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APPLICATION OF THE INTERNATIONAL EXPERIENCE INTO PROFESSIONAL EDUCATION IN KAZAKHSTAN

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Modernization of the professional education in Kazakhstan is application of international experience. Integration into the global educational space is practical value of developing competitiveness and openness of the education system.

The novelty of research is implementation of the international experience of professional education of Closing designers in Art's universities of Kazakhstan. The key points will disclose the current reform's stage in higher professional school of the Republic of Kazakhstan. The conclusions will reveal the modernization of educational process in universities will present set new requirements for innovative update of its organization, content and methodic.

Keywords: professional education, modernization, international experience, sectoral training, Closing designers.

ҚАЗАҚСТАНДА КӘСІБИ БІЛІМ БЕРУДЕ ХАЛЫҚАРАЛЫҚ ТӘЖІРИБЕНІ ҚОЛДАНУ

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Қазақстандағы жаңғыртумен қатар кәсіптік білім беру халықаралық тәжірибені қолдану болып табылады. Әлемдік білім беру жүйесіне бәсекелестікті қабілетті ашық түрдегі дамытудың тәжірбиелік құндылығы.

Зерттеудің жаңалығы Қазақстанның өнердегі жоғары оқу орындарында киім жобалаушылардың кәсіби білім берудің халықаралық тәжірибесін енгізу болып табылады. Мұндағы негізгі ережелер Қазақстанның жоғары кәсіби мектептеріндегі реформалардың ағымды кезеңін ашады. Қорыта келе жоғары оқу орындарында білім беру процесін жаңғыртуды анықтауға мүмкіндік беретін және оның ұйымдастырылуы инновациялық жаңартылуының, мазмұны мен әдістемесіне қойылатын жаңа талаптарды ұсынады.

Негізгі сөздер: кәсіби білім беру, жаңғырту, халықаралық тәжірибе, салалық дайындық, киім жобалаушылар.

ПРИМЕНЕНИЕ МЕЖДУНАРОДНОГО ОПЫТА В ПРОФЕССИОНАЛЬНОМ ОБРАЗОВАНИИ В КАЗАХСТАНЕ

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Модернизацией профессионального образования в Казахстане является применение международного опыта. Практическая ценность развития конкурентоспособности и открытости системы образования обусловлена интеграцией в мировое образовательное пространство.

Новизной исследования является внедрение международного опыта в профессиональное образование проектировщиков одежды в вузах искусства Казахстана. Текущий этап реформ в высшей профессиональной школе Казахстана будет раскрыт в основных положениях статьи. Модернизация образовательного процесса в вузах и новые требования к инновационному обновлению его организации, содержанию и методике содержат выводы.

Ключевые слова: профессиональное образование, модернизация, международный опыт, отраслевая подготовка, проектировщики одежды.

Introduction

The quality of higher education predetermines sustainable competitiveness of the country in the context of globalization. The focus of the revival of the spiritual values of Kazakhstan citizens taking into account modernization and challenges of globalization through the frameworks of program “Ruhani Zhanyru”, which was initiated by president of Kazakhstan Nursultan Nazarbaev in 2017 [1].

As the process of globalization, internationalization of the economy and business advances, higher education faces new objectives – training of professional workforce able to operate effectively in changed market conditions. Particular attention must be given to the professional preparation of future Closing designers for Scenography, Costume Design and industry of Kazakhstan upon the research of international experience.

The problem of professional preparation of students – future Closing designers, for Scenography, Costume Design and light industry in Kazakhstan is a direct reflection of core aspects of the sector. Consequently, a number of remaining challenges appears:

- lack of formed subject-oriented practical knowledge of the specificity of productive process [6];
- dysfunction of the system of sectoral training of specialists [9];
- lack of a model for the formation of a specialist with applied abilities [8];
- disunity of methodology, which results from the lack of the aim, idea, realization of the necessity and social significance of the outcome – education product [8].

Improvement of the quality of human capacity and provision of future Kazakhstan with highly skilled workforce, able to operate effectively in changed market conditions, assimilation of

the best foreign standards and technologies, is possible only under the condition of modernization of higher education in the republic, its integration in the global educational space [7].

