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**FEATURES OF THE IMPLEMENTATION OF THE CREDIT SYSTEM OF  
EDUCATION IN KAZAKHSTAN AND CHINA**

**Abstract:** This paper provides a comparative analysis of the characteristics, outcomes, and challenges of implementing the credit system in Kazakhstan and China. Both countries are committed to enhancing educational quality, promoting the internationalization of higher education, and fostering personalized student development through credit system reforms. Kazakhstan has drawn on international

experience to establish a credit system that aligns with the modern higher education framework, while China has explored various forms of the credit system tailored to its national conditions. The credit system has yielded significant results in both countries, but challenges remain, particularly in balancing quality and efficiency. Looking ahead, both nations should continue to deepen their credit system reforms, strengthen international cooperation, and jointly address the challenges brought by the globalization of education.

**Keywords:** Kazakhstan, China, Credit System, Internationalization of Higher Education, Personalized Development

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## **ОСОБЕННОСТИ ВНЕДРЕНИЯ СИСТЕМЫ КРЕДИТОВ В ОБРАЗОВАНИИ В КАЗАХСТАНЕ И КИТАЕ**

**Аннотация:** В данной статье представлена сравнительная аналитика особенностей, результатов и вызовов внедрения системы кредитов в Казахстане и Китае. Обе страны стремятся улучшить качество образования, способствовать международной интеграции высшего образования и развивать индивидуализацию студентов через реформы системы кредитов. Казахстан опирался на международный опыт для создания системы кредитов, соответствующей современным требованиям высшего образования, в то время как Китай разрабатывал различные формы системы кредитов, адаптированные к национальным условиям. Система кредитов продемонстрировала значительные результаты в обеих странах, однако остаются проблемы,

особенно в вопросах балансировки качества и эффективности. В будущем обе страны должны продолжить углубление реформ в области системы кредитов, укреплять международное сотрудничество и совместно решать вызовы, связанные с глобализацией образования.

**Ключевые слова:** Казахстан, Китай, Система Кредитов,

Интернационализация Высшего Образования, Индивидуализация Развития

## **Introduction**

The credit system, as an important teaching management system for measuring students' learning workload, centers around course selection, with GPA and credits being used to comprehensively evaluate the quality of students' learning. Globally, the credit system has been widely applied in higher education and has become an important tool for assessing student learning outcomes, promoting the internationalization of education, and fostering personalized development.

The study of the implementation of the credit system in Kazakhstan and China aims to deeply analyze the reform directions and practical outcomes in the higher education sector of both countries. By comparing the implementation of the credit

system in these two countries, we can better understand the development context and future trends of their education systems, providing valuable references for the further development of higher education in both nations. [1] This research also holds profound significance. It not only helps promote the internationalization process of higher education in both countries and improve educational quality but also offers more possibilities for the personalized development of students. By drawing on each other's successful experiences, Kazakhstan and China can achieve closer cooperation and exchange in the field of education, jointly driving the prosperous development of global higher education.

### **Basic Overview of the Credit System**

As a comprehensive teaching management system, the credit system is centered around course selection, supported by GPA, and uses accumulated credits to measure the quality of students' learning. The credit system allows students to choose courses within certain limits based on their personal interests, abilities, and career plans. This

system not only gives students greater autonomy in learning but also promotes the optimal allocation of educational resources.

The credit system originated at Harvard University in the United States and, with the continuous development of global higher education, has gradually become an important component of higher education systems worldwide. The promotion of this system not only reflects the progress of educational philosophy but also responds to the societal demand for personalized education. The implementation of the credit system has made education more flexible and diverse, providing students with more learning opportunities and broader development space. [2] However, the credit system also has potential issues. On one hand, the freedom of course selection may lead to a decline in student discipline, weakened sense of collective honor, and even result in a focus on accumulating credits rather than on the quality of learning. On the other hand, while the credit system emphasizes competition, it may also increase pressure among students, affecting their mental and physical health. Therefore, an effective supervision and evaluation mechanism must be established during the

implementation of the credit system to ensure that students can maintain good learning discipline and a sense of collective honor while enjoying the freedom of course selection, thus improving learning quality. The credit system has played an important role in promoting the development of higher education and internationalization, but its potential issues need to be addressed through corresponding measures.

### **Characteristics of the Implementation of the Credit System in Kazakhstan**

Kazakhstan's higher education reform has been gradually advancing in the country's modernization process, aiming to improve education quality and international competitiveness. With the promotion of the "Bologna Process," Kazakhstan has carried out comprehensive reforms of its higher education system, establishing a three-tier structure of modern higher education, including bachelor's (undergraduate), master's, and doctoral levels, with clear credit requirements and specific learning outcomes for each level.

In terms of the credit system, Kazakhstan has actively drawn on international experience, adapting it to the country's realities and implementing a strict credit

management system. Students must complete the required credits to earn their degrees, which promotes the efficient use of educational resources and enhances students' independent learning abilities. Additionally, Kazakhstan has implemented a credit transfer system, allowing credits earned at home and abroad to be recognized when students transfer between universities or continue their studies. This significantly promotes the internationalization of higher education. [3] Kazakhstan's credit system also includes unique elements such as the retake system and the minor program system. The retake system provides students with opportunities to make up for learning deficiencies, while the minor program encourages students to broaden their knowledge base and develop interdisciplinary skills. These systems not only increase the flexibility of Kazakhstan's higher education but also inject new vitality into its internationalization process.

### **Characteristics of the Implementation of the Credit System in China**

China's higher education has undergone a transition from elitism to mass education and is currently moving towards a connotative development model, aimed



at improving educational quality and international influence. In this context, the credit system has become a significant measure in China's higher education reform and has been widely implemented.

Chinese universities, based on their specific characteristics, have adopted various forms of the credit system, such as the annual credit system, full credit system, and GPA credit system, to meet the learning needs of different disciplines and students. These systems not only strengthen students' awareness of independent learning but also promote the optimal allocation of educational resources. The distinctive feature of the Chinese credit system lies in its combination of course selection systems, mentorship systems, and flexible study structures. The course selection system grants students greater autonomy in learning, promoting personalized development; the mentorship system provides students with professional guidance and academic support, helping to develop their research capabilities and innovative thinking; and the flexible study structure allows students to adjust their learning pace according to their personal situation, enhancing the flexibility and adaptability of education. [4]

The implementation of these systems not only enhances the quality of higher education in China but also provides students with broader development space and more learning opportunities. The implementation of the credit system is a crucial part of China's higher education reform, and its unique features offer strong support for improving educational quality and promoting personalized student development.

### **Comparative Analysis of the Implementation of the Credit System in Kazakhstan and China**

In the implementation of the credit system, Kazakhstan and China share some similarities but also have significant differences. Both countries' higher education reforms stem from the pursuit of improving education quality and international competitiveness, but Kazakhstan's reforms are more influenced by the "Bologna Process," aiming to align with international education standards, while China places more emphasis on connotative development, balancing educational quality with personalized student development.

In terms of the credit system implementation, Kazakhstan has adopted a strict credit management system, with features such as credit recognition, the retake

system, and the minor program system, which promote both the internationalization and flexibility of education. In contrast, China has implemented various forms of the credit system, such as the annual credit system, full credit system, and GPA credit system, tailored to different disciplines and student needs. [5] Both countries have achieved significant results in implementing the credit system, but they face challenges, particularly in balancing the quality of education with efficiency.

Looking forward, both Kazakhstan and China will continue to deepen their reforms in the credit system to meet the demands of education development in a globalized context. Kazakhstan will further strengthen its cooperation with international educational institutions, advancing the internationalization of its credit system. Meanwhile, China will continue to explore educational models suited to its national conditions, enhancing connotative development and improving educational quality and international influence. The future development of the credit system in both countries will provide valuable insights and lessons for global higher education reform.

## **Conclusion**

In the process of implementing the credit system, both Kazakhstan and China have demonstrated significant efforts to enhance education quality, promote the internationalization of higher education, and foster personalized student development. Kazakhstan has drawn on international experience to establish a credit system compatible with modern higher education, enhancing the flexibility and internationalization of education, while China has explored various forms of the credit system based on its national conditions, effectively improving education quality and efficiency.

The credit system has played a crucial role in the development of higher education in both countries, not only optimizing the allocation of educational resources but also providing students with more opportunities for development and personalized learning paths. Kazakhstan and China should continue to deepen reforms in the credit system, strengthen international cooperation and exchange, and jointly address the

challenges brought by the globalization of education, contributing wisdom and strength to the development of global higher education.

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