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**THE PROCESS OF PERSONAL SOCIALIZATION IN INTERCULTURAL COMMUNICATIONS (ON THE EXAMPLE OF THE SUPPLEMENTARY EDUCATION SYSTEM OF KAZAKHSTAN AND HUNGARY)**

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**Abstract:** The article reveals the author's approach to modeling the process of socialization of the individual and children's readiness for intercultural communication in the conditions of additional education of children in Kazakhstan. In addition, the differences between the education system of Kazakhstan and Hungary are described. The relevance of this article is that education is and will be one of the most important directions of development of any state. In our opinion, the system of assessment of knowledge of Hungarian schoolchildren is quite unique than in Kazakhstan. In order to avoid comparisons and not to traumatize the psyche of children, from the first to the third grade pupils do not receive marks in digital form, but since parents still need to know whether their children learn well or not, teachers give a textual description. In Kazakhstan, starting from the first class, children begin to be evaluated. The child must have a diary and receive marks or smiley marks.

**Keywords:** personality, socialization, communication, intercultural, system, education, model, additional, comparison, process, assessment, content

In modern world in the light of integration educational processes the problem of improving the quality of the supplementary education system is becoming progressively meaningful. At the same time the identity of the specialist in the system of management of additional education is important.

The dynamic social, economic and technological evaluation of modern society has created a need for new knowledge to adapt to modern requirements. In such cases the task of the formal and non-formal education system is to develop the intellectual, creative and physical abilities of a person to realize his abilities and to create conditions for personal and professional development.

Additional education as a concept appeared with the release of the Law of the Republic of Kazakhstan "on education" on June 7, 1999 and continues its evolutionary growth. According to the law additional education is understood as a process of education and training that is carried out to meet the needs of students and specialists.

The article sets out the differences between the educational system in Kazakhstan and Hungary. The relevance of this topic is that education is and will be one of the most important directions of development of any state. Education – the main value, the way of being a modern young human.

Today with the introduction of a new generation of educational standards and updating the content of education, it is possible to implement additional education by strengthening the changeable part of educational programs, closer integration of basic and additional education. In addition extracurricular activities in educational organizations include clubs, sections, studios, clubs of interest, sports sections, preparatory courses, educational, competitive, entertainment programs, journeys and etc.

Statistics from the National Center for the Evaluation of the Quality of Education in 2014 showed that in Kazakhstan more than 800 organizations of additional education, covering 598,769 children and about 15,000 teachers, were part of the infrastructure of the children's education system. At the same time the direction in the development of the system of additional education the increase in the entailment of students and the vocational training of teachers continues. Accordingly in the State program of development of education of the Republic of

Kazakhstan for 2011 – 2020 much attention is paid to the perspective: 30–50% of students will be covered with additional education.

How are things with priorities in Kazakh schools? To answer this question, let me compare two educational systems: Hungarian and Kazakh.

In Hungary and Kazakhstan, preschool education in kindergarten is compulsory and is provided for all children between the ages of three and six, after which children are required to attend school until the age of sixteen. But after the end of kindergarten Hungarian children receive a document showing readiness to study at school, while children in Kazakhstan do not receive this document.

By the nature of educational programs, education in Kazakhstan is divided into general and vocational education. The following levels of education are distinguished: pre-school education, secondary education, higher and postgraduate vocational education. Secondary education in Kazakhstan is compulsory as in Hungary and includes secondary general, primary vocational and secondary vocational education. Children are admitted to the first grade from the age of 6-7. Secondary general education of Kazakhstan contains 3 stages: primary (grades 1-4), basic (grades 5-9) and senior (grades 10-11). Primary education in Hungary usually lasts eight years. Secondary education includes three traditional types of schools focused on different levels of students: grammar schools for "gifted children" preparing to enter university; Secondary vocational schools for intermediate students (four years); Technical schools - to prepare students for a practical profession[1].

Primary vocational education in Kazakhstan is acquired in 2-3 years in vocational schools and vocational lyceums on the basis of basic general education. Secondary vocational education is provided for 3-4 years in colleges and schools on the basis of basic general education on a competitive basis.

The first thing that surprising in Hungary is the fact that separate stages of schools function as independent units. That is, if in Kazakhstan children from grade 1 to grade 11 study together, in the same building, in Hungary primary, secondary, senior schools are located in different buildings, with autonomous management. In addition, Hungarian schoolchildren have classmates in our usual sense only in primary school. In secondary and senior schools, different collectives are formed in different lessons. This is due to the individual approach to the educational needs of the child. For example: if a child is strong in mathematics, but he is bored to death on biology, it is logical that it should not be loaded with a large number of hours of biology, if it is much more effective for him to deepen into algebra and geometry. The big thing in Hungary and what is absent in Kazakhstan – privacy assessment. Marks for work and homework are a student's personal file in Hungarian. No one reads out the list with ratings after the control work, for example in parent-teacher meetings in Kazakh schools teachers are dealt with according to the bones of everyone and in public.

In my opinion, the system of assessment of knowledge of Hungarian schoolchildren is quite unique than in Kazakhstan. In order to avoid comparisons and not to traumatize the psyche of children, from the first to the third grade pupils do not receive marks in digital form, but since parents still need to know whether their children learn well or not, teachers give a textual description. In Kazakhstan, starting from the first class, children begin to be evaluated. The child must have a diary and receive marks or smiley marks. And in Hungary from the fourth grade students are already exposed to marks on the traditional five-point scale. For Hungarian students, the first higher education (12 semesters) is free of charge, while foreigners pay between 1,300 and 8,000 euros per year depending on the curriculum. Lectures in universities are generally given in Hungarian, although a number of universities also teach in French, English and German. During the session, the student can distribute the examination sequence himself, and each of them has the right to recast three times. From my point of view, the Hungarian education system is very loyal: "especially distinguished" are given a chance to retake a four-time, however, it can be used only once in the whole time of training [2].

English and German play an important role in Hungarian higher education, and Kazakh

higher education is dominated by Kazakh, English and Russian. An interesting fact is that most Hungarian universities are public institutions in which students traditionally study free of charge. In Kazakhstan, for admission to Higher Education Institution, school graduates pass final and entrance examinations in the form of unified national testing (UNT) or comprehensive testing (for graduates of previous years). The second higher education in Kazakhstan is provided only on a paid basis with an accelerated period of study (2-3 years). A general requirement for all universities is a certificate of secondary education (graduation).

Hungary attracts foreign students from other countries. It turns out that three-quarters of students arriving in Hungary come from ten major countries; while the remaining quarter is from a hundred countries. Among the states sending numerous students are Germany, Iran, Norway, Israel and Sweden, while most invited students are citizens of neighboring countries. In the 2008-2009 academic year, the total number of foreign students studying in Hungary was 16,916, compared to only 14,491 in 2005-2006. In 2018, about 14,000 foreign students studied in Kazakhstan, by 2020 their number is planned to increase to 50,000 people, the message distributed by the Center of International Programs reads. Of these, 3,683 citizens of Uzbekistan, 3,290 from India, 1,320 from Turkmenistan, 1,290 from China, and 1,026 from Kyrgyzstan. [2]

Currently, Kazakhstan is actively considering the introduction of 12-year education. The leader of the nation N.A. Nazarbayev said that the system of 12-year secondary education should be implemented by 2020. With the introduction of 12-year secondary education, Kazakhstan is reaching a new level, thus becoming one step with other developed countries of the world [3].

Thus, I am sure that the education system of Kazakhstan will soon become in 1 row with the education system of developed countries and will be able to compete with them on an equal footing. Education should be the basis for the high quality of our lives.

In conclusion, I want to say that the educational system of both countries is aimed at improving the quality of education, as education gives us the opportunity to realize ourselves, be communicative, find our place in society and finally be part of society and contribute to the development of society.

**Aim of the study:** to theoretically justify and experimentally test the social and pedagogical conditions for socialization of the child in institutions of additional education.

#### **Research problems**

1. To study the genesis and the current state of development of socio– pedagogical conditions in the socio–cultural environment of institutions of additional education of children in pedagogical science and practice;

2. To define theoretical and methodological ways and principles to create conditions in institutions of additional education of children;

3. Establish scientific and methodological support for the process of development of social and pedagogical conditions of institutions of additional education of children.

4. On the basis of the identified approaches, test experimentally the structural and functional model of development of socio–pedagogical conditions in the socio-cultural environment of institutions of additional education of children.

**Methods of research:** analysis of the theory of socio–cultural activity, philosophical, cultural, historical, psycho–pedagogical literature and normative and lawful documents on subjects of additional education of children; historical and pedagogical analysis to symbolize the historiography of the study problem; conceptual and terminological analysis to characterize the conceptual field of the investigated problem, theoretical modeling to build a structural – functional model for the development of social and pedagogical conditions of institutions of additional education of children; observing the experiment to determine the amount of creation of socio–pedagogical fortune of institutions of additional education of children.

#### **Reference list**

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**Түйін:** Мақалада авторлардың жеке тұлғаны әлеуметтендіру процесін модельдеуге және балалардың Қазақстанға қосымша білім беру жағдайында балалардың мәдениаралық қарым-қатынасқа дайын болуына көзқарасы ашылған. Сонымен қатар, Қазақстан мен Венгрияның білім беру жүйесінің айырмашылықтары сипатталған. Бұл мақаланың өзектілігі - білім кез-келген мемлекеттің дамуының маңызды бағыттарының бірі болып табылады және солай болады. Біздің ойымызша, венгр мектеп оқушыларының білімін бағалау жүйесі Қазақстанға қарағанда бірегей. Салыстырмас үшін және балалардың психикасына зақым келтірмеу үшін бірінші сыныптан үшінші сыныпқа дейін оқушылар сандық формада баға алмайды, бірақ ата-аналар балаларының жақсы оқитын-білмейтіндігін білуі керек болғандықтан, мұғалімдер мәтіндік сипаттама береді. Қазақстанда бірінші сыныптан бастап балаларды бағалау басталады. Баланың күнделігі болуы керек және белгілерді немесе смайликтерді алуы керек.

**Аннотация:** В статье раскрывается авторский подход к моделированию процесса социализации личности и готовности детей к межкультурному общению в условиях дополнительного образования детей Казахстана. Кроме того, излагаются различия между системой образования Казахстана и Венгрии. Актуальность данной статьи заключается в том, что образование является и будет одним из важнейших направлений развития любого государства. На наш взгляд, система оценки знаний венгерских школьников уникальна, чем в Казахстане. Чтобы избежать сравнений и не травмировать психику детей, с первого по третий класс ученики не получают оценок в цифровом виде, но, поскольку родителям все равно необходимо знать, хорошо ли учатся их дети, учителя дают текстовое описание. В Казахстане с первого класса начинают оценивать детей. Ребенок должен вести дневник и получать отметки или смайлы.