In this regard, the research problem defined is: insufficient development of professional preparation of future Closing designers for Scenography, Costume Design and industry of Kazakhstan based upon the research of international experience that impedes the integration into the global educational space and requires the study of European experience.

The research object: the professional preparation of future Closing designers for Scenography, Costume Design and industry sectors in Kazakhstan.

The subject of the study: research of the international experience of the professional preparation of future Closing designers for Scenography, Costume Design and industry.

The aim of the research: to identify the specific of professional preparation of future Closing designers for Scenography, Costume Design and industry of Kazakhstan on the base of the research of the international experience.

Objects and methods of research

The current stage of reformation of higher professional school in the Republic of Kazakhstan, development of educational process in higher education imposes entirely new requirements for innovative renewal of its organization, content and methodology.

“Science for the sector” – this idea is the central today in the formation of the strategy of a new specialists' training model in the system of education, forming human potential, which defines the economic potential of country to a crucial extent [12].

Objectives of industrial-innovative development of Kazakhstan's economy necessitate the implementation of innovative methods and

technologies of teaching in universities. The state has adopted a series of measures aimed at creating a network of science centers through the development of technology parks and business - incubators, which allow to integrate science and business; and to raise the quality of teaching in universities. [10].

The implementation of aims may positively affect into the organization of pedagogical process in HEI of Kazakhstan, as it promotes effective work in changing conditions of global market, namely:

- identifies the need to reconsider education paradigms, modernization of public consciousness through content of training programmes, modules, orienting towards global thinking and vision;

- forms professional preparation of future Closing designers for Scenography, Costume Design and industry in organization of training for competitiveness at the global labor market, as it suggests international context and content of studied disciplines at all levels of higher education;

- stimulates acquisition of the best foreign standards and directions of education, mechanisms of process in training of specialists, integration of sectoral innovations.

Identified modern conditions of professional preparation of future Closing designers for Scenography, Costume Design and industry influenced on the implementing international experience into the system of higher education in Kazakhstan.

Results and Discussion

The research of the problems of professional preparation of Closing designers for Scenography, Costume Design and industry is on the base of international experience revealed Formation of Professional competence (FPC) on “methodic” and on the “system” [11], what allowed to determine:

1) “methodic” – based on a decentralized approach in USA and UK with passing exams and issuing certificates, confirming the level of competence [5,3].

2) “system” – centralized training with practically oriented goals, (state order) in Germany, France, Denmark, Portugal, Switzerland, Netherlands, Latvia, Spain, Finland, Belgium, Norway, Kazakhstan, Russia, Kyrgyzstan with Fulfillment of state orders on the basis of a holistic pedagogical process [2,4,12,8].

Therefore, according to analysis of international experience on professional preparation of future specialists, the conclusions for Kazakhstan are the following:

1. necessity of pedagogical interaction of best European experience in professional preparation of future specialists and modernization of the pedagogical processes in education, determined by Bologna declaration, such as:

- strengthening of international competitiveness in higher education and research;

- active participation in the integration of European higher education;

- raising the quality of education and research through the participation of students and specialists in the international process of knowledge sharing;

- diversification of the directions of supply of educational services;

- accessibility of higher education; universalization knowledge;

- the expansion of curricula and training of students in foreign partner universities;

- trans-boundary education.

2. Development of flexible system of requirements, training trajectory, forms of work for implementation of institutional reforms in higher educational institutions of the Republic of Kazakhstan on the basis of dynamic links.

3. Increased opportunities of Modular training with application of innovative methodic for professional realization of competent specialists in further labour activity on the basis of dynamic links.

4. Development of the assessment Criteria of the Formation of Professional competence.

To stimulate the process of professional preparation of future specialists on the example of specialty of Closing design and Scenography, Costume Design in universities of Kazakhstan, in our opinion, it is necessary to reorient the process of preparation from the creative-empirical to the applied-subject, in line with contemporary technological innovation and market demands.

Strengthen the teaching of computer-oriented, creative-technology and commerce forming disciplines to create the conditions for the implementation of exchange projects with real projects for industrial needs.

To do this, HEI need to create conditions for the work of students in this modernization educational direction:

1. Expand cooperation with vendors. *Vendor (vendor, the vendor)* - company supplier of products and services under its own brand name (often manufacturer). Vendor is a company that produces, supplies its products under its own promoted trademark. The vendor takes the top place in the marketing channel. In modern

commerce: producer - vendor - distributor -dealer - customer. Vendors are not always the producers of goods and services. Key activities in the vendor are ownership and management of the brand promotion and distribution of goods and services.

2. Expand cooperation with major international companies.

3. Establish cooperation with the "Centers of competence and certification of professional development and advanced training".

4. Implement creative ideas and realize them in the learning process at the university based on commercialized proposals from the production.

5. To contribute to the committed involvement of enterprises in the employment of students.

According to Zhanguzhinova, another key factor in the modernization of the system of training is an advantage of the credit system in higher educational institutions of Kazakhstan: the formation of modular educational programs, promotion of Academic Mobility opportunities, ECTS, strengthening of scientific and research activity of students, etc., because the root of the problem is inadequate training of specialists of the educational springboard [11].

Conclusion

Thus, the study of international and blight experience, the results of many years of scientific research, allow us to formulate the following positive ideas for the formation of social and sought-after experts in the field of light industry in Kazakhstan in the conditions of modernization of production technologies:

– a wide range of various forms of improvement and confirmation of experts' professional competence creates a mechanism for licensing and certification, with a centralized national institution - Industry Certification organization.

– the ratio of the results of advanced training and self-education with wages of specialists and social benefits package;

– own development strategies of sector institutions: conditioned by their own method of teaching and the payment system; practice-activity-related project work on orders that have asocial, national significance;

– opportunities for international cooperation associated with a large set of entrants coverage and marketing of educational services, staff advanced training;

At the same time, the advantages of the professional preparation of future specialists for innovative sectors in Kazakhstan compared with foreign countries revealed, namely:

– centralized training system of specialists for Kazakhstani, conditioned by the frame work of a unified state education standards, makes it possible to direct its activities more efficiently and implement consistently in the life of modern achievements of science and best practices;

– modernization will be the development and implementation of criterion evaluation apparatus, profессиogram, innovative technologies and methods of training of specialists;

– material and practical orientation of training, built on the basis of the decision of problems of the design course, modular system, facilitating the relationship of the educational process with production and needs of society on the basis of the social order of society by professional preparation of specialists;

– the effectiveness of individually-oriented and subject-active approach Costume Design and Scenography specializations, stimulating the quality of training of specialists for the innovative sectors of Kazakhstan;

– the starting point for the formation of the product in the educational chain - specialists for cluster of innovative sector of production;

– for professional preparation of specialists for innovative sector following schemes of interaction between science and business are the most effective: Expert evaluations; Grants and orders; Investments in research start up; Opening of research laboratories and business incubators; Innovative entrepreneurship; Interaction with venture capital funds, venture capital;

– according to the conceptual ideas of our research, particular importance has the accounting of dynamics of the qualification requirements for the preparation of competitive professionals on the international market for innovative sector considering new requirements of innovation and industrial development of Kazakhstan's society.

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ПРОФЕССИОНАЛЬНАЯ НАПРАВЛЕННОСТЬ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА В ТЕХНИЧЕСКОМ ВУЗЕ

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В статье рассматриваются проблемы профессионально-ориентированного обучения иностранному языку технических специальностей, которые приобретают особую актуальность в связи с нарастающей ролью иноязычного общения в профессиональной деятельности инженеров. Практическая значимость работы заключается в возможности ее использования в организации образовательного процесса на занятиях по профессионально-ориентированному иностранному языку. Сделан вывод о целесообразности интеграции профессионально-ориентированного обучения со специальными дисциплинами с целью получения профессиональных знаний и умений на иностранном языке.

Ключевые слова: профессионально-ориентированное обучение, профессиональная среда, социальные компетенции, языковые компетенции, коммуникативная деятельность.

ТЕХНИКАЛЫҚ ЖОҒАРЫ ОҚУ ОРНЫНДА АҒЫЛШЫН ТІЛІН ҮЙРЕНУДЕГІ КӘСІБИ БАҒЫТ

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