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PROBLEMS OF TEACHING THE SUBJECT OF BIOMECHANICS IN THE REPUBLIC OF KAZAKHSTAN

Introduction. Kazakhstan is a rapidly developing country in Central Asia that has made significant progress in the development of education in recent years. However, the country still faces challenges that need to be addressed in order to improve the quality of education and provide its citizens with better opportunities [1, 2, 3].

Problem statement. According to experts, higher education in Kazakhstan faces problems such as a lack of qualified teachers, outdated curricula and a lack of academic freedom. Corruption and academic plagiarism are also considered to be widespread problems in the country's higher education system, which has a detrimental effect on the academic and professional employment prospects of Kazakhstani citizens [1, 2, 3, 5].

According to data for 2024, nearly 70,000 students dropped out of university without obtaining a degree. Experts explained the reasons that force students to drop out. Most dropped out of their own volition. Just over 13,000 transferred to other higher education institutions. Students also leave due to poor academic performance and financial problems. In addition, about 6,000 students who dropped out of universities are violators of academic discipline. Over a thousand people were drafted into the Armed Forces and 350 students left due to health reasons. One of the main reasons cited is tuition fees, which are rising year after year. At the same time, wages in most industries remain unchanged. There is no doubt about the traditional practice of students having to work part-time to pay for their education [5, 7].

Discussion of results. The government has launched several initiatives to address these issues. In 2010, the Modernisation of Higher Education programme was launched to improve the quality of higher education in Kazakhstan. This programme was aimed at attracting more qualified professors, improving the quality of research, and modernising curricula to improve education in universities overall. The government has also invested in the development of digital technologies in higher education and the creation of new universities to make education even more accessible [4, 5, 6, 7].

However, despite these efforts, problems in higher education continue to exist. The shortage of qualified teachers remains a serious problem, especially in scientific and technical fields, which are becoming increasingly important in the context of globalisation. In addition, the curricula at some universities are still outdated and do not reflect the modern trends and requirements of the 21st century [1, 2, 3, 5, 6].

Thus, during the cooperation programme between the Kazakh National University of Sport (KNUS) and the National University «Zaporizhzhya Polytechnic» within the framework of the signed Memorandum, it was established that the teaching of such disciplines as «Biomechanics» and «Introduction to Coaching» is not supported by modern methodological literature. There is virtually no domestic scientific and methodological base. Textbooks and teaching aids from the Soviet era or Russian sources are mainly used.

Unfortunately, the teachers who teach these disciplines do not have the relevant practical experience and need systematic professional development. This is especially true in terms of using Internet resources, analysing, interpreting and summarising information, and preparing visual and handout materials.

It is noteworthy that the first-year curriculum does not include the subject «Gymnastics with Teaching Methods», which is extremely important for teaching subsequent academic disciplines. In addition, given that, along with «Biomechanics», first-year students are already studying such important subjects for future specialists in the field of physical culture and sports as «Anatomy» and «Physiology», we believe that the logical and methodological sequence of studying this subject is disrupted.

On the positive side, there is the possibility of extensive use of multimedia equipment, computer technology, online applications, etc. It is also worth noting the motivation of students to study these academic disciplines and the traditional respect and reverence for teachers in Kazakhstan.

Both parties involved in the academic mobility programme are confident that increased cooperation with the international academic community, investment in education, and the exploration of alternative sources of funding, such as private investment and international aid, can solve this problem [4, 5].

All of the above leads to the conclusion that Kazakhstan has made significant progress in the development of education, but there are still a number of problems that need to be addressed. Solving these problems requires concerted efforts on the part of the government, educators and other stakeholders in the field of education. Through joint efforts, Kazakhstan will be able to provide high-quality education and better opportunities for its citizens. Several steps can be taken to address the problems in the education system. The government should increase its financial investment in education. The country's education budget should be increased to provide sufficient funding for the construction of new schools, the renovation of existing schools and the provision of modern teaching materials.

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