions of Kazakhstan to high-quality content.

The globalization of educational processes is manifested in the expansion of academic mobility, internationalization of universities, the participation of Kazakhstani universities in international ratings and exchange programs. Thus, education is becoming not only a national priority, but also part of the global educational space.

In general, the analysis of trends in the development of higher education suggests that the strategy of innovative and digital development, integrated into the Kazakh education system, is actively forming a new educational reality. It is impossible to ignore these processes today. However, despite the obvious advantages of digital pedagogy - improving the quality, accessibility and effectiveness of education - it is necessary to take into account the criticism expressed by representatives of the academic community, students, parents and teachers regarding the risks of excessive technologization of the educational process and the preservation of humanistic values of education.

The purpose of this article is to analyze the impact of globalization and innovation on the higher education system of the Republic of Kazakhstan, to identify the main tendencies, advantages and contradictions of this process, as well as to determine possible ways to harmonize them.

Materials and methods

The study used a comprehensive methodological approach based on a combination of various methods of scientific analysis, which made it possible to comprehensively consider the transformational processes taking place in the field of higher education in the Republic of Kazakhstan. First of all, theoretical analysis of scientific literature on globalization, digitalization and modernization of educational systems, as well as international analytical reports and reports of such authoritative organizations as UNESCO¹, OECD² and the World Bank were used³. These sources made it possible to determine the main world trends and strategic guidelines in the development of higher education, as well as to identify the area's most significant for Kazakhstan in the context of its integration into the global educational space.

An important place in the study is occupied by a comparative analysis of educational reforms carried out in Kazakhstan and in a number of foreign countries. This method made it possible to compare national approaches to digitalization, internationalization and quality assurance of education with international experience, to identify effective practices and potential risks when adapting them in domestic conditions. Particular attention is paid to countries that have similar socio-economic and cultural background, which made it possible to assess the applicability of their educational models to Kazakhstan's reality.

In addition, an analysis of the regulatory documents of the Republic of Kazakhstan regulating the development of the higher education system was carried out. The study includes government programs and strategic documents, as well as various provisions regarding academic autonomy, digital transformation and internationalization of universities. The analysis of these documents made it possible to determine the priority areas of state educational policy and its consistency with global trends.

¹ UNESCO. (2023). Global Education Monitoring Report 2023. Paris: UNESCO Publishing. [The electron. resource]. – URL: <https://digitallibrary.un.org/record/4020460?v=pdf>

² OECD. (2022). Education at a Glance 2022: OECD Indicators. Paris: OECD Publishing. [The electron. resource]. – URL: https://www.oecd.org/en/publications/education-at-a-glance-2022_3197152b-en.html

³ World Bank. (2025). Skills for Future Jobs: Global Education Reform Outlook. Washington, DC. [The electron. resource]. – URL: <https://www.weforum.org/publications/the-future-of-jobs-report-2025/in-full/3-skills-outlook/>

To ensure a holistic perception of the studied phenomenon, a systematic approach was used, which made it possible to consider the processes of transformation of higher education as a complex dynamic system in which global trends, national characteristics, institutional mechanisms and the human factor interact. This approach contributed to the identification of the relationships between digital innovation, academic freedoms, cultural traditions and the requirements of the modern labor market.

Thus, the applied methodology provided a comprehensive study of the transformation of Kazakhstani higher education, allowing not only to identify relevant directions of its development, but also to determine the optimal ways of harmonious combination of international standards with national priorities.

Results and discussion

In the context of globalization, education ceases to be exclusively an internal affair of the state. Universities of Kazakhstan are included in international academic networks, participate in rating systems, and conclude agreements on double diplomas and academic mobility. The country's leading universities are actively developing international partnerships and research collaborations.

From a theoretical point of view, globalization contributes to the formation of a new paradigm of higher education - "education without borders", where knowledge becomes a global public good, and the university becomes a participant in the international market for educational services. However, as domestic experts note, this trend also carries the risks of cultural unification and dependence on external educational models, which requires a conscious approach to preserving the national identity of Kazakhstani education.

Innovation in education is seen as the introduction of new technologies, methods and management decisions that increase the effectiveness of learning and research. In Kazakhstan, the key area was the digitalization of education, including the use of online platforms (Coursera, OpenU), the introduction of elements of artificial intelligence and neurotechnology, the development of distance learning and hybrid educational programs.

The theoretical basis of innovative pedagogy is the concepts of interactive learning, digital competence, blended learning and self-learning ecosystems. At the center of this paradigm is a student who is able to independently acquire knowledge, analyze information and apply it in practice.

Contemporary studies in pedagogy, sociology, and the economics of education view globalization as an integrated process encompassing the economic, cultural, and technological aspects of world interaction. In the field of education, globalization manifests itself through the internationalization of educational programs, the unification of quality standards, academic mobility of students and teachers, as well as the widespread introduction of digital technologies in the educational process.

According to Kazakhstani researchers A. Alimbekov, B. Sadykov, S. Abudllin, G. Tazhibaev and others, globalization in higher education in Kazakhstan has become a factor in the modernization of the university system and the transition from a model of knowledge transfer to creative and critical thinking. At the same time, the development of human capital as a strategic resource of national competitiveness is of particular importance. In Kazakhstan, innovations in higher education are closely related to state reforms aimed at the autonomy of universities, the development of scientific research and the introduction of the principles of academic integrity. The Law of the Republic of Kazakhstan "On the Status of a Teacher" dated December 27, 2019¹ and the new version of the Law of the Republic of Kazakhstan "On Education" consolidate the priority of digital transformation, innovative technologies and quality orientation.

Despite positive changes, researchers note contradictions. On the one hand, innovations provide openness and mobility; on the other hand, they increase the dependence of universities on digital corporations and reduce the personal interaction between teacher and student. Questions arise related to academic ethics in the context of distance learning, equality of access to digital resources, preservation

¹ On the status of a teacher Law of the Republic of Kazakhstan dated December 27, 2019 No. 293-VI // <https://adilet.zan.kz/rus/docs/Z1900000293>

of critical thinking and humanistic values. So, in the article "Digital Ethics in Higher Education: 2020" it is noted that the technologies introduced in universities (for example, data analytics, catboats, AI) create many ethical risks: confidentiality, student rights, academic justice [5]. The work of Digital Learning and Digital Institution in Higher Education indicates that digital transformation covers not only teaching, but also all processes in universities: management, marketing, platforms. In particular: ...digital technologies show a range of tools ... forcing them to deal with the digital transformation (DT) in all of its dimensions». This implies an increase in workload, demands for digital literacy, and a potential increase in access inequality [6].

Thus, globalization and innovation are a bilateral process: they stimulate the development of higher education in Kazakhstan, but at the same time require a well-thought-out strategy so that new technologies serve not as a replacement for traditional education, but for its development and humanization.

The modern system of higher education in Kazakhstan is undergoing a deep transformation under the influence of global processes and the internal need to adapt to the requirements of post-industrial society. In the context of rapid technological progress and digitalization, the knowledge economy requires the training of a new type of personnel - mobile, competitive, critical and ready for innovation.

Since Kazakhstan joined the Bologna process in 2010, the country has become the first in Central Asia to officially integrate into the European Higher Education Area. This event determined the strategic direction of reforms: the introduction of a credit-modular system, ensuring academic mobility, the development of multi-level training (undergraduate-graduate-doctoral studies PhD) and the recognition of Kazakhstani universities abroad.

Internationalization has become a major trend in recent years. Leading universities in Kazakhstan are implementing double diploma programs (for example, Kazakh National University named after al-Farabi - Sorbonne University of Kazakhstan, Satbayev University - Leiden Technological University, L.N. Gumilyov Eurasian National University - Kyushu University, Japan).

English-language educational programs are developing; academic mobility of students and teachers is expanding. The state program "Bolashak" continues to perform the function of training highly qualified personnel with international experience.

Nevertheless, in the context of global competition, Kazakhstani universities are faced with the problem of leakage of talented students and teachers abroad. In this regard, state policy is aimed at increasing the attractiveness of domestic universities through improving infrastructure, digitalization and participation in international ratings.

One of the priority areas of state policy was the introduction of the principles of the Digital Kazakhstan program. As part of its implementation, universities are actively mastering e-learning, online courses, virtual laboratories and hybrid learning models.

The COVID-19 pandemic has accelerated the transition to remote formats, revealing both the potential and vulnerability of the system. Adapted educational platforms were created, as were specialized platforms for anti-plagiarism and academic control.

These tools made it possible to ensure the continuity of the educational process, but also revealed digital inequality between regions and universities, differences in the level of digital literacy of teachers and students.

Kazakhstani universities are actively developing their own digital initiatives, which are aimed at forming a unified digital system that ensures the integration of the educational process, science and management.

Significant changes have occurred in the management of universities. The introduction of the Institute of Boards of Trustees, academic and managerial autonomy allowed universities to independently form curricula, open new educational programs and establish partnerships with business and practice. These measures are designed to increase the flexibility of universities and their ability to respond to the challenges of the global labor market.

However, in practice, autonomy faces a number of problems: insufficient training of management personnel, dependence on government funding and formal reporting. This leads to the need to develop new models of corporate governance based on transparency, accountability and efficiency.

An important direction of globalization of Kazakhstani education was the introduction of the principles of academic ethics and honesty. Universities are introducing anti-plagiarism systems, conducting internal audits of the quality of education (NAAR, NKAOKO) have become key institutions that ensure the compliance of educational programs with international requirements.

At the same time, there is an increase in formalism in accreditation procedures, as well as the risk of a shift in emphasis from the content of education to quantitative rating indicators. In these conditions, there remains a need to find a balance between global quality standards and national educational priorities.

Innovative processes and global trends that have swept the higher education system of Kazakhstan contribute not only to the technological, but also to the substantive transformation of the educational space. In the context of world integration processes, innovation is becoming a tool for improving the quality of education, international competitiveness and the formation of a new type of personality of a graduate.

One of the key benefits of digitalization and globalization is the increased availability of education. Modern digital technologies provide equal opportunities for access to quality knowledge give students and teachers the opportunity to take courses at leading universities, improve their qualifications and integrate foreign experience into national educational practice.

Innovative technologies have transformed traditional forms of learning, making them more flexible, interactive and results-oriented. They allow students to independently master theoretical material in an online format, and use classroom time for discussions, practical assignments and project activities. The use of cloud technologies, learning management systems (LMS) - such as Moodle, Canvas, Platonus - contributes to the individualization of educational trajectories and effective control of academic achievements. In addition, digitalization optimizes the administrative processes of universities by introducing electronic document management systems, online tests, remote testing, which makes training more transparent and convenient for students.

Innovations in higher education in Kazakhstan are directly related to the formation of competencies of the XXI century (4C competencies):

- Critical thinking
- Creativity - creativity and innovative thinking;
- Collaboration;
- Communication - communication skills.

In addition, special attention is paid to digital literacy, entrepreneurial and financial thinking, the ability to work with sick data and artificial intelligence.

Thus, a graduate of a modern Kazakh university should have not just knowledge, but the ability to study throughout life (lifelong learning).

The development of human capital in Kazakhstan is considered as the basis for sustainable economic growth. Universities are becoming not only centers for training specialists, but also platforms for generating innovations, where research laboratories, business incubators and startup centers are being formed.

The active participation of Kazakhstani universities in international educational and scientific ratings contributes to the growth of their prestige and visibility at the global level. Integration into the global educational space provides access to international research projects, grant programs and knowledge sharing. This, in turn, contributes to improving the quality of scientific research, publication activity and the development of academic networks.

Thus, innovation and globalization create new opportunities for the modernization of higher education in Kazakhstan, providing synergy between technological progress and educational goals.

One of the problems can be called the formalization of education and a decrease in the quality of education. The proliferation of online learning and mass online courses has led to a tendency to formalize the educational process. When moving to remote formats, the level of personal interaction between the teacher and the student decreases, which negatively affects the development of critical thinking, creativity and communication skills.

In addition, there is a decrease in student motivation: online learning is often perceived as less significant and formally superficial. "Pseudocifrovization" also becomes a problem, when the use of electronic platforms is limited only to replacing paper forms, without really improving the quality of the pedagogical process.

Globalization in the field of education contributes to the unification of standards, but at the same time there is a risk of loss of national cultural and pedagogical identity. The active borrowing of Western models of education and the dominance of the English language in the academic environment leads to a decrease in interest in the Kazakh language and domestic scientific traditions. Therefore, when integrating into the world educational space, it is important to preserve the national-humanitarian component, developing the Kazakhstani educational model based on the synthesis of global and ethnocultural principles.

The widespread introduction of digital technologies creates new challenges in the field of academic ethics and psychological well-being of participants in the educational process. The proliferation of electronic tests, distance exams and anti-plagiarism systems is accompanied by an increase in cases of formal control and mistrust between teachers and students.

In addition, prolonged interaction in the online environment reduces the level of emotional contact, forms a sense of isolation and leads to "digital fatigue". The problem of loss of live communication is especially relevant in humanitarian areas, where the pedagogical process is traditionally based on dialogue, critical discussion and exchange of experience.

Many Kazakhstani universities use foreign educational platforms (Moodle, Canvas, Coursers, Turnitin, Proctorio, etc.), which increases dependence on external developers and reduces the level of technological sovereignty. At the same time, some of these services are paid, which increases the financial burden on universities. In addition, the transfer of data from students and teachers to foreign servers raises issues of ensuring information security and protecting personal data.

The creation of domestic analogues is at the initial stage, which requires systemic state support. Thus, innovations introduced without a national digital sovereignty strategy can turn from a development tool into a source of dependence.

The rationale for the role of the teacher in the context of digital transformation deserves special attention. Despite the automation of educational processes, the teacher remains a central figure in the higher education system. The digital environment requires new competencies from him - digital literacy, media communication, the ability to design interactive courses and manage learning in the online space. At the same time, the most important task is to preserve the pedagogical mission based on the education of the personality, value orientation and critical thinking of students. A teacher in the digital age is not only a source of knowledge, but also a mentor, facilitator, motivator and guide in the world of information.

The processes of globalization and innovation have a powerful impact on the higher education system of the Republic of Kazakhstan, determining its strategic direction, forming new requirements for the content, structure and quality of education. Kazakhstan, actively integrating into the world educational space, is making significant steps towards digitalization, internationalization and increasing the academic autonomy of universities.

Higher education reforms in Kazakhstan demonstrate a steady movement towards international standards and innovative learning models. Major trends include: 1) internationalization of education. Kazakh universities develop academic mobility, double diploma programs and participation in international rankings (QS, THE)²; 2) digitalization of the educational process. The introduction of OpenU, MOOC, LMS platforms and the use of artificial intelligence enhance the individualization of learning, as in the UK (Open University) and South Korea (K-MOOC) [7; 8]; 3) autonomy and

² QS World University Rankings. (2024). Methodology and Results. London: QS Quacquarelli Symonds. [The electron. resource]. – URL: <https://www.qs.com/insights/rankings-released-qs-world-university-rankings-2024>

academic freedom. Legislative reforms have given universities more authority in choosing programs and accreditation, bringing the system closer to European models³; 4) Development of competencies of the future: critical thinking, digital literacy, creativity and entrepreneurial skills.

Despite advances, the processes of globalization and innovation are accompanied by a number of risks and contradictions. First, digital inequality between the regions of Kazakhstan remains, which limits the effectiveness of reforms. Secondly, there is a threat of loss of the national identity of education, similar to the processes of unification in Europe [9]. Third, innovation is often formal, without changing pedagogical approaches. The role of the teacher is changing - he becomes a moderator and mentor, which requires a new system of professional training. Thus, the successful development of higher education in Kazakhstan is possible while maintaining a balance between global innovation and national identity.

A modern university in Kazakhstan is becoming not just an educational institution, but a center for social development and innovation. It combines the functions of education, science, entrepreneurship and civic education. In this context, the concept of the "third mission of the university" is being formed - a social contribution to the development of society, the region and the state. Kazakhstan, focusing on global trends, is gradually forming its own model of sustainable university development, combining national identity and global openness.

Conclusion

The analysis allows us to draw the following conclusions. Globalization has become the driving force behind the modernization of Kazakhstan's higher education. The entry into the Bologna process, the development of academic mobility, international partnership and double diploma programs contributed to increasing the openness and competitiveness of Kazakhstani universities. At the same time, these processes require careful attention to maintaining national priorities, linguistic and cultural diversity.

Innovation and digitalization have created the prerequisites for a flexible and accessible education system. The introduction of EdTech technologies, online platforms and blended learning has increased access to knowledge, increased the effectiveness of the learning process and opened up new forms of academic interaction. Digital transformation has allowed universities to adapt to global changes and continue to function even in crisis conditions (for example, during a pandemic).

However, innovative processes are accompanied by a number of risks. Among them are digital inequality between regions, the formalization of training, dependence on foreign digital platforms, a decrease in personal communication and the risks of loss of national pedagogical identity. These contradictions require the development of sustainable education strategies based on the principles of humanism, academic ethics and digital sovereignty.

The best model for Kazakhstan is the integration of traditional and innovative approaches. Hybrid learning formats, the development of digital competencies among teachers and students, the preservation of the role of a teacher as a bearer of values and a mentor allow harmoniously combining technological progress and the spiritual content of education.

The future of the Kazakh University lies in the synergy of science, innovation and social mission. Universities should become centers of knowledge generation, technology and cultural initiatives that contribute to the sustainable development of the country.

Thus, globalization and innovation are not a threat to the national education system if they are meaningfully integrated into its value basis. The main task of Kazakhstani higher education is not just to catch up with world trends, but to create its own model based on the balance between technology and culture, rationality and spirituality, universality of national identity.

³ European Commission. (2023). Higher Education Policy in the European Union. Brussels. [The electron. resource]. – URL: [https://www.europarl.europa.eu/RegData/docs_autres_institutions/commission_europeenne/swd/2023/0719/COM_SWD\(2023\)0719_EN.pdf](https://www.europarl.europa.eu/RegData/docs_autres_institutions/commission_europeenne/swd/2023/0719/COM_SWD(2023)0719_EN.pdf)

Authors' contributions

The authors contributed significantly to the conception of the study, the conduct of the study and the preparation of the final version of the article: *A.M. Satbayeva* developed the overall study design, analyzed the question, prepared the sections "Results and Discussion", "Conclusion", reviewed the scientific literature, translated the text; *G.I. Tursynbaeva* annotation, introduction, prepared the headings "Materials and methods", designed a bibliographic list.

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ПРАВА ПАЦИЕНТА В МЕЖДУНАРОДНОМ ПРАВЕ: СТРУКТУРА, СОДЕРЖАНИЕ И ЗНАЧЕНИЕ ДЛЯ НАЦИОНАЛЬНЫХ СИСТЕМ ЗДРАВООХРАНЕНИЯ

Аннотация

Статья посвящена исследованию структуры, содержания и международно-правового значения прав пациента, сформированных в системе универсальных и региональных международных актов. Анализ международных документов - Международного пакта об экономических, социальных и культурных правах, Конвенции о правах человека и биомедицине, Конвенции № 108+, актов ВОЗ и ОЭСР - позволяет определить права пациента как комплексный правовой институт, включающий гарантии доступности, безопасности и качества медицинской помощи, информированного согласия, защиты медицинских данных и права на компенсацию вреда.

Сравнительное исследование правовых моделей различных государств демонстрирует, что международные стандарты обладают универсальным характером и могут служить основой для развития национальных систем здравоохранения.

Проведенный анализ казахстанского законодательства выявил наличие базовых правовых гарантий пациента, однако показал ограниченность механизмов их практической реализации, особенно в сферах защиты медицинской информации, рассмотрения жалоб, обеспечения patient safety и профессиональной ответственности медицинских работников. На основе международного опыта предложены направления совершенствования законодательства Республики Казахстан, включая адаптацию норм о защите данных, создание независимых институтов защиты прав пациента и развитие нормативного регулирования информированного согласия.

Ключевые слова: права пациента, здравоохранение, качество и безопасность медицинской помощи, защита медицинских данных, международные стандарты, гармонизация законодательства